

# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**GODAVARI INSTITUTE OF ENGINEERING AND  
TECHNOLOGY**

**NH-16, CHAITANYA KNOWLEDGE CITY**

**533296**

**[www.giet.ac.in](http://www.giet.ac.in)**

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**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Godavari Institute of Engineering & Technology (GIET)** was founded in the year 1998 by the Koundinya Educational Society at the Rajahmundry. The Institute is the brainchild of Sri K. V. V. Satyanarayana Raju, (popularly known as Chaitanya Raju) who is supported by a team of academicians and technocrats, with a view to imparting high quality Engineering, Pharmacy and Management education to the budding professionals and providing the ambience needed for developing requisite skills to make a mark of excellence in Education, Business and Industry.

GIET is located in a healthy picturesque area extending over 27 acres (in Chaitanya Knowledge City of over 348 acres coverage) on the Rajahmundry – Visakhapatnam National Highway (NH-16) and is well connected through the Vijayawada – Visakhapatnam railway line. The campus is well connected by roadways, railways and airways.

GIET is the first engineering institute in the North Coastal Region of Andhra Pradesh to have achieved the ISO 9001: 2000 certification and rated is ranked among the top most private Engineering Institutes. The Institute is approved by AICTE, New Delhi and permanently affiliated to JNTUK, Kakinada. The Institute is recognized under section 2(f) and 12(B) of UGC Act, 1956. The Institute currently enjoys autonomous status conferred by UGC and JNTUK Kakinada and one batch has graduated. GIET has also been approved by Microsoft Corp. and has recently been recognized by Virtusa Polaris for Centre of Excellence, the only of its kind in the state.

### **Vision**

**Vision:** To evolve and emerge into a premier and most preferred educational institution at every level of academic pursuit across the country.

This Institute was setup with a vision to impart quality technical education to the rural folk and urban populace and to train students as Engineers with outstanding Technical Skills who in turn will become responsible citizens who would ‘think global and act local’ and can change society in-order to meet the challenges of future.

### **Mission**

**Mission:** To foster human excellence imbued with integrity, loyalty and the spirit of service to mankind through education of global standards steeped in Indian ethos and values.

Our mission is to further the institute in imparting technical education for students, while maintaining our traditions and culture. All staff shall inculcate in themselves humbleness, simplicity, honesty and uphold

dignity towards higher learning and serving the mankind. The institute shall strive to its best in producing excellent engineers and managers who will be appreciated by industry and other sectors.

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

### Institutional Strength

1. Continuous development in infrastructure facilities for meeting the quality policy of the institute
2. Autonomy, permanent affiliation, NBA accreditation, NAAC one cycle, ISO 9000 certification, UGC Section 2(f) and 12(B) recognition
3. Involves all the stakeholders in the administration
4. Ensuring better scope for personality development of the students with the amenities required for and beyond academics
5. Committed and qualified staff
6. Uncompromising Institutional Social Responsibility (ISR) activities
7. Very good placement record
8. Modern laboratories such as the Siemens Lab, R & A/C Lab, Advanced Robotics Lab, etc.
9. Increasing the connectivity of the institute by striking as many MoUs as possible with Industry partners and other institutions.

### Institutional Weakness

1. Lack of eminent experts in some courses
2. Faculty members need to be trained in administrative skills.
3. Support from the affiliating university is limited in extending placements
4. Many students hail from rural background and have limited skills for undertaking professional course.

### Institutional Opportunity

1. Huge employment and consultancy opportunities owing to the industries in the vicinity.
2. Apt location for an educational institution, being in an educational hub.
3. Availability of land for future expansion.
4. Internships from the industry partners

### Institutional Challenge

1. Proliferation of colleges and institutes is resulting in unhealthy competition
2. Great difficulty in recruiting senior faculty in the professor cadre due to scarcity.
3. Balancing financial needs in the face of delays of releasing Post Matric Scholarships by the Government.
4. Delay in admissions process by government.
5. Tuition fee fixation is not dynamic enough to meet the growing needs.
6. Retaining the senior faculty is becoming difficult.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

There are 7 UG programs and 10 PG programs under the Autonomous regulations (currently GR-17). The curriculum for each of the programs is carefully drafted to ensure that the graduates completing the program meet the standard expected by all the stakeholders (students, parents, teachers, industry, and society).

The Outcomes of each Program are chosen keeping in view the Graduate Attributes specified in the Washington Accord and the institutional vision. These Program Outcomes are percolated down into the course structure by preparing the sequence of courses and then stating the outcomes of each course. The exercise is iterative in nature to ensure that the mapping between the Program Outcomes and the Course Outcomes is uniform.

Course Outcome Attainment Calculation is undertaken every semester to ensure that the level of attainment of Outcome of each course is satisfactory. Necessary correctins/adjustments will be noted in the Faculty Course Attainment Report (FCAR).

### Teaching-learning and Evaluation

The institute has substantially strong teaching-learning process in the region. In about two decades, the institute could establish itself as a reputed engineering institute. The institute caters to the educational needs of higher education to all the rural and semi-urban population.

At least 2-3 expert lectures are organized for the benefit of students in addition to career readiness trainings, trainings on sophisticated areas of technology, etc.

The management has been quite generous to economically poor students and has extended help in all ways to empower them appropriately. The institute has decided to split the training and placement functions so that much professional approach could be given. This step though taken recently has started showing good results and is expected to become an example for others to follow.

The institute has good faculty-student ratio. Efforts are being made to further strengthen the teaching-learning process by appointing senior faculty, preferably with industrial experience, in all departments and functions of the institute. There are scores of faculty coming from IITs, NITs and other leading institutions of the nation. Guidance and support is provided by senior faculty with research focus in structural engineering, artificial intelligence, etc. areas.

Students' performance is evaluated from all aspects, analyzed and suitable suggestions are made. Judicious mix of formative and summative evaluations schemes are implemented to ensure continuous evaluation. Environment for learning is accordingly created. Students with weak performance are given additional attention and trainings/classes are conducted wherever necessary.

## **Research, Innovations and Extension**

The institute has research, consultancy and extension activities. There have been good numbers of publications by most of departments. Support of senior professors is being employed for enhancing this aspect.

Out of its own funds, the institute has established a Innovation Lab, Embedded Systems Lab and Advanced Robotics Lab. that can be considered as one of the most sophisticated centres of excellence in this region. Establishing Virtusa Polaris Centre of Excellence Lab and Super Computing Lab are in process. Trainings are provided on the latest software and consequently, some good projects have also come up. Based on its success, the institute has plans to establish one such centres of excellence in each department.

Testing and consultancy services are being done primarily by Civil Engg., Mechanical Engg. and Automobile Engg. departments and will soon be extended to other departments.

Students are also encouraged to take up projects that have good level of research. Certain level of funding is given by the management for student projects like the paper cups and plates project, solar energy project, etc.

The faculty members and students take deep interest in undertaking extension and social responsibility programmes.

The institute has collaborations with industry, academia and social organizations for various kinds of support and services. The institute has tie-ups with leading organizations like GATE Forum, and so on for trainings, placements, expert lectures, lab development, etc.

## **Infrastructure and Learning Resources**

The institute is spread across over 27 acres and consists of huge circulation area, lush green lawns, playgrounds and buildings, leading to a tranquil atmosphere of learning. A huge academic block of three storey, separate boys' hostel and girls' hostel, students' amenities centre, mechanical engineering block, workshop and freshmen studies block comprise the buildings. Particular focus is placed on providing more green cover. A separate hostel for foreign male students is also available on campus.

The institute has sufficiently well equipped laboratories and library. Four laboratories sponsored by AP State Skill Development Corporation have been established in the campus that is extensively used by students.

Agencies like ISRO, GAIL, SAIL, VSP, etc. are roped in to provide knowledge about the latest to students and faculty members.

There are over 67756 volumes in the Central Library which is also supported by a digital library. Departments also have small libraries attached to them with a limited number of books (about 100) to cater to their urgent referencing purposes.

The institute has a fleet of 45 buses travelling in various routes in and around Rajahmundry. Buses travel as far as 90 km.

The institute has huge spaces allotted for playgrounds for outdoor games and has a university ratified and PhD qualified physical instructor.

The campus is connected through 220 Mbps internet connectivity from BSNL and Jio. All labs are connected through the campus wide LAN. Wi-fi connectivity is also available.

### **Student Support and Progression**

Students participate in the decision/policy making processes that shape the institute and lead it towards achieving excellence. Of the 15 institutional level committees, student participation is in 10 committees.

The institute has a special feature of attaching groups of 15-20 students to each faculty member, who are known as faculty advisor or mentor. The faculty advisor will continue mentoring the students until they graduate

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

**Quality Policy:** GIET is committed to provide educational opportunities in Engineering disciplines by:

- Exposing students to the latest technologies
- Maintaining healthy competitive environment
- Developing confidence and explore potential talent for meritorious leadership
- Continually improving the effectiveness of QMS
- Complying with applicable statutory requirements

The management of the institution has been dynamic. The members are engineers, advocates and educationists by profession and thus have deep understanding of importance of quality education. They have been very supportive and quick in implementing measures for development, branding and strengthening of the institute. Their fore-sight, holistic approach towards education, and hard work has won the hearts of every one in GIET family.

Members of the Governing Body meet periodically to review the progress and address any issues arising from time to time.

The management fully supports faculty members and students in all aspects leading to teaching-learning, discipline, sense of quality, equality, service to nation and all other aspects that are needed for a good citizen. Management also supports initiatives of the faculty members in participating in conferences, workshops, industrial visits, and any such activity needed for enhancing the realm of learning.

### **Institutional Values and Best Practices**

GIET places utmost importance on hard-work, smart-work, benevolence, and honesty. All the policies and procedures directly or indirectly aim to induce these qualities into the GIET family.

The value of hard-work is emphasized to employees through various incentive schemes. Consistency, punctuality, and commitment, which in some sense form an integral part of hard-work are given due importance

in considering pay hikes. Similarly, care is taken to ensure that the evaluation scheme propels students towards consistent hard-work. Special incentives are planned for outliers who exhibit inventiveness. The course content, special lectures, workshops, cultural events all are aimed at inculcating the values of benevolence and honesty into students and employees alike.

GIET places particular emphasis on certain best practices: planning, systematic execution, feedback, and remedial measures are at the forefront of these practices. Lot of time is spent on planning either a short term activity or a long term activity. For example, the academic calendars, exam time tables, class schedules, and event schedules are planned well in advance so that all the stakeholders are aware and are ready.

Procedures of execution are very clearly laid down to ensure timely and comprehensive progression of tasks.

Quantitative and qualitative feedback is obtained at periodic intervals to ensure whether tasks are progressing as planned. Feedback from students is taken at HODs level, Principal level, and Management level to detect and correct any erring task.

Remedial classes and laboratory sessions are conducted for students with learning challenges and training need analysis is done for optimum results.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                    |
|---------------------------------|----------------------------------------------------|
| Name                            | Godavari Institute Of Engineering And Technology   |
| Address                         | NH-16, Chaitanya Knowledge City                    |
| City                            | Rajamahendravaram                                  |
| State                           | Andhra Pradesh                                     |
| Pin                             | 533296                                             |
| Website                         | <a href="http://www.giet.ac.in">www.giet.ac.in</a> |

| Contacts for Communication |                   |                         |            |              |                      |
|----------------------------|-------------------|-------------------------|------------|--------------|----------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax          | Email                |
| Professor                  | T.Jayananda Kumar | 0883-2484829            | 9440128113 | 0883-2484739 | deanaa@giet.ac.in    |
| Principal                  | D.V.Ramamurthy    | 0883-2484828            | 9676015566 | 0883-2484739 | principal@giet.ac.in |

| Status of the Institution |         |
|---------------------------|---------|
| Institution Status        | Private |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details                                   |            |
|---------------------------------------------------------|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 05-08-1998 |

Date of grant of 'Autonomy' to the College by UGC

19-06-2014

University to which the college is affiliated

| State          | University name                                    | Document                      |
|----------------|----------------------------------------------------|-------------------------------|
| Andhra Pradesh | Jawaharlal Nehru Technological University,Kakinada | <a href="#">View Document</a> |

Details of UGC recognition

| Under Section | Date       |
|---------------|------------|
| 2f of UGC     | 25-05-2011 |
| 12B of UGC    | 04-07-2012 |

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

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

|                                                                                   |    |
|-----------------------------------------------------------------------------------|----|
| <b>Recognitions</b>                                                               |    |
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

|                                    |                                 |                  |                             |                                 |
|------------------------------------|---------------------------------|------------------|-----------------------------|---------------------------------|
| <b>Location and Area of Campus</b> |                                 |                  |                             |                                 |
| <b>Campus Type</b>                 | <b>Address</b>                  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | NH-16, Chaitanya Knowledge City | Rural            | 27.63                       | 48010                           |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) |                                                 |                    |                     |                       |                     |                         |
|------------------------------------------------------------------------------------|-------------------------------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level                                                                    | Name of Programme/Course                        | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG                                                                                 | BTech,Auto mobile Engineering                   | 48                 | Intermediate        | English               | 60                  | 26                      |
| UG                                                                                 | BTech,Civil Engineering                         | 48                 | Intermediate        | English               | 60                  | 55                      |
| UG                                                                                 | BTech,Computer Science And Engineering          | 48                 | Intermediate        | English               | 120                 | 120                     |
| UG                                                                                 | BTech,Electrical And Electronics Engineering    | 48                 | intermediate        | English               | 120                 | 53                      |
| UG                                                                                 | BTech,Electronics And Communication Engineering | 48                 | Intermediate        | English               | 180                 | 174                     |
| UG                                                                                 | BTech,Mechanical Engineering                    | 48                 | intermediate        | English               | 180                 | 95                      |
| UG                                                                                 | BTech,Mininig Engineering                       | 48                 | Intermediate        | English               | 60                  | 52                      |
| PG                                                                                 | Mtech,Civil Engineering                         | 24                 | B.tech              | English               | 36                  | 28                      |
| PG                                                                                 | Mtech,Computer Science And Engineering          | 24                 | B.tech              | English               | 18                  | 0                       |
| PG                                                                                 | Mtech,Computer Science And Engineering          | 24                 | B.tech              | English               | 36                  | 16                      |
| PG                                                                                 | Mtech,Electrical And                            | 24                 | B.Tech              | English               | 36                  | 12                      |

|    |                                                 |    |                     |         |    |    |
|----|-------------------------------------------------|----|---------------------|---------|----|----|
|    | Electronics Engineering                         |    |                     |         |    |    |
| PG | Mtech,Electronics And Communication Engineering | 24 | B.Tech              | English | 18 | 7  |
| PG | Mtech,Electronics And Communication Engineering | 24 | B.tech              | English | 18 | 4  |
| PG | Mtech,Mechanical Engineering                    | 24 | B.tech              | English | 18 | 13 |
| PG | Mtech,Mechanical Engineering                    | 24 | B.tech              | English | 18 | 15 |
| PG | MBA,Masters In Business Administration          | 24 | Any Bachelor Degree | English | 60 | 60 |
| PG | MCA,Masters In Computers Application            | 36 | Any bachelor Degree | English | 60 | 47 |

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

| Teaching Faculty                                                |           |        |        |       |                     |        |        |       |                     |        |        |       |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                                                                 | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 6         |        |        |       | 0                   |        |        |       | 35                  |        |        |       |
| Recruited                                                       | 5         | 1      | 0      | 6     | 0                   | 0      | 0      | 0     | 23                  | 12     | 0      | 35    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| Non-Teaching Staff                                              |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 0     |
| Recruited                                                       | 0    | 0      | 0      | 0     |
| Yet to Recruit                                                  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 30    |
| Recruited                                                       | 24   | 6      | 0      | 30    |
| Yet to Recruit                                                  |      |        |        | 0     |

| Technical Staff                                                 |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 0     |
| Recruited                                                       | 0    | 0      | 0      | 0     |
| Yet to Recruit                                                  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 20    |
| Recruited                                                       | 16   | 4      | 0      | 20    |
| Yet to Recruit                                                  |      |        |        | 0     |

### Qualification Details of the Teaching Staff

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 16        | 3      | 0      | 3                   | 2      | 0      | 0                   | 0      | 0      | 24    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 19                  | 5      | 0      | 152                 | 57     | 0      | 233   |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Details of Visting/Guest Faculties                         |      |        |        |       |
|------------------------------------------------------------|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
|                                                            | 3    | 0      | 0      | 3     |

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| Diploma   | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|           | Female | 0                                             | 0                             | 0            | 0                   | 0     |
|           | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| UG        | Male   | 382                                           | 41                            | 0            | 35                  | 458   |
|           | Female | 103                                           | 3                             | 0            | 18                  | 124   |
|           | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| PG        | Male   | 119                                           | 0                             | 0            | 0                   | 119   |
|           | Female | 83                                            | 0                             | 0            | 0                   | 83    |
|           | Others | 0                                             | 0                             | 0            | 0                   | 0     |

| Provide the Following Details of Students admitted to the College During the last four Academic Years |        |        |        |        |        |
|-------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| Programme                                                                                             |        | Year 1 | Year 2 | Year 3 | Year 4 |
| SC                                                                                                    | Male   | 57     | 57     | 80     | 68     |
|                                                                                                       | Female | 27     | 21     | 33     | 17     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| ST                                                                                                    | Male   | 9      | 3      | 4      | 15     |
|                                                                                                       | Female | 4      | 1      | 3      | 0      |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| OBC                                                                                                   | Male   | 218    | 175    | 237    | 201    |
|                                                                                                       | Female | 69     | 53     | 83     | 56     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| General                                                                                               | Male   | 297    | 254    | 280    | 317    |
|                                                                                                       | Female | 105    | 89     | 97     | 100    |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Others                                                                                                | Male   | 0      | 0      | 0      | 0      |
|                                                                                                       | Female | 0      | 0      | 0      | 0      |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Total                                                                                                 |        | 786    | 653    | 817    | 774    |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name                           | Upload Report                 |
|-------------------------------------------|-------------------------------|
| Automobile Engineering                    | <a href="#">View Document</a> |
| Civil Engineering                         | <a href="#">View Document</a> |
| Computer Science And Engineering          | <a href="#">View Document</a> |
| Electrical And Electronics Engineering    | <a href="#">View Document</a> |
| Electronics And Communication Engineering | <a href="#">View Document</a> |
| Masters In Business Administration        | <a href="#">View Document</a> |
| Masters In Computers Application          | <a href="#">View Document</a> |
| Mechanical Engineering                    | <a href="#">View Document</a> |
| Mining Engineering                        | <a href="#">View Document</a> |

### 3. Extended Profile

#### 3.1 Programme

Number of programs offered year wise for last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 17      | 17      | 17      | 17      | 19      |

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

Response : 17

How many self-financed Programmes does the institution offer

Response : 17

Number of new programmes introduced during the last five years, if any

Response : 01

Number of UG programmes offered by the College, which are not covered under the Autonomous status of UGC

Response : 00

Number of PG programmes offered by the College, which are not covered under Autonomous status of UGC

Response : 00

Whether the College is offering professional programme

Response : Yes

#### 3.2 Student

Number of students year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3112    | 3231    | 3439    | 3530    | 3346    |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 854     | 941     | 1127    | 1214    | 1134    |

**Total number of outgoing / final year students****Response : 5270****Number of students appeared in the University examination year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9910    | 8724    | 7521    | 7793    | 8219    |

**Number of revaluation applications year wise during the last 5 years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1340    | 1012    | 1214    | 1862    | 1523    |

**3.3 Academic****Number of courses in all programs year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 702     | 702     | 702     | 751     | 857     |

**Number of courses offered by the institution across all programs during the last five years****Response : 702****Number of full time teachers year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 258     | 258     | 272     | 261     | 264     |

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

**Response : 403**

**Number of teachers recognized as guides during the last five years**

**Response : 10**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 258     | 258     | 272     | 261     | 264     |

**Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index**

**Response : 87**

### **3.4 Institution**

**Number of eligible applications received for admissions to all the programs year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1066    | 1082    | 955     | 861     | 824     |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 539     | 539     | 539     | 491     | 550     |

**Total number of classrooms and seminar halls**

**Response : 83**

**Total number of computers in the campus for academic purpose**

**Response : 702**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 522.5   | 452.5   | 503.6   | 418.6   | 330.4   |

**Annual lighting power requirement (in KWH)**

**Response : 75240**

**Annual power requirement of the institution (in KWH)**

**Response : 684000**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution**

**Response:**

The Department(s) and the Institute are guided and monitored in the preparation of course curriculum by advisory boards with expert members from various quarters such as industry, academia, and alumni in case of each and every subject.

Board of Studies of individual departments and college academic council typically undertake the following steps.

1. Visits to various autonomous institutions were organized to expose the faculty to the processes and mechanisms, underlying the framing of syllabi.
2. The outline for the entire/four years/two years of graduation/post graduation programs were drafted and circulated amongst the members.
3. Before drafting the outline for the current Autonomous Syllabi, a model University syllabi and syllabi of various Universities and Autonomous institutes were collected, compiled and compared.
4. The BOS deliberated on the revised drafts of first-year syllabi of different courses.
5. Due care was taken such that the philosophy of the curriculum was in tune with institutional Vision and Mission statements.
6. Experiences of alumni were considered in identifying and designing topics from relevant cutting-edge knowledge areas in line with the Program Outcomes(POs) and Program Specific Outcomes(PSOs).
7. The institute was immensely benefited by the involvement and contribution of various stakeholders for framing POs and PSOs.
8. The outline process adopted in design and development of the curriculum is presented below:
  - Defining the learning outcome : The Boards of Studies articulate the clear purpose and goals embodied in the curriculum, which will provide solid foundation of intended learning outcomes of the Engineering graduates/Post graduates (M.Tech/MCA/MBA).
  - Identify the key areas of course content: After comparing syllabi of various Universities and Autonomous institutes and model curricula, Boards of Studies identified key concepts, models and principles of the course contents. The concepts were aligned to provide understanding of the topics being taught. Care was taken while selecting the key concepts such that the acquired knowledge should become a resource for purpose of meaningful application.
  - Rational sequence: The selected key concepts were arranged in the units to form a cogent curriculum based on stated intended outcomes. The key instructional methods and learning tasks in the units were identified.
  - The design of continuous monitoring, assessment and evaluation of outcomes: The preplanned

valid and reliable assessment indicators were designed to evaluate the effectiveness of curriculum in fostering students' development.

- Reading and reference material: At the end of each syllabus, list of additional reading material was provided. The list of prescreened websites, NPTEL and MOOCs were also provided to help learners assimilate the desired key concepts of the courses. Lecture notes were prepared for each course.

9. Add-on courses and field trips will be planned depending on the course outcome attainment levels.

10. Feedback from stakeholders taken at regular intervals is part of the academic system.

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response:** 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

**Response:** 17

| File Description                                     | Document                      |
|------------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting     | <a href="#">View Document</a> |
| Details of program syllabus revision in last 5 years | <a href="#">View Document</a> |

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development

**Response:** 100

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 702     | 702     | 702     | 751     | 857     |

| File Description                                                                             | Document                      |
|----------------------------------------------------------------------------------------------|-------------------------------|
| MoU's with relevant organizations for these courses, if any                                  | <a href="#">View Document</a> |
| Average percentage of courses having focus on employability/ entrepreneurship                | <a href="#">View Document</a> |
| Program/ Curriculum/ Syllabus of the courses                                                 | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</b><br><br><b>Response: 25.5</b> |                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1.2.1.1 How many new courses are introduced within the last five years<br><br>Response: 179                                                                          |                               |
| File Description                                                                                                                                                     | Document                      |
| Minutes of relevant Academic Council/BOS meetings                                                                                                                    | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                              | <a href="#">View Document</a> |
| <b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b><br><br><b>Response: 100</b>               |                               |
| 1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.<br><br>Response: 17                                                                    |                               |
| File Description                                                                                                                                                     | Document                      |
| Minutes of relevant Academic Council/BOS meetings                                                                                                                    | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                              | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

#### Response:

The present curriculum included topics such as Gender equality, Environmental consciousness and sustainability, Human Values and Professional Ethics into the Curriculum. Final year students are encouraged to take projects which address interdisciplinary issues viz. Green energy, Robotics, IoT, Digital Manufacturing etc. The institute has established a 'Women Grievance Cell' to sensitize the students and employees on gender issues, make them aware of the social, moral, and legal implication of gender discrimination, encourage value education upholding gender equality, and at the same time to deal with instances of sexual harassment on campus. The cell is committed to creating and maintaining an environment in which students, teachers and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination.

The institute takes additional efforts through National Social Service (NSS) for making students sensitive towards societal issues; NSS organizes Tree Plantation Programs, Blood Donation Camps, teaching rural children etc.

#### List of courses:

1. Professional Ethics & Human Values
2. Environmental Studies
3. Air Pollution and Control
4. Environmental Pollution and Control
5. Disaster Management
6. Green Technologies
7. Environmental Impact Assessment and Management
8. Solid Waste Management
9. Soft Skills
10. IPR and Patents

| File Description                                                                                                                                                  | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | <a href="#">View Document</a> |

### 1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

#### Response: 77

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 77

| File Description            | Document                      |
|-----------------------------|-------------------------------|
| List of value added courses | <a href="#">View Document</a> |

**1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above****Response:** 38.73

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 1754    | 1766    | 1479    | 707     | 656     |

| File Description          | Document                      |
|---------------------------|-------------------------------|
| List of students enrolled | <a href="#">View Document</a> |

**1.3.4 Percentage of students undertaking field projects / internships****Response:** 48.68

1.3.4.1 Number of students undertaking field projects or internships

Response: 1543

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| List of programs and number of students undertaking field projects / internships | <a href="#">View Document</a> |

**1.4 Feedback System****1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year wise****A. Any 4 of above****B. Any 3 of above****C. Any 2 of above****D. Any 1 of above**

| <b>Response:</b> A. Any 4 of above  |                               |  |
|-------------------------------------|-------------------------------|--|
| <b>File Description</b>             | <b>Document</b>               |  |
| Any additional information          | <a href="#">View Document</a> |  |
| URL for stakeholder feedback report | <a href="#">View Document</a> |  |

**1.4.2 Feedback processes of the institution may be classified as follows:****A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

| <b>File Description</b> | <b>Document</b>               |  |
|-------------------------|-------------------------------|--|
| URL for feedback report | <a href="#">View Document</a> |  |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 1.09

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 43      | 46      | 47      | 45      | 00      |

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 0.88

##### 2.1.2.1 Number of seats available year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1098    | 1098    | 1098    | 1002    | 1122    |

| File Description                          | Document                      |
|-------------------------------------------|-------------------------------|
| Demand Ratio (Average of Last five years) | <a href="#">View Document</a> |

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

**Response:** 70.58

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 339     | 347     | 405     | 371     | 412     |

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Average percentage of seats filled against seats reserved | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

#### Response:

The Institution has conducted orientation programmes for fresher's every year at the start of the academic year. It also included a session for parents in the programme and feedback was collected from fresher's after the orientation to check if there were any issues to be resolved and and for changes if any required for subsequent years. The programme was spread over a period of two days and covered a wide array of information relating to academic, intellectual, and leadership, cultural and social experiences available to students on the campus. Information on various facilities was also provided a summary of important rules and regulations which students need to observe while on campus. The Dean, faculty members, and section in-charges of certain support services participated in the programme.

We have a streamlined mechanism for continuous monitoring and evaluation of the students. We are consider 3 grade factors for identifying the level of students. This system helped to identify slow learners & advance learners.

Students are identified based on following grades:

- 1) Performance in Intermediate scores
- 2) Performance in Snap test taken in the first 15 days after joining.
- 3) EAMCET rank of the student.

#### Weightage:

1. Intermediate scores: 30%
2. EAMCET rank: 20%
3. Snap test: 50%

#### Strategies adopted for facilitating Slow Learners:

The student counselor assesses the nature of their problems and then motivates the slow learners in a friendly way to set and reach their academic goals.

Extra classes as and when needed are organized to clarify doubts and re-explaining of critical topics for

improving performance. Appropriate counseling with additional teaching, eventually helps to attend classes regularly.

#### Strategies adopted for facilitating Quick Learners:

Quick learners are identified through their performance in examinations, interaction in class room and laboratory based on their fundamental knowledge, concept understanding and articulation abilities etc., The Institute promotes independent learning that contributes to their academic and personal growth.

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

#### 2.2.2 Student - Full time teacher ratio

**Response:** 12.33

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

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

**Response:** 0.13

##### 2.2.3.1 Number of differently abled students on rolls

**Response:** 04

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| List of students(differently abled)     | <a href="#">View Document</a> |

### 2.3 Teaching- Learning Process

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

**Response:**

Learning is a process that makes both teacher and learner as active participants in knowledge acquisition. The institute encourages innovative/ interactive methods for enriching the learning experience. The past education system preserves the scene of teacher as a sage on the stage which proved to be unsuitable in the present system of learning. The teacher has to use different methodologies to enable the students acquire necessary information. The methodologies include illustration and special lectures, field study, case-

studies, project-based-methods, experimental methods and group learning methods. Institute provides facilities to meet the requirements. The methods are student centric keeping in the mind the mixed abilities of the learners.

Class room teaching: The concept that the teacher tries to explain in the class should be framed in the form of task fulfilment rather than listening to theoretical information from the teacher. Teachers can adopt techniques like encouraging the students to do live projects. The tasks prepared by the teachers should be with thorough knowledge about everything since the student definitely leans upon teacher until he or she gets complete understanding about the achievement of set goals. The teaching aids used are also should be clear to the students.

The Teaching-Learning Process is supported with Regular Practical Sessions, access of Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals, Conducting Online tests, Use of LCD projectors for seminars and workshops, productive use of educational videos, Accessibility of non-print material for students of Computer studies.

It's a matter of delight that students of different stream are encouraged with both hands on and hands off approach in the learning process by well trained faculty and particularly in the well equipped labs.

Conducting regular assignments on every covered topic to test the immediate listening outcome and continuous assessment of learning ability, conducting group discussion are include as a regular part of teaching.

Institute conducts periodical industrial visits, organizing project/ working model exhibitions as well as presenting papers. Student Seminars and Summer Internship Project: The Student seminars are mandatory in all programs offered at the institute. Usually students present seminar on contemporary topics as well as state-of-the-art technologies. Large percentage of students of UG and PG Courses attend Internship program for 2 to 4 weeks in the industry during the summer break between pre-final and final years of their programme. Internship is made mandatory in GR14 and GR17 Regulations of B.Tech Programme.

Mock interviews with technical HRs from outside: To have experiential learning Students are engaged in field trips and industrial visits thus students centric methods are being implemented to enhance the learning experiences.

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

**Response:** 100

#### **2.3.2.1 Number of teachers using ICT**

**Response:** 257

| File Description                                                           | Document                      |
|----------------------------------------------------------------------------|-------------------------------|
| List of teachers (using ICT for teaching)                                  | <a href="#">View Document</a> |
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

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

**Response:** 12.33

#### 2.3.3.1 Number of mentors

Response: 257

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| Year wise list of number of students, full time teachers and mentor/mentee ratio | <a href="#">View Document</a> |

### 2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

**Response:**

Academic calendar will be released well before the start of the academic year with the coordinated efforts from College Academic Council (CAC) and Controller of Examinations and Dean - Academics. The Institute follows the academic keeping in view of adequate balance between academic and nonacademic activities, teaching and examination schedule.

Lesson Plan : Every faculty member prepares a 'Lesson Plan' and lecture notes for every course and is duly approved by the Head of the department. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. This leads the faculty members to stick to the academic schedules as much as possible. Effective monitoring of the lesson plan schedules is taken care by the Head of the Department as well as academic auditors.

According to the lesson plan and implementation details are placed in the course file of the subject. Moreover, at the beginning of academic year, every programme coordinator prepares the calendar of academic events like Workshops, Conferences, visiting faculty lectures, Industrial visits etc., which is submitted for academic audit.

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 100

| File Description                                              | Document                      |
|---------------------------------------------------------------|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |

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

**Response:** 5.73

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 17      | 14      | 12      | 19      | 13      |

| File Description                                                                           | Document                      |
|--------------------------------------------------------------------------------------------|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |

#### 2.4.3 Teaching experience of full time teachers in number of years

**Response:** 9.51

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

Response: 2443

| File Description                                                              | Document                      |
|-------------------------------------------------------------------------------|-------------------------------|
| List of Teachers including their PAN, designation,dept and experience details | <a href="#">View Document</a> |

#### 2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 4.34

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 43      | 13      | 0       | 0       | 0       |

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

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

**Response:** 4.25

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 35      | 16      | 03      | 01      | 00      |

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

## 2.5 Evaluation Process and Reforms

#### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

**Response:** 50.6

##### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 35      | 37      | 61      | 62      | 58      |

| File Description                                                             | Document                      |
|------------------------------------------------------------------------------|-------------------------------|
| List of programs and date of last semester and date of declaration of result | <a href="#">View Document</a> |

#### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0

## 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 00      | 00      | 00      | 00      | 00      |

**File Description****Document**

Number of complaints and total number of students appeared year wise

[View Document](#)

## 2.5.3 Average percentage of applications for revaluation leading to change in marks

**Response:** 48.25

## 2.5.3.1 Number of applications for revaluation leading to change in marks year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 472     | 645     | 883     | 541     | 617     |

**File Description****Document**

Year wise number of applications, students and revaluation cases

[View Document](#)

## 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

Reforms Positive Impacts:

|                                                                                            |                                                    |  |
|--------------------------------------------------------------------------------------------|----------------------------------------------------|--|
| Three Sets of question papers will be prepared for each subject as per the schedule.       | Students should work hard to understand all the co |  |
| Question papers are collected in a sealed cover for both Internal & External examinations. | Question paper leakage are prevented               |  |
| Preparation of detailed scheme of evaluation by internal subject experts                   | 1. Uniformity in the evaluation among the evaluat  |  |
|                                                                                            | 2. Fair judgement                                  |  |

|                                                      |                                                                                                                                                                                                                                                                                                        |  |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Inclusion of CCTV cameras                            | Identifies the entry of un-authorised persons in examination section                                                                                                                                                                                                                                   |  |
| Inclusion of OMR booklet with barcode                | Data processing has become more accurate. A human error Reliable & no scope for manipulation                                                                                                                                                                                                           |  |
| Complete Automation of Examination Management System | Considerable improvement in the speed, reliability, security, transparency, confidentiality and accuracy of the examination process.<br><br>Delayed declaration of results and the tedious effort of the system are avoided The system is more transparent Parents could access result status of wards |  |
| Challenge evaluation                                 | The answer scripts of the students are evaluated by in the presence of student enables more transparency and accountability of the evaluation process.                                                                                                                                                 |  |

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

**2.5.5 Status of automation of Examination division along with approved Examination Manual**  
**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** D. Only result processing

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | <a href="#">View Document</a> |
| Current Manual of examination automation system                                                                              | <a href="#">View Document</a> |
| Annual reports of examination including the present status of automation                                                     | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

Program outcomes (POs), program specific outcomes (PSOs) and Course outcomes (COs) are well defined and are made available in the in the syllabi. The COs for each course are published in Academic regulations and Curriculum book, and departmental website and all notice boards.

They are made reachable to all the stakeholders of the program through education, faculty workshops, student awareness workshops, student induction programs and faculty meetings.

Course Articulation Matrix is designed keeping in view of the institution Vision and Mission in line with the Departmental Vision and Mission. The program outcomes and program specific outcomes are achieved through a curriculum that offers a number of courses. Each course has defined course outcomes that are linked to the program outcomes and a set of performance criteria that are used to provide quantitative measurement of how well course outcomes are achieved. The course outcomes are thus directly and quantitatively assessed, and are tied to the program outcomes and program specific outcomes. Therefore if the course outcomes are attained, that provides direct quantitative evidence that program outcomes are attained. The course outcomes of each course are mapped to the Program Outcomes with a level of emphasis being strongly correlated (3), moderately correlated (2) and Lightly correlated (1).

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Link for Additional Information               | <a href="#">View Document</a> |

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

#### Response:

The process of course outcome assessment is based on internal examination, semester end examination, assignment and quiz. Each question in mid/semester end/assignment/quiz are tagged to the corresponding CO and the overall attainment of that CO is based on average mark is set as target for final attainment.

The following procedure will be used to find attainment of course outcomes.

- Internal Examinations: During the internal examination, held twice a semester, all the examinations are focused in attaining the course outcomes. Faculty are expected to set question papers in line with vision and mission of the Department and institute.
- Semester End Examination: During the semester end examination, students' performance is evaluated for the course.
- After the examinations, faculty or course coordinator should generate Faculty course assessment

report (FCAR) to arrive at a conclusion about the attainment levels of the student..

- HoDs, Dean-Academic, Principal and others use the FCARs to check the consistency of the Institute vision and mission.

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

### 2.6.3 Average pass percentage of Students

**Response:** 87.35

2.6.3.1 Total number of final year students who passed the university examination

Response: 746

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

Response: 854

| File Description                                                                          | Document                      |
|-------------------------------------------------------------------------------------------|-------------------------------|
| List of programs and number of students passed and appeared in the final year examination | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Database of all currently enrolled students | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

| File Description                                                                                              | Document                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View Document</a> |
| URL of Policy document on promotion of research uploaded on website                                           | <a href="#">View Document</a> |

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 15

3.1.2.1 The amount of seed money provided by institution to its faculty year wise during the last five years(INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 25      | 20      | 15      | 10      | 5       |

| File Description                                               | Document                      |
|----------------------------------------------------------------|-------------------------------|
| Minutes of the relevant bodies of the Institution              | <a href="#">View Document</a> |
| List of teachers receiving grant and details of grant received | <a href="#">View Document</a> |

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 4

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 2       | 2       | 0       | 0       | 0       |

| File Description                                            | Document                      |
|-------------------------------------------------------------|-------------------------------|
| List of teachers and their international fellowship details | <a href="#">View Document</a> |

### 3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

**Response:** A. Any four facilities exist

| File Description                         | Document                      |
|------------------------------------------|-------------------------------|
| Link to videos and photographs geotagged | <a href="#">View Document</a> |

## 3.2 Resource Mobilization for Research

**3.2.1 Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years(INR in Lakhs)**

**Response:** 58.27

**3.2.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in Lakhs)**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 18.25   | 28.9    | 3.55    | 3.32    | 4.25    |

| File Description                                                                      | Document                      |
|---------------------------------------------------------------------------------------|-------------------------------|
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |
| List of project and grant details                                                     | <a href="#">View Document</a> |

### 3.2.2 Number of research centres recognised by University and National/ International Bodies

**Response:** 6

#### 3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 06

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Names of research centres | <a href="#">View Document</a> |

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 3.11

#### 3.2.3.1 Number of teachers recognised as research guides

Response: 08

| File Description                                 | Document                      |
|--------------------------------------------------|-------------------------------|
| Any additional information                       | <a href="#">View Document</a> |
| Details of teachers recognized as research guide | <a href="#">View Document</a> |

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

**Response:** 0.04

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

Response: 18

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| List of research projects and funding details | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |
| link to funding agency website                | <a href="#">View Document</a> |

### 3.3 Innovation Ecosystem

#### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

##### Response:

In line with the vision and mission of the institute, Institution has created an eco system for innovations by establishing “Center for Innovation, Incubation”.

The above facilities are responsible for Entrepreneur Innovation, production or adoption, assimilation, and exploitation of a value-added novelty in economic and social spheres. Further, The centers are expected to focus on design and analysis of products, services, and markets; development of new methods of production; and establishment of new management systems.

Transfer of knowledge is a process of unconscious recombination of thought elements that were stimulated through cognizant work at one point in time, resulting in novel ideas at some point of time. Innovation and incubation hold the key to sustenance of all entrepreneurial efforts be it within educational systems or elsewhere. The institute wishes to link innovation and incubation to bring about positive changes in efficiency, productivity, quality, competitiveness as our students, faculty and other stakeholders seek to transform ideas into products or services.

Center for Innovation, Incubation:

| S.No | Name of the Faculty | Dept.                  |
|------|---------------------|------------------------|
| 1    | Dr.SVSN Murty       | Automobile Engineering |
| 2    | Dr D Ravi Kishore   | EEE                    |
| 3    | Sri V Subramanyam   | Automobile Engineering |
| 4    | Dr. SVRK Rao        | ECE                    |

##### Roles & Responsibilities:

The role of our innovation team is to conceive, champion, and carefully develop a new approach that is yet to be tried elsewhere. The team’s composition and dynamics reflect our focus on bring on board professionals with diverse skill set and academic orientation. Every individual is expected to exhibit balance in team-role preferences. Each member is expected to explore inter-disciplinary work groups and scenarios. It is expected that a good mix of individuals with varied preferences will do much to ensure a well composed team that is able to perform at a high level through all the different stages of process. Hence, we look forward to maintain best standards of professional communication and team work to achieve success in the innovation process. Ideation: Ideation is regarded as the creative process that generates, develops and communicates novel ideas, which is understood to be a basic element of thought, visual, concrete, or abstract. Through this platform, we seek to empower all stakeholders to discover ideas in a way similar to the discovery of the real world, from personal experiences. Through the process of ideation, we seek seamless exchange of ideas, and exciting as well as more productive collaboration among students, faculty and prospective entrepreneurs and connect them to real time business mentors and facilitators.

**3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years****Response: 16**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 04      | 03      | 02      | 02      | 05      |

**File Description****Document**

List of workshops/seminars during the last 5 years

[View Document](#)**3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years****Response: 1**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 01      | 0       | 0       | 0       | 0       |

**File Description****Document**

List of innovation and award details

[View Document](#)**3.3.4 Number of start-ups incubated on campus during the last five years****Response: 6**

3.3.4.1 Total number of start-ups incubated on campus year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 2       | 1       | 0       |

| File Description                                                                | Document                      |
|---------------------------------------------------------------------------------|-------------------------------|
| List of startups details like name of startup, nature, year of commencement etc | <a href="#">View Document</a> |
| Contact details of the promoters for information                                | <a href="#">View Document</a> |

### 3.4 Research Publications and Awards

| <b>3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</b><br><b>Response: Yes</b> |                               |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| File Description                                                                                                                  | Document                      |
| Any additional information                                                                                                        | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                           | <a href="#">View Document</a> |

| <b>3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards</b><br><b>Response: Yes</b> |                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| File Description                                                                                                                                      | Document                      |
| e- copies of the letters of awards                                                                                                                    | <a href="#">View Document</a> |
| List of Awardees and Award details                                                                                                                    | <a href="#">View Document</a> |

3.4.3 Number of Patents published/awarded during the last five years

Response: 1

3.4.3.1 Total number of Patents published/awarded year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 1       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Any additional information              | <a href="#">View Document</a> |
| List of patents and year it was awarded | <a href="#">View Document</a> |

|                                                                              |
|------------------------------------------------------------------------------|
| <b>3.4.4 Number of Ph.D.s awarded per teacher during the last five years</b> |
|------------------------------------------------------------------------------|

**Response: 1.8****3.4.4.1 How many Ph.Ds are awarded within last 5 years**

Response: 18

| File Description                                                                                   | Document                      |
|----------------------------------------------------------------------------------------------------|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| URL to the research page on HEI web site                                                           | <a href="#">View Document</a> |

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

Response: 0.25

**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 91      | 83      | 40      | 35      | 73      |

| File Description                                                                   | Document                      |
|------------------------------------------------------------------------------------|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |

**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**

Response: 0.11

**3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 76      | 38      | 07      | 13      | 15      |

| File Description                                            | Document                      |
|-------------------------------------------------------------|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

**Response: 1**

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 87

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| BiblioMetrics of the publications during the last five years | <a href="#">View Document</a> |

### 3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response: 32.35**

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 550

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 17

| File Description                                                                           | Document                      |
|--------------------------------------------------------------------------------------------|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View Document</a> |

## 3.5 Consultancy

**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual**

**Response: Yes**

| File Description                                                                              | Document                      |
|-----------------------------------------------------------------------------------------------|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy | <a href="#">View Document</a> |
| URL of the consultancy policy document                                                        | <a href="#">View Document</a> |

### 3.5.2 Revenue generated from consultancy during the last five years

**Response:** 5.07

3.5.2.1 Total amount generated from consultancy year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1.03    | 2.52    | .36     | 0.56    | 0.6     |

| File Description                                  | Document                      |
|---------------------------------------------------|-------------------------------|
| List of consultants and revenue generated by them | <a href="#">View Document</a> |

### 3.5.3 Revenue generated from corporate training by the institution during the last five years

**Response:** 1.59

3.5.3.1 Total amount generated from corporate training by the institution year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0.45    | 0.39    | 0.15    | 0.42    | 0.18    |

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| List of teacher consultants and revenue generated by them | <a href="#">View Document</a> |

## 3.6 Extension Activities

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

**Response:**

National Service Scheme (NSS) helps the students develop appreciation and more responsible to the nation. An attempt to teach that individual is ultimately dependent on the welfare of the society on the whole and therefore, the NSS volunteers of GIET shall strive for the well-being of the society.

The main objectives of National Service Scheme unit at GIET are:

1. understand the community in which they work
2. understand themselves in relation to their community
3. identify the needs and problems of the community and involve them in problem-solving
4. develop among themselves a sense of social and civic responsibility
5. utilise their knowledge in finding practical solutions to individual and community problems
6. develop competence required for group-living and sharing of responsibilities
7. gain skills in mobilising community participation
8. acquire leadership qualities and democratic attitudes
9. develop capacity to meet emergencies and natural disasters and
10. practise national integration and social harmony

NSS unit at GIET started its activities from 2009 onwards and is now interacting with villagers and rendering services like planting trees, organizing medical camps, distributing free medicines, awareness programs on cleanliness, launching Swatch Bharat programs, distributing needy things to old aged people, distributing books among school children, distributing exam kits among matriculate students, distributing dental kits among school children, computer awareness programs for school children and faculty, health awareness programs, awareness program on digital banking, literacy campaigns, conducting surveys among beneficiaries of various schemes welfare schemes of the central and state governments.

The NSS unit makes efforts to involve the village community in these activities and constantly strives to sensitise students into developing a social concern and orientation. The NSS Programme officer regularly guides the students by organising meetings and mentoring them. The Program officer is assisted by faculty representatives from various departments. So far, our NSS initiatives have been appreciated by the villagers as well as other stakeholders.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 12

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 06      | 01      | 02      | 02      | 01      |

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

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

**Response:** 58

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 18      | 10      | 12      | 12      | 06      |

| File Description                                                                                         | Document                      |
|----------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of extension and outreach programs conducted with industry, community etc for the last five years | <a href="#">View Document</a> |

### 3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 36.15

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 1870    | 805     | 1205    | 1505    | 605     |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Average percentage of students participating in extension activities with Govt. or NGO etc. | <a href="#">View Document</a> |

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response:** 14.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 25      | 42      | 04      | 01      | 02      |

| File Description                                              | Document                      |
|---------------------------------------------------------------|-------------------------------|
| Number of Collaborative activities for research, faculty etc. | <a href="#">View Document</a> |
| Copies of collaboration                                       | <a href="#">View Document</a> |

#### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response:** 31

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 12      | 09      | 05      | 02      | 03      |

| File Description                                                | Document                      |
|-----------------------------------------------------------------|-------------------------------|
| Details of linkages with institutions/industries for internship | <a href="#">View Document</a> |
| e-copies of linkage related Document                            | <a href="#">View Document</a> |

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

**Response:** 19

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 04      | 05      | 04      | 03      | 03      |

| File Description                                                                                                                       | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house                                                                       | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

The institute has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources( Faculty, Technical and Administrative staff), laboratory equipment, built-up space, learning resources, (print, electronic and teaching learning aids).

##### Details the facilities available

The institute has required number of class rooms, laboratories and seminar halls as per norms to attend to any academic activity. Every Department is also equipped with exclusive computing resources and departmental library. In addition to the above, the institute has a Central Library which hosts a number of National and International journals. Digital Library is another added advantage for the students and staff members. NPTEL and other content is made available through high-end library server.

a) Curricular and Co-curricular Activities – Classrooms, technology enabled learning rooms, seminar halls, tutorial rooms, laboratories, garden, specialized facilities and equipment for teaching, learning and research, etc.

Details of classrooms, tutorials, seminar halls, library and laboratories:

**Classrooms:** The institution has sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory classes. All the class rooms of individual departments are at close proximity in order to have better access for the students.

##### Technology enabled learning rooms:

1. Each department is provided with e-classrooms having public addressing system to facilitate active learning.
2. Each room has a seating capacity of 60 and provided with LCD projector, Wi-Fi enabled internet connectivity, etc.,
3. The classrooms are also ideal for small seminars and workshops.

##### Seminar Halls:

1. The institute has well designed seminar halls to conduct conferences, workshops and symposia for students and faculty.
2. The seminar halls have a seating capacity of average 200 pax and are fully air-conditioned. They

are equipped with LCD projectors, white board and public addressing system.

**Laboratories and workshops:** All laboratories are well equipped, and well maintained not only for carrying out curriculum-oriented practice sessions and certain research activities.

**Computing facility :** There are 10 computer labs with around 700 computers. Sophisticated software like MAT Lab, ANSYS, XILINX, SOLID Edge, etc are available. The campus is well connected with campus-wide WiFi network with internet speed of 200 Mbps.

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

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

##### Response:

The institution has established department of physical education with well qualified and proficient Physical Directors to impart training the students and to make them participate in events conducted by the State/University. The institution has an Indoor and Outdoor sporting facilities spreading around an area of 8 acres, suitable to host National level sports events. Physical Directors train the students in both indoor and outdoor games. The students and staff members of GIET have access to a full-fledged 12 Station Gym on the campus with a professional trainer to guide the physical work-outs. The gym features latest equipment including: Multi Functional Thread Mills, sit up benches, Elliptical Cross Trainer etc. A weight lifting set is also provided.

Students are encouraged to take part in sports activities after the college hours. College teams are formed to take part in state level and University level competitions and other intercollegiate competitions. Sports event competitions are conducted in the interdepartmental level in a academic year and the winners are awarded.

The outdoor games such as ball and shuttle badminton, volley ball, throw ball, cricket, football, kabaddi, Kho Kho, and hand ball etc. are available. A separate indoor games facility for playing table-tennis, caroms and chess is provided and it is being used by the students regularly.

##### Indoor Games

| S.No | Name Of The Sport | Number | Area/Size   |
|------|-------------------|--------|-------------|
| 1.   | Table Tennis      | 3      | 2.74mx1.52m |
| 2.   | Badminton         | 3      | 13.4mx6.1m  |
| 3.   | Gymnasium         | 1      | 25mx25m     |

|   |                |           |                   |
|---|----------------|-----------|-------------------|
| 4 | Chess          | 20 Boards | 3.5inch X 3.5inch |
| 5 | Carroms        | 4 Boards  | 0.74mx0.74m       |
| 6 | Shuttle Courts | 4         | 13.4mx6.1m        |
| 7 | Snookers Table | 1         | 3.56mx1.77m       |

**Out Door Games:**

| S.No | Name Of The Sport | Number Of Courts | Area/Size    |
|------|-------------------|------------------|--------------|
| 1    | Basket Ball       | 2                | 28mx15m      |
| 2    | Volley Ball       | 5                | 18mx9m       |
| 3    | Cricket Field     | 1                | 5 Acres      |
| 4.   | Football Field    | 1                | 110mx64m     |
| 5.   | Athletics         | 2                | 200 M(Run)   |
| 6.   | Tennis            | 2                | 23.77mx8.23m |
| 7    | Cricket Nets      | 4                | 7.31mx3.65m  |
| 8    | Throw Ball        | 1                | 18.3mx12.2m  |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 83

| File Description                                                   | Document                      |
|--------------------------------------------------------------------|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |
| Link for additional information which is optional                  | <a href="#">View Document</a> |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 42.67**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in Lakhs)**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 200     | 200     | 250     | 150     | 150     |

| File Description                                                          | Document                      |
|---------------------------------------------------------------------------|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

#### Response:

The central library is strategically placed in the one wing of the RK block with an area of 1440sq mts. It consists of two floors in the building ie., i) Library Stock Room ( 600sq mts), ii) Reading room( 600sq mts) and iii) Digital Library Library(240sq mts). A total of 200 students can sit at a time for reading and reference purpose in all the rooms of library. Library is providing a very comfortable environment for the students for their reading purpose.

Library is subscribing on-line databases and E-journals of DELNET data base which contains a lot of full text and non full text journals and The library is a member of DELNET and provides web access to 1,21,08,793 Records of books, Periodicals, Theses, Dissertations.

NPTEL and other content is made available for the benefit of students and staff members.

**LIBRARY READERS** The library is being used by the students and faculty members daily. At present there are 3152 readers (3002 students and 150 faculty members) to the library.

#### ISSUES AND RETURNS

Library is being consulted by students and faculty daily. Every day 200 students are visiting library for issue and return of books. Maximum of 1200 transactions are being done in the library towards books return and issue daily. Nearly 150 students are using reading room to go through the reference books, newspapers and journals, and their self material daily.

#### JOURNALS

Library is subscribing a few Indian and Foreign journals for the study of students and faculty members. Some of the IEEE print version journals were purchased. Day to day received journals to the library are displayed in the Reading Room.

#### E- JOURNALS AND ON-LINE DATABASES

Library is subscribing on-line databases and E-journals of DELNET data base which contains a lot of full text and non full text journals... **COMPUTER SYSTEMS**

Computer systems are available in the library. Four are kept in the library stock room, and rest are in the Digital Library Room. Internet access is available to all these systems.

## LIBRARY AUTOMATION

Library is using CDS/ISIS(WINSISI) software supplied by UNESCO for storage of books information and retrieval. Library is also using ECAP LIBRARY module for books issues and returns transactions and to generate required reports from the software.

## LIBRARY SERVICES

Library is providing reference service to the students and faculty members regularly. Assistance is provided to the readers by library professionals to locate the specific books of their interest..

Students are being trained to access online journals and how to search and how to take different print formats of their search results in the databases.

Open Public Access Catalogue(OPAC) is provided to the readers to know the available books in the library and their status.

Display Boards are provided for the students to display different conferences, trainings, meetings ad, College and JNTU circulars.

New Additions to the Library is provided through LAN Service.

## LIBRARY EQUIPMENT

Library is having One Scanner cum Xerox cum Printer,

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

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

#### Response:

The central library together with the Dept. Libraries maintain a sizeable collection of rare books and other knowledge resources such as standards, masters and doctoral theses, conference proceedings, etc.

A large number of old books, most of which are out of print, are available in the library. [https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101191/4.2.2\\_1519200899\\_1222.pdf](https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101191/4.2.2_1519200899_1222.pdf).

Dissertation reports of post graduate degrees (M.Tech, M.B.A and M.C.A) are stacked in respective departments.

Conference proceedings of those conferences held within the campus as well as those acquired individually are also placed in the respective department libraries. A small set of standards, can be considered as gem

of our collection, is available in the central library.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| link for additional information | <a href="#">View Document</a> |

#### 4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc. | <a href="#">View Document</a> |

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

**Response:** 19.95

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 19.98   | 11.33   | 18.27   | 30.16   | 19.99   |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts                                                              | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Details of remote access to e-resources of the library | <a href="#">View Document</a> |

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

**Response:** 10.8

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 370

| File Description                                  | Document                      |
|---------------------------------------------------|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

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

**Response:**

The institution emphasize on usage of computers for quality teaching, learning and research. For this purpose, each department has adequate number of computers to staff and students. The institution is committed to upgrade the IT facilities like new hardware and software for office, library, and research centre to promote research as per the requirement.

- 1.All the computers are well maintained by a dedicated IT Support Team.
- 2.Stand alone facility – All the computers are autonomous and therefore stand alone. All our computers are interconnected by LAN facility.
- 3.Wi-Fi facility –The whole campus is Wi-Fi enabled for easy use of internet by the staff and students. New Wi-Fi routers are fixed for uninterrupted internet connection.
- 4.Licensed software – Windows 7 enterprises & Linux, Microsoft Office 2010,
- 5.Open source C Compiler, Quick Heal Total Security Antivirus.
- 6.Individual computer systems are provided to our Principal and Deans and HODs..
- 7.Numbers of nodes/ computers with Internet facility – all the computers are connected with internet.  
In the month of Febreary,2018 internet speed has increased to 220 Mbps BSNL lease line.

8. Any other – Cyberom CRMS 100i firewall as a UTM system is used for student
9. and staff login. Each lab is connected with fiber optic cables from the main
10. server. All the remaining switches are Dlink Layer 2 Web Smart Switches. All
11. CCTV cameras in the campus are under IT surveillance.
12. All the students and staff can access internet with the limit up to 1 GB per day for uploading & downloading.
13. The students and staffs are given individual login ID and password.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio

**Response:** 4.52

| File Description         | Document                      |
|--------------------------|-------------------------------|
| Student - Computer ratio | <a href="#">View Document</a> |

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line ) <5 MBPS

5 MBPS - 20 MBPS

20 MBPS - 35 MBPS

35 MBPS - 50 MBPS

**Response:** 50 MBPS

| File Description                                                         | Document                      |
|--------------------------------------------------------------------------|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |
| Link to photographs                                                               | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 31.01

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 138     | 147.25  | 163.31  | 160.34  | 83.75   |

| File Description                                                                             | Document                      |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

##### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**Response:**

GIET treats library as a main knowledge center. Procurement of books, journals, magazines, and digital resources is a continuous activity at GIET.

To inculcate the habit of visiting library and spending time with books, library hour is introduced in the time-table. Many well wishers donate books to GIET Library, several rare books and manuscripts which attract curious students and faculty.

Extra lab hours and remedial laboratory sessions ensure that students develop a practical bent of mind.

Sports activities and extracurricular activities are conducted regularly and with rigor to keep the students physically fit and mentally alert. Computer centers are equipped with state-of-the art hardware and software facilities.

The laboratory equipment are maintained and calibrated by professional engineers to ensure accuracy of experiments. A dedicated maintenance team will be deputed to undertake this.

A separate computer maintenance team, IT Support team, is available which handles the college/departmental requirements. For every computer centre, a Programmer / Technician are recruited and a faculty member is made in-charge of the centre. An exclusive department with 04 hardware engineers is functioning in the college to cater to the Needs of day-to-day computer maintenance. However, minor software and hardware problems are being handled by the concerned lab technicians. Central library has its dedicated human resource and the departmental libraries are taken care of by the department office assistant and a faculty In-charge of the concerned department.

All the departments take care of timely maintenance of the laboratory equipment. Most of the maintenance work is completed during summer break and a close monitoring of maintenance activities is a prime responsibility of heads of the departments.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 65.91

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2184    | 2136    | 2093    | 2258    | 2289    |

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

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

**Response:** 18.07

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1209    | 924     | 545     | 222     | 26      |

| File Description                                                                                      | Document                      |
|-------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | <a href="#">View Document</a> |
| Any additional information                                                                            | <a href="#">View Document</a> |

### 5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

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

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

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

**Response:** 9.33

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 455     | 334     | 363     | 148     | 233     |

| File Description                                                                                                        | Document                      |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

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

**Response:** 12.04

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 672     | 610     | 219     | 256     | 205     |

| File Description                                                            | Document                      |
|-----------------------------------------------------------------------------|-------------------------------|
| Details of of students benefited by Vocational Education and Training (VET) | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                            | Document                      |
|-----------------------------------------------------------------------------|-------------------------------|
| Details of student grievances including sexual harassment and ragging cases | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 28.43

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 416     | 316     | 336     | 125     | 224     |

| File Description                                        | Document                      |
|---------------------------------------------------------|-------------------------------|
| Details of student placement during the last five years | <a href="#">View Document</a> |

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

**Response:** 9.84

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 84

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Details of student progression to higher education | <a href="#">View Document</a> |
| Upload supporting data for student/alumni          | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

### 5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations)

**Response:** 35.9

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 24      | 26      | 23      | 20      | 21      |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 108     | 98      | 69      | 73      | 30      |

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

### 5.3 Student Participation and Activities

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

**Response:** 51

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 07      | 11      | 09      | 16      | 8       |

| File Description                                                                                                                             | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |
| e-copies of award letters and certificates                                                                                                   | <a href="#">View Document</a> |

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

The various student council & representative committees in GIET are:

**Class Review Committee:** Every section of the Degree Program shall have a Class Review Committee, consisting of Faculty members as class teacher and counsellors and Students as representatives. Class Review Committee assists the DAC (Departmental Academic Committee) in the process of academic plan implementation and progress of every course in a semester.

**Students' professional Clubs:** Institute encourages students to form clubs to bring like minded students under one umbrella. Most of these clubs are maintained completely by students under the guidance of faculty members. Various clubs are

1. Developer's Student Club: A part of INNOGEN (The Technical Wing) in collaboration with Google.
2. The Interpersonal Skills Wing: To impart world class interpersonal skills by conducting various activities like TED Talks.
3. Language & creativity club: In view of the critical significance of language skills in globalized world, students organize this club through activities like debating, group discussions, book reading and review, poetry, quiz and creative writing.

**Library Committee:** Student members of the library committee will assist in the procurement of text books, journals and other learning material.

**Alumni Association:** Every department attends to the coordination and liaison activity with alumni through the appointed students.

**Anti-Ragging committee:** Student members assist the institution in implementing rigid anti-ragging measures so that the institution becomes ragging-free campus.

**Grievance and Redressal Committee :** The matters of harassment and suppression of any single individual is being handled by Grievance and Redressal Committee. Student members can help other students to present the grievance in case the sufferers want the representation in absentia.

**Sathi - The Girls Club:** The objectives of the club are to empower women and girls in academia through imparting educational, awareness training programmes, to strengthen them towards leadership and self-motivation and to make them confident individuals in career.

**Cultural Committee:** All the cultural and discipline activities during the occasions of College day, Freshers' day, annual cultural festival (Maitri) are coordinated by this committee.

**NSS:** To inculcate awareness of social problems by the students, NSS activities are coordinated with large participation by students every year.

**IQAC** Student members of IQAC help to propagate quality policies adopted by the institution among the student fraternity and also help in projecting the student view point while taking any quality policy decision.

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

**5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year****Response:** 12.8

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 13      | 13      | 12      | 13      | 13      |

| File Description                                                           | Document                      |
|----------------------------------------------------------------------------|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |
| Report of the event                                                        | <a href="#">View Document</a> |

**5.4 Alumni Engagement****5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

The Alumni Association of Godavari Institute of Engineering & Technology (GIET) is a registered society. The main objective is to enrol all alumni as members of the association and facilitating active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The GIET Alumni Association is an official unit of the Institute with the primary objective of facilitating the pleasant and friendly interface to all the GIET alumnae and creating a single semantic web of GIET fraternity. The GIET is truly proud of its brilliant alumni who are currently positioned all over the globe and have distinguished themselves in all spheres of high-end engineering and technology. The main aim of the GIET Alumni Association is to coordinate the networking of all the GIET alumni and to create a single global GIET community for the benefit of institute as well as student community. Mentorship: Alumni is expected to play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs. Placements: The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students get placed at their respective organizations. Job opportunities are provided by the alumni in their companies. Career Guidance: The carrier guidance programs being organized by inviting alumni. Alumni are a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study. To arrange seminars, debates, workshops on present trends in technology. Networking Platform: Alumni network by itself is one of the best professional networking platforms available today. Right link solution is software is introduced recently to build a strong network between the college, present students, parents and College management. <http://www.giet.ac.in/Alumini.html>

College Alumni Day: Alumni meet is going to take place in campus on every year second Saturday in the month of February to provide a forum for the Alumni to interact with the Institute. To bring together all the old students and the faculty of GIET to share their experiences with each other. Online Alumni Survey: To get online survey about how the state and study in GIET in the present position. Feedback is collect from the alumni to update the curriculum which are suitable for present needs of industry and technology. To get the valuable advices of the Alumni for development of the college. Database: To maintaining and updated the database of all the alumni and to interact with them. To share this updated current information in the database available in the website. To provide a common platform for the alumni of the institute to reach out to other alumni across various years, batches, branches, and interests.

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

#### 5.4.2 Alumni contribution during the last five years (Amount in rupees)

<2 Lakhs

2 Lakhs - 5 Lakhs

5 Lakhs - 10 Lakhs

10Lakhs - 15 Lakhs

**Response:** <2 Lakhs

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | <a href="#">View Document</a> |

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

**Response:** 5

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

| File Description                                                                       | Document                      |
|----------------------------------------------------------------------------------------|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | <a href="#">View Document</a> |

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

##### Response:

##### Vision

"To evolve and emerge as a premiere and the most preferred destination for every level of academic pursuit across the country."

##### Mission

To foster human excellence imbued with integrity ,loyalty and the spirit of service to mankind through quality education steeped in Indian ethos and values.

#### 6.1.1.The Institute have a perspective plan for development and the aspects considered for inclusion in the plan.

The Institute's perspective plan is developed by the head of the institution, based on the consultations and feedback after meeting all various departments HODs and committees at institution level along with individual proposal at faculty level being considered for an agenda point for discussion at annual governing body meeting. The planning and execution is monitored by the Principal regularly. Adequate annual budget is part of the development plan. The aspects that are included in the perspective plan are drawn from the recommendations of the following committees: Viz: Academic Council, Student Council, Entrepreneur Development Cell, Grievances redressal Cell, Anti ragging committee, library committee, hostel committee, transport committee, etc.,

The perspective plan of the Institution is:

- To obtain re accreditation from NAAC, NBA,
- More member of collaboration / MoUs with Industries,
- To offer consultancy services in various fields of specializations
- Establishment of centers leading to research activities in Interdisciplinary technologies.
- Establishment of Incubation centre and enhancing entrepreneurship among students

Obtaining the status of Top ranked engineering Institution in the state of A.P

#### The policy statements and action plans for fulfillment of the stated mission:

The management of the institution has long term vision for both academics and administration

.Management takes responsibility to provide the facilities for learning and growth of the institute by providing budget under various heads for improving its infrastructure.

**. Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:**

The action plans for operations are prepared under the guidance of the Principal, Deans, Heads of the Departments and coordinators .

**Interaction with stakeholders:** Stake holders are represented in BOS , IQAC, Advisory Committee and and Governing Body. Each program is having a program coordinator who will interact with all the stakeholders. Parents meet is conducted once in each semester and feedback are taken for taking necessary corrective actions.

. Training and Placement Cell GIET(A) communicate with the employers and the feedback on students from employers are regularly recorded. The Alumni cell maintains contact with Alumni for getting necessary information on current issues and challenges in the industries

**. Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:**

Feedback from students, parents and alumni are taken to plan the academic activities. The Heads of the Departments review the departmental progress for continuous improvement in consultation with the Principal. The management supports any new plan which is for the benefit of students and progress of the institution. Based on the employers feedback about the students placed in the preceding years, training in the areas for improvement are planned.

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

### 6.1.2 The institution practices decentralization and participative management

**Response:**

The Management and Principal ensure harmonious climate of human relations between students, faculty members, and departmental heads leadership in presenting their views and suggestions for the development of the institution. The institution emphasizes on motivation for research and professional progression with a degree of liberty. Faculty members are part of the decision making process at all levels. They are members of various committees constituted by the principal like, class committee, students counseling, grievances redressal committee, discipline committee, time table committee, anti ragging committee, hostel committee, entrepreneur development cell, alumni association, college day committee, sports day etc., in which the faculty members provide suggestions on various issues. There is freedom of action, decisions, freedom of research and publication, freedom of thought and expression.

The management has delegated responsibilities to various members as below:

- Principal – Head of the institution
- Heads of the Departments – Responsible for all affairs in their departments
- In-charge – Examination Cell
- Chief Placements Officer – In-charge of placement activity in GIET(A)
- Chief Training Officer – In-charge of training activity.
- Chief IT Officer – In-charge of IT Infrastructure and maintenance In addition, the institution has constituted several committees with faculty as in-charge of those committees to groom leadership at the faculty level.

A few examples are given below:

IQAC Finance Committee

Disciplinary and Anti-Ragging Committee

Grievance and Redressal Committee

Examination Committee

Academic and Administrative Audit (AAA) Committee

Purchasing Committee

R&D Committee

Innovation, Incubation and Entrepreneurship Committee

Skill Development Committee

Training and Placement Committee

Library Committee NSS Committee

· Entrepreneurship Development cell In order to groom leadership at student level, the institution encourages departmental association activities, organizing symposiums, seminars, workshops etc. All these programmes are mostly organized by the students with assistance from the faculty.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

**Godavari Institute of Engineering & Technology (GIET)** was founded in the year 1998 by the Koundinya Educational Society at the Rajahmundry. The Institute is the brain child of Sri K. V. V. Satyanarayana Raju, (popularly known as Chaitanya Raju) who is supported by a team of young and dynamic academicians and technocrats, with a view to imparting high quality Engineering, Pharmacy and Management education to the budding professionals and providing the ambience needed for developing requisite skills to make a mark of excellence in Education, Business and Industry.

Established in the year 1998, it is located in a healthy picturesque area extending over 27 acres (in Chaitanya Knowledge City of over 348 acres coverage) on the Rajahmundry – Visakhapatnam National Highway (NH-16) and is well connected through the Vijayawada – Visakhapatnam railway line. The campus is well connected by roadways, railways and airways.

GIET is the first engineering institute in the North Coastal Region of Andhra Pradesh to have achieved the ISO 9001: 2000 certification and rated is ranked among the top most private Engineering Institutes. The Institute is approved by AICTE, New Delhi and permanently affiliated to JNTUK, Kakinada. The Institute is recognized under section 2f and 12B of UGC Act, 1956. The Institute currently enjoys autonomous status conferred by UGC and JNTUK Kakinada and one batch has passed. GIET has also been approved by Microsoft Corp. and has recently been recognized by Virtusa Polaris for Centres of Excellence, the only of its kind in the state.

The important resources of the institution are

Well qualified and experienced faculty members

State-of-the-art Central Library

Microsoft Incubation Center

Advance Robotic Control Lab being guided by APS, GmbH, Aachen, Germany.

Good infrastructure facilities with full-fledged laboratories

and computer centers in every department Advanced Research Centers

Perspective Plan for the development of the institute:

Creating an intense research ambience in the campus

Establishing R&D centers that can execute R&D sponsored projects

Consider offering courses with self-learning / flexible learning options,

Organizing an International Conference every year

Getting the status of Deemed- to- be- University.

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for Additional Information                        | <a href="#">View Document</a> |

### 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

#### Response:

Functions of the Governing Body:

1. Determine and prescribe courses of study and syllabi, and restructure and redesign the courses to suit local needs, make it skill oriented and in consonance with the job requirements.
2. Promote research in relevant fields.
3. Evolve methods of assessment of students' performance, the conduct of examinations and notification of results.
4. Use modern tools of educational technology to achieve higher standards and greater creativity.
5. Promote healthy practices such as community service, extension activities, projects for the benefit of the society at large, neighborhood programmes, etc.
6. Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.
7. Approve new programmes of study leading to degrees and/or diplomas.

Functions of the Academic Council: 1. Scrutinise 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.

2. Make regulations regarding the admission of students to different programmes of study in the college keeping in view the policy of the Government.
3. Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the

playgrounds and hostels.

4. Recommend to the Governing Body proposals for institution of new programmes of study. 5. Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same.

6. Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it.

7. Perform such other functions as may be assigned by the Governing Body

Functions of Board of Studies: 1.Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council;

2. Suggest methodologies for innovative teaching and evaluation techniques

3. Suggest panel of names to the Academic Council for appointment of examiners; and

4. Coordinate research, teaching, extension and other academic activities in the department/college.

Functions of the Finance Committee: The Finance Committee will be an advisory body to the Governing Body, to consider: (a) Budget estimates relating to the grant received/receivable from various funding agencies, and income from fees, etc. collected for the activities to undertake the scheme of autonomy; and (b) Audited accounts for the above.

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| Link for Additional Information               | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

**1.Planning and Development**

**2.Administration**

**3.Finance and Accounts**

**4.Student Admission and Support**

**5.Examination**

**All 5 of the above**

**Any 4 of the above**

**Any 3 of the above**

**Any 2 of the above**

**Response:** All 5 of the above

| File Description                                                                                            | Document                      |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces                                                                             | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |

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

**Response:**

| Bodies/cells/committees                    | Agenda & Resolutions                                                                                                                            |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Governing Body meeting held on 11-11-2014  | 1.Nomination of Control of Examinations Dean(Academics) 2.Strengthen department wise academic activities and improvement of examination system. |
| Governing Body meeting held on 11-03-2016  | 1. Aim for APSSDC Siemens centre of excellence<br>2. To establish advanced robotic control lab.                                                 |
| Governing Body meeting held on 19..01.2017 | 1. Aim to establish ASDC/NSDC Centre at GIET<br>2. Research activities to strengthen R&D activities                                             |
| Governing Body meeting held on 14..09.2017 | To take part in University Innovative Fellows program being initiated by Govt. of AP, Google and Stanford University,USA                        |

### 6.3 Faculty Empowerment Strategies

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

The institution has implemented several welfare schemes that include :

- 1.All teaching and non-teaching members are provided with Employee Provident Fund which is duly deducted every month from their salaries
- 2.The salary is directly credited to the employee's bank account.
3. Teaching and non-teaching members are provided with free transport facility
- 4.The children of staff members are given fee concession when admitted in the institution
- 5.. Special paid leave is offered to all faculty member during their marriage
- 6.ATM facility on the campus.
- 7.Class iv workers are provided with free uniforms
- 8.The faculty is given the advance salary whenever they are in a special and utmost emergency cases
- 9.Every year on the occasion of Teachers' Day the teaching and nonteaching faculty are felicitated for their exemplary long service by giving them certificates of appreciation and gifts from management
- 10.Staff is provided with financial support by sanctioning of loans from the management.
- 11.Vacation leave and, Maternity leave are sanctioned to both teaching and nonteaching staff..
- 12.Free accommodation facilities in quarters are provided for teaching staff.
- 13.Medical health insurance is provided for the staff.

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

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

**Response:** 20.83

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 78      | 69      | 66      | 41      | 19      |

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

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 22

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 48      | 54      | 08      | 0       | 0       |

**File Description****Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years****Response:** 64.36

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 198     | 233     | 203     | 130     | 80      |

**File Description****Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

The institute follows a well structured procedure to assess performance of teaching and non-teaching staff. Clearly defining their roles and responsibilities and evaluating their performance by specifying points for various parameters. This Faculty Performance Index (FPI) is measured at the end of academic year .

Based on the scores principal is supposed to counseling individual faculty for their further improvement.

Management actively take part in assessing performance of the staff. The performance of the non-teaching staff is currently appraised every year by the immediate supervisor/HOD.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The financial resources of the college are managed in a very effective manner and all accounts are stored in a systematic computerized department.

The institution prepares the annual budget

The departments also come up with their annual budget based on which the required funds are allocated for the year.

The budget submitted by the HODs is carefully scrutinized by the Head of the Institution and all the changes are made wherever necessary and consent is sought from the chairperson in a hierarchical process.

For a systematic and effective check on all the accounts and expenditure there is financial auditing system for a transparent financial mechanism in the management

The college accounts are audited at different levels viz., Internal Audit, Statutory Audit..

The internal and statutory audits are conducted on the basis of audit guidelines issued by the ICAI with respect to assessment of internal control procedures, systems and reporting

All transactions are always checked with their supporting vouchers

Duly authorized persons will only operate the transactions through the bank.

Audited financial statements including Income and Expenditure Account, Balance Sheet., are prepared by qualified auditors and submitted to banks and other regulatory agencies.

Statutory auditing is done at the end of each financial year. Internal audits are carried out whenever required, external audits are conducted once a year.

**6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III)****Response:** 19.66

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2.10    | 5.83    | 4.03    | 3.5     | 4.20    |

**File Description****Document**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

A well decentralized pattern of working is followed at GIET. Though the Principal is the academic head of the institution, many of his powers are delegated to Heads of Departments and other officers for efficient functioning. There are three deans below the Principal who are in charge of various activities as listed below. The Heads of Departments are in charge of their departments. The delegation of power among various officers is as given below.

1. Dean (Academic) – Academic matters, faculty appraisal, faculty recruitment, verification of work registers, follow up of academic progress, course files, monograms, student discipline, minutes of Academic Council, recommendation of leave etc.

2. Dean (Research) – Professional Clubs, Research projects, project contests, correspondence with funding agencies, technical consultancy, business computing etc.

3. Dean (AA) – All the matters related to IQAC, Accreditations and Affiliations.

Departments are provided with Department Fund which can be utilized for student welfare, facility maintenance and minor purchases.

Grievances if any should be directed to the Staff Secretary who will bring it to the notice of the Academic council wherein it is discussed and suitable solutions be arrived at.

**Transparency and availability of correct/unambiguous information in public domain**

The college maintains transparency in all its operation and working. Information such as Internal marks

scored by students, Shortage of attendance, if any, Availability of scholarships, Opportunities for students etc. are promptly displayed on Notice Boards. At the end of every semester faculty has to give an individual Semester work report, which helps faculty to evaluate their own performance during the period of the report. Criteria for student scholarships, faculty awards etc. are informed well in advance so that equal opportunity is given to all individuals concerned. At the beginning of every academic year the college brings out a calendar, which contain all the information, including Mobile numbers of all faculty members, required by a student to carry out his/her studies in the college. All the staff and students are expected to visit college web site for any circulars or notices. Information sought under RTI act is promptly furnished by the Principal.

### **Budget allocation, utilization, and public accounting at institute level**

#### **Adequacy of budget allocation**

Budget requirements under 'recurring' and 'non-recurring' heads are collected from every departments and sections before the commencement of the financial year. Allocations are made as per the availability of funds. Spending is monitored by the accounts section. Supplementary allocations are made in special cases. The institution carefully monitors the expenses so that the necessities are met without affecting the smooth working of the institution.

#### **Utilization of allocated funds**

Funds are allocated by the Management of the institute. Department Heads / Section-in charges are intimated of the extent of funds allocated against their budget proposals. Major works like construction, up-gradation of existing infrastructure, procurement and maintenance of common utilities, house-keeping, procurement of furniture etc. are controlled directly by the General Manager.

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

## **6.5 Internal Quality Assurance System**

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the**

**quality assurance strategies and processes****Response:**

The IQAC of GIET was established in 2012. AQAR of the College appropriately captures the quality policy, strategies adopted, tools and methods followed to implement and institutionalize the quality policies. The IQAC of the College is involved in drawing the quality policies for Teaching-Learning, Research, Curriculum planning and implementation, Student activities, innovation and all the extracurricular and co-curricular activities. Quality parameters developed for various academic / administrative activities of the institute. Assessing the quality parameters and providing required suggestions for the improvement. Arranging training on pedagogy, conducting seminars / workshops, FDPs on emerging technologies for faculty. Encouraging R&D and Consultancy. IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes: Feedback from the stakeholders (students, alumni, industry experts, research organizations and parents). Monitoring of course files, lecture Schedules, course plans. Identifying the new processes and recommending the same for improving the quality. Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution Autonomy to the principal investigator The Principal investigators who were sanctioned projects from various funding agencies like DST, UGC, AICTE, MHRD etc., are given full autonomy in executing the project as per the guidelines of the funding organizations.

Central library facilities are enhanced to update with online national and International reputed journals etc. Time-off, reduced teaching load, special leave etc. to teachers Faculty members working on major research projects will be given the facility of reduced teaching work-load in addition to sanctioning academic leave for attending the workshops/seminars relevant to their research projects and associated works. Budget will be allocation for Research & Development.

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms****Response:**

IQAC was established in 2012 in GIET. Regularly IQAC collects information from various sources and consolidates the same for further submission to CAC. AQAR of the institute appropriately captures the quality policy of the College, strategies adopted, tools and methods followed to implement and institutionalize the quality policies.

The IQAC of the College is involved in drawing the quality policies for Teaching-Learning, Research, Curriculum planning and implementation, Student activities, innovation and all the extracurricular and co-curricular activities. Quality parameters developed for various academic / administrative activities of the institute. Role of IQAC :

- Assessing the quality parameters and providing required suggestions for the improvement.

- Arranging training on pedagogy every semester for all newly admitted faculty.
- Conducting seminars / workshops, FDPs on emerging technologies for faculty.
- Conducting Guest Lectures from Industry/Experts.
- Arranging regular training / certification programmes for students and supporting staff.
- Encouraging R&D and Consultancy.

IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

Feedback will be collected from the stakeholders (students, alumni, industry experts, research organizations and parents) at regular intervals. Identifying the new processes and recommending the same for improving the quality. Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution Autonomy to the principal investigator

Timely medical assistance for students and staff students can be given since a full-time Doctor is available on campus Transport facilities are easily provided in case of emergency Grievance Cell provides a convenient opportunity for girl students to raise the problems of harassment preserving anonymity even.

For effective mentoring and welfare of the students, 15-20 students are attached to a faculty mentor. The mentoring system is adopted to improve the rapport between the faculty and students. The main objective is to keep track of the progress of the students and counsel them accordingly for academic and personal guidance. Parents of the students are timely informed wherever the necessity arises such as lack of attendance, poor academic performance and psycho-social problems.

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

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

**Response:** 4.8

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9       | 7       | 5       | 2       | 1       |

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

**6.5.4 Quality assurance initiatives of the institution include**

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 3 of the above

| File Description                                            | Document                      |
|-------------------------------------------------------------|-------------------------------|
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Annual reports of Institution                               | <a href="#">View Document</a> |

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

Godavari Institute of Engineering & Technology (GIET) was established in 1998 to offer engineering education of world-class standards. GIET is an Autonomous institute, approved by AICTE, permanently affiliated to JNTUK, Kakinada, Accredited by NAAC with 'A' Grade with 3.31 CGPA.

- First and the only Apple Centre of Excellence in this region.
- Only engineering college in the region to have alliance with Oracle Corporation for Oracle Certification Courses
- Only engineering college around to have TCS Accreditation
- First institute to offer courses like Automobile Engineering and Mining Engineering courses in East Godavari District and in JNTUK.

Over the years, the institute has come a long way to gain a place of repute and a preferred destination for quality engineering education. Located in the serene and sylvan suburbs of Chaitanya Nagar, Rajahmundry on NH-16, the sprawling 300-acre campus of GIET campus reflects the finest educational facilities around.

The stately 5-storeyed structure set amid idyllic setting ensures a most congenial atmosphere for scholastic pursuit in right earnest. We strive continuously to improve and sustain quality in all the aspects of education. The Governing Body, College Academic Council, IQAC, Principal, the teaching fraternity, administration, the various departments, students and other stake holders jointly contribute towards making the college an institution pursuing excellence.

Outcome based approach has been implemented at GIET. Careful study of the content of the curriculum and syllabi of all the UG/PG programs offered, a set of PEOs, POs, PSOs and COs have been diligently framed for each program. In the A.Y 2014-15 new regulations R14 in the lines of OBE was introduced as an Autonomous institute.

New courses like Professional ethics, IPR& Patents, Soft Skills, Mini Projects, and Internship are introduced in the curriculum. For each program there will be three departmental electives and an open elective covering inter departmental courses. GIET is recognised as an active learning centre and stood at 53rd rank all over India with active participation of faculty and students. During the current academic year there are around 1147 students and faculty have registered for NPTEL courses.

During these years, GIET has made MOUs with international organizations like, *European Center for Mechatronics*, APS GmbH, Aachen, Germany. and two faculty members were sent to Germany to undergo training in advanced robotic programming and an Advanced Robotic Control( ARC) Lab was established.

AP State Skill Development Centre (APSSDC) sponsored Siemens Refrigeration and Air Conditioning, Computer Based Training, Electrical and Electronics Home & Industry Laboratories are established in the campus.

Four students were selected and sent to Stanford University, USA as University Innovation Fellows; a unique program initiated by Stanford University, USA in collaboration with Google, Microsoft and APSSDC.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 30

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 11      | 5       | 4       | 5       | 5       |

#### File Description

List of gender equity promotion programs organized by the institution

#### Document

[View Document](#)

**7.1.2 Institution shows gender sensitivity in providing facilities such as**

**a) Safety and Security**

**b) Counselling**

**c) Common Room**

**Response:**

a) Safety and Security

The campus is equipped with Closed circuit cameras in critical locations such as in classrooms, corridors, gardens, play grounds, laboratories, library, etc. and some of the supervisors and official staff monitor continuously.

Girls' hostels are away from gents hostels and are isolated from traffic. Senior lady faculty supervise the hostels.

b) Counselling

Counselling classes are frequently arranged for all students periodically. This region of the nation has strong values towards opposite gender and low crime rates are reported.

Girl students are trained by police women from 'She Team' on how to save themselves during any unexpected attacks/eveteasing.

Boys are counselled to be respectful with girl students, and also to provide security to them while going

out for industrial visits or field trips or to attend workshops away from the institute.

c) Common Room

Girl students' waiting rooms are kept in separate blocks or separate corridors and are supervised by lady faculty and CC TV surveillance.

In canteens separate rows are allocated for ladies and gents.

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

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0.08

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

Response: 530

| File Description                                                                | Document                      |
|---------------------------------------------------------------------------------|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 17.01

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

Response: 12800

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

### 7.1.5 Waste Management steps including:

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

**Response:****7.1.5: Waste Management steps including:****Solid waste management**

Dust bins are arranged at various locations to litter. Sign boards arranged with slogans 'Do not litter'. Adequate sweepers and scavengers appointed to maintain clean campus. At Every week-end, students and staff members are encouraged to participate in 'SWACHA BHARATH' programme to keep the campus neat and clean.

- Liquid waste management

Most of the waste water is used to irrigate/cultivate greenery and certain portion is sent to sedimentation tanks.

- E-waste management

The electronic waste is sent to scrap yards for the purpose of recirculation.

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

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

Institute has made all the arrangements to collect and use surface water instead of going for ground water resources to meet the water demand on needs. Considered the main source of surface water, rainwater is deemed more or less as fresh; the cost of collecting rainwater too is very low.

1. Water Harvesting: To minimize the wastage of natural resources and to improve the ground water table, the rain water is led into the three ponds located in between the different buildings and 10 pit holes are also provided to collect rain water.

2. Pond Construction and diverting the rain water.

One large pond by area was also constructed by the institute management at about 1.5km from the institute premises.

3. Student projects –Lectures. Students are encouraged to take up project works to estimate the rain fall and ground water improvement techniques by arranging guest lectures by eminent personalities working in this area.

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

#### 7.1.7 Green Practices

- Students, staff using
  - a) Bicycles
  - b) Public Transport
  - c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office
- Green landscaping with trees and plants

#### Response:

##### 7.1.7: Green Practices

- Students, staff using
  - a) Bicycles: All the students and also staff are discouraged and not allowed to utilize their IC engine vehicles in the campus and are restricted to parking lot. 100 light-weight efficient bicycles were purchased and are parked at different locations throughout the campus. The students and all staff are encouraged to utilize the bicycles free of cost so as to keep the campus eco-friendly and also keeping them fit.
  - b) Public Transport: The Institute is providing public transportation facility from various locations around the district. The Institute has more than 50 own buses, which carry thousands of students from and to their destinations. Free transportation facility is provided for all the staff.
  - c) Pedestrian friendly roads: The campus is provided with roads of international standards and are always kept clean. Lush green and flowering plants are planted for ambience and creating a wonderful microcosm.
- Plastic-free campus: All types of plastic covers which can harm the environment are strictly banned. Any stray plastic bags or other objects observed will be disposed properly by the house keeping staff and also by the students.

- Paperless office: The institute is using sophisticated softwares such as **E-CAP** (Engineering College Automation Program) for taking student attendance as well as academic progress and also to send information to officials and to their parents. Different widely known social websites and mails such as gmail, bit-ly, WhatsApp etc. are also being used to transfer the information, circulars and notices.
- Green landscaping with trees and plants: The wide spread campus is planted with different trees and plants. Several plantation programs such as 'Vanam Manam', 'Neeru Meeru' are also being conducted under NSS programs and social activities. The management is requesting every visitor to plant a tree in the campus towards remembering their visit. Some of the students adopting some of the plants and watering them on every day.

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

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

**Response:** 1.08

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 11.16   | 1.92    | 5.64    | 1.63    | 4.35    |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

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

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

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

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

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

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

**Response:** 32

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9       | 7       | 8       | 6       | 2       |

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

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

**Response:** 58

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 18      | 10      | 12      | 12      | 6       |

| File Description                                                                       | Document                      |
|----------------------------------------------------------------------------------------|-------------------------------|
| Details of initiatives taken to engage with local community during the last five years | <a href="#">View Document</a> |

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

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

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

**Response:** Yes

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

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

| File Description                                                                                | Document                      |
|-------------------------------------------------------------------------------------------------|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |

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

**Response:** Yes

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

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

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 21

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| 07      | 03      | 05      | 02      | 04      |

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

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

The institute believes in all-round development of the student's personality. Towards this end, the institute organizes several co-curricular and extra-curricular aspects. These activities contribute to the program outcomes such as addressing societal problems, (PO6), environmental awareness(PO7), life-long learning (PO12), and professional ethics (PO8). Several programs are organized every year to fill inspiration into students for excellence. Only a few are listed below for the sake of brevity.

Republic Day (26 Jan) is celebrated very reverentially and a few students are honored for their excellence in academic work and/or curricular activities.

International Women's Day (08 Mar) is celebrated to recognize and honor the contribution of women in the Indian context and international arena.

Earth Day (22 Apr) is celebrated rejoice the beautiful environment we are enjoying on earth and to foster awareness regarding protection of our ecosystem.

Teachers' Day(05 Sept) is celebrated to recognize and honor the role teachers play in building the nation. Students organize this function both in a happy mood and reverential mood.

Engineers' Day(15 Sept.) is celebrated to commemorate the contributions of Sir Mokshagundam Visveswaraya. Several design competitions are conducted to foster the spirit of engineering into students. Students from several engineering colleges both from within the state and out of the state visit GIET campus and participate in various activities.

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

##### **Response:**

GIET maintains systematic practices to ensure 100% honesty in all spheres of its activities. Financial activities are transparent to all the employees and all avenues of pilferage are avoided through announcements in HODs meetings.

Academic matters are transparent to avoid any untoward mistake affecting any student. Proper checks and balances are in place to ensure that teaching, examinations, and evaluation systems goes on smoothly.

Administration process is made very easy, very clear, and wrinkle free to make it very transparent, just, and quick process.

All auxiliary functions such as sports, hostels, and transport are handled seamlessly to give maximum comfort to students and employees.

## **7.2 Best Practices**

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

##### **Response:**

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

Performance Appraisal of Faculty Members

The objective is to induce self introspection and to achieve self accountability into the mindset of the Faculty members in discharging their duties to the institution, students and to the society at large.

##### **Objectives:**

- To inculcate the habit of introspection.

- To make them responsible regarding students' success and failures.
- To encourage newly appointed faculty to follow precedence set by the senior teachers/faculty members and director
- To verify the completion of syllabus assigned to a particular faculty to make comparison among the peers and there by develop a healthy and constructive competition among the departments.
- To induce the teachers to set higher goals by themselves.

### **The Practice:**

Teachers are required to maintain, by themselves, the syllabus coverage and the classes taken. An annual self-appraisal report needs to be submitted by every teacher and the same will be reviewed by the Head of the Department, and the Principal.

### **Evidence of Success:**

It is seen that teachers, especially the beginners, became very systematic and the result can be seen in the course-files maintained by them. Systematic inclusion of GATE questions, industrial practices seen in the syllabus indicate that the teachers are considering the outcomes of the course when they submit the self-appraisal.

### **Problems Encountered and Resources Required:**

Any new system starts with resistance and slowly gets accepted. It takes lot of time and effort on the part of the Head of the department, Principal, and Director.

The teachers need to be educated very carefully the need for the self-appraisal system and need to be assured that the system is not aimed at punishment but as a regular learning exercise.

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

Community Partner Acceptable Project Works by UG & PG Students

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The objective is to achieve sustainability in Projects with funding from both GEIT and Community partners along with students and bring-out as many prototypes as possible. Project Planning, Hands on Industrial type working and coordination with-in the teams, ensured. This kind of Project works, Design Thinking Projects, Design as per rubrics would help the students to play a model role in Projects Management.

All final year Students in UG and Final year of PG are to complete a Working Model or a Prototype. All such projects will be scrutinized by a committee and the selected projects will be recommended for DST and other Funding agencies to look for productionizing.

**The Practice:**

The Work is coordinated by the teachers and the concerned HOD and work is performed by the Student Teams taking the help from Technicians.

**Evidence of Success:**

GIET could build prototypes in Mechanical Engineering and Automobile Engineering as per the needs of the community partners such as Hundai, Tata Motors etc.

**Problems Encountered and Resources Required:**

Teething problems while starting the project and development of prototype were noticed. Funding the Projects is a major issue. Hence only Working Models have been developed for time being. A special marketing facility for the student's projects for commercialization with modifications is required.

### 7.3 Institutional Distinctiveness

**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

**Response:**

Adherence to quality is a major thrust area for GIET. Irrespective of the temporary, evanescent events, GIET thrusts on quality. When GIET achieved autonomy, it continued its policy in framing the syllabus, setting academic regulations, and evaluation practices to promote excellence.

Now the GIET evaluation patterns are so streamlined and the examinations are conducted so rigorously that all the stake-holders recognized and treat the GIET procedures reverentially.

We would like to spread this rigorousness to all areas to completely visualise the vision and mission of GIET.

## 5. CONCLUSION

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### Additional Information :

More precisely, the institution will strive hard towards providing/establishing

- A practice of quality assurance to regularly address, monitor and evaluate the quality of education offered to students, and promoting effective teaching-learning methods for the benefit of both students and teachers and making the institution a place for excellent temple of knowledge in engineering science and technology.
- Best standards and practices of good governance, shall be put in place to bring in transparency of operations and improve credibility at all levels.
- Skills among students are developed through Interactive Teaching–Learning Process, Corporate exposure by Industry Internship and project work and thus make them ready to get into industry soon after the completion of their course.
- Research work among staff members shall be encouraged in-order to update their knowledge.
- Well equipped Laboratory facilities shall be provided in all the departments.
- Reputed Industries shall be invited for campus placements.

**Quality Policy:** GIET is committed to provide educational opportunities in Engineering disciplines by:

- Exposing students to the latest technologies
- Maintaining healthy competitive environment
- Developing confidence and explore potential talent for meritorious leadership
- Continually improving the effectiveness of QMS
- Complying with applicable statutory requirements

### Concluding Remarks :

The management of the institution has been quite young and dynamic. The members are engineers, advocates and educationists by profession and thus have deep understanding of importance of quality education. They have been very supportive and quick in implementing various measures for development, branding and strengthening of the institute. Their humbleness, fore-sight, holistic approach towards education and hard work has won the hearts of every one in GIET family.

The institute is self sufficient and as such does not have any major observations/deficiencies pending against it. There are also no legal proceedings whatsoever pending against it.

### Future Plans

1. To rise up to the vision against all odds and become centre of academic excellence
2. Establish exclusive R&D cell and EDC
3. Focus on consultancy services
4. Become self sufficient in all the areas and to overcome the competition and re-establish as a brand of its

own

5. To pay back the society still more in the form of ISR
6. MoUs with centres of excellence in academics, research and industry
7. Motivate the employees to become the members of professional bodies
8. Enrich the resources required wherever and whenever consistently
9. To improve the placements until all the students are placed in jobs
10. To consider moving towards integrated campus and finally, towards becoming a University

NAAC