



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **MUFFAKHAM JAH COLLEGE OF ENGINEERING AND TECHNOLOGY**

**MUFFAKHAM JAH COLLEGE OF ENGINEERING AND TECHNOLOGY MOUNT  
PLEASANT ROAD NO. 3 BANJARA HILLS**

**500034**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

MJCET was established in the year 1980 by SUES as a non-profit, un-aided minority institution to cater to the higher educational needs of the society with three undergraduate (BE) programs. Approved by AICTE and affiliated to Osmania University, today, the college offers EIGHT Under Graduate (BE) Courses with a sanctioned intake of 780 and FIVE Post Graduate Courses with an intake of 102 students. The college established OU Recognized Research Centers in five departments (Civil, CSE, ECE, EED and MECH) wherein 69 research scholars are presently pursuing Ph. D. In its 43 years of existence, MJCET has emerged as one of the premier institutes in the field of professional engineering education. The institute is housed in a sprawling echo-friendly campus in the heart of Hyderabad city.

Five of the BE programs got accredited by NBA in the year 2002. The ECE, MECHANICAL and PRODUCTION Programs were accredited for 5 years and CIVIL Engineering, CSE for 3 years. SAR for the entire eight currently offered UG programs has been submitted to NBA for re-accreditation.

The college has an active Research and Development Cell with a budget outlay of Rs. 50 lakhs to promote research initiatives among the faculty and students aimed at providing viable solutions to pressing problems facing the society. The college has been included under 2(f) and 12(b) by the UGC.

Faculty development in the form of qualification improvement, research, innovation and publications is supported by providing financial as well as administrative support. Grants are provided for professional society membership, paper publication, research projects and participation in conferences/seminars.

To promote professional aptitude, students are motivated to attend courses available on online platforms such as NPTEL and Coursera.

Harnessing the students' latent potential through promotion of scientific temper, innovative ideas and entrepreneurial skills, is a major strength of the college. Over one dozen student professional chapters, Institute Innovation Cell and MJ Hub - incubation Centre, open doors for students to undertake technical projects. The college is a participating institute in the Unnat Bharat Abhyan program, MHRD, Govt. of India with five adopted villages for bringing transformational change in rural development.

### **Vision**

**To be a part of the universal human quest for development and progress by contributing high calibre, ethical and socially responsible engineers who meet the global challenge of building a modern society in harmony with nature.**

The society around us evolves each day and knowledge, being the agent of this change necessitates a strong foundation of higher education that is designed to address the social needs. MJCET, since its inception, has been imparting quality engineering education and producing responsible engineering graduates who contributed

to the society in different spheres viz. technical, administrative, social, environmental etc. Graduates of MJCET occupy top positions in both reputed corporate and governmental organization in India and abroad.

With a deep understanding of societal, cultural and environmental consequences of their professional activities, our students are committed to serve the nation in a socially responsible and environmentally sustainable manner. In today's scenario, our vision is very relevant when value-based engineering and ethics, research, innovation, and entrepreneurship are the hall mark of development and progress. The vision is also reflected in the sustainable development goals enunciated by UNDP in which India is one of the signatory countries.

The vision of producing engineers of high-caliber is achieved by consistently maintaining high academic standards along with state-of-the-art laboratories and computing facilities. The academic results have consistently been above 90%. Many of our students are amongst the top 10 rankers of the Osmania University. Students keep abreast with the current trends in technical fields through active participation in professional chapters, access to online data bases, out of curriculum- training in the center for innovative computing and center for smart learning etc.

Our graduates embrace multifaceted roles with an embedded ethical understanding. They are cognizant of the greatest responsibility to maintain a balance between development and harmony with nature.

They demonstrate social responsibility through participation in various activities of professional chapters like EWB India, IEEE etc. and association with various Governmental programs like TASK, PMKVY, Unnat Bharat Abhiyan etc. Both in urban and rural settings, they work relentlessly on nation-building with an equal emphasis on economic, human and natural capital.

## **Mission**

***To attain excellence in imparting technical education from the undergraduate to through doctoral levels by adopting coherent and judiciously coordinated curricular and co-curricular programs.***

Quality higher-education is the mantra to create a developed, equitable, and just society. MJCET offers eight B.E. programs with an intake of 780, five M.E. programs with an intake of 102 and research centers in five departments with 69 research scholars pursuing Ph.D. The co-curricular activities supplement the academic curriculum. Various professional chapters pave student- participation in technical, literary, social and sports events.

***To foster a partnership with industry and Governmental agencies through collaborative research and consultancy.***

The collaboration between educational institutes and industry offers diverse benefits. MJCET has formalized MoUs both with industry and governmental organizations for collaborative research, consultancy and training.

***To nurture and strengthen auxiliary soft skills for overall development and improved employability in a multicultural workspace.***

Holistic development is incomplete without soft skills. Employability skills are imparted through co-curricular

and extra-curricular activities.

***To develop scientific temper and spirit of enquiry in order to harness the innovative talents.***

Inquisitive minds interact with the world in a scientific way. Students learn to observe, question, hypothesize and communicate constructively, essential for any innovation.

***To develop a constructive attitude in the students towards the task of nation building and empower them to become future leaders.***

Engineers build nation with an indomitable spirit. Leadership quality is imbued in our students. Many MJCET-alumni assumed leadership roles in corporate and administrative divisions.

***To nourish the entrepreneurial instincts of the students and hone their business acumen.***

Academic and pre-professional experiences in terms of internships or associations with professional chapters unearth students' potential. The E-cell conducts periodical awareness programmes on entrepreneurship. MJCET won several national awards in the entrepreneurship week conducted by NEN.

***To involve the student and faculty in solving local community problems through economical and sustainable solutions.***

Students address societal problems, ensuring a fair and equitable development. They participate in various projects taken up by EWB India, IEEE and Unnat Bharat Abhiyan. Patenting of the 'Solar-powered spinning-wheel' is an example of meaningful social contribution by our R&D cell.

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

### **Institutional Strength**

Visionary and socially responsible management with commitment to empower and serving the student community for more than 4 decades of academic excellence being the major strength.

Located in the heart of Hyderabad city, with eco-friendly Green Campus spread over an area of 24 acres.

Inclusion of emerging courses to meet the technological demands of the society.

Research centers approved by Osmania University in 5 departments with 27 approved research supervisors, guiding 69 scholars and 8 have been awarded Ph.D.

Institution is included under section 2(f) and 12(b) by UGC.

The institution is ranked 42nd by INDIA TODAY, 58th by THE WEEK, 69th by THE TIMES OF INDIA and is ranked in promising band by ARIIA ranking in 2021.

Wi-Fi enabled campus.

Drone Centre of Excellence for training the students in the area of Drone technology.

Incubation centre for honing the ideas of students to have their own startups.

Setup of 100 KWp rooftop grid connected Solar power plant to have clean & green energy.

CCTV monitored campus.

ICT enabled class rooms and seminar halls.

Well-equipped laboratory and computational infrastructure facilities with state of the art equipment.

Fully automated Central library with over 64000 volumes and access to online National and International E-Journals through subscription to three data bases, national journals and e-books.

Qualified and experienced faculty with about 40% being doctorates.

Effective placement and training Cell with good placements.

Facilitation of Faculty and Students activities by the management.

- Faculty sponsored for attending the workshops, conferences, FDP.
- Incentives to faculty for research paper publication in various conference and journals, book chapters, patent publication.
- Provision of SEED funds to faculty and students for doing R&D projects.
- The students take up Industry oriented certification and training programs as well as professional activities through student chapters.

Students achieving top University ranks.

NPTEL Local Chapter

Indoor and outdoor Sports Facilities.

Coaching for AEE for the various state government departments for civil engineering. students by the faculty of Civil Engineering Department.

### **Institutional Weakness**

Introduction of new subjects in emerging technologies is not possible due to affiliated college status. Autonomy may allow to have own curriculum where new subjects can be included in the syllabus.

Inadequate external funding from various funding agencies is an area of concern. Various measures are being discussed at department level to overcome this.

Weak industrial consultancy work.

Although MoUs with industries have increased but the industry institute interaction is still on a slow pace. More activities to be organized in collaboration with industries. Industrial visits to be organized regularly in order to have industry institute interactions.

Placement in the core industries like Civil, Electrical and Mechanical Engineering is very minimal due to which the students are going away from core branches of engineering.

Non-filling of seats in core branches of engineering. With the increase in demand for CSE and allied courses it is becoming difficult to fill up the seats in core branches of engineering.

Non-availability of visiting and adjunct faculty from industry.

### **Institutional Opportunity**

Interaction with the Alumni placed in MNCs for improving the placement of the students in core branches of engineering. As the companies visiting for campus placement are from IT field, the Alumni placed in various organizations may train the students as per industry needs.

Take advantage of Institute's central location to improve interaction with universities, R & D organizations, corporate and Governmental agencies that may help students to enlighten them about industrial requirements.

As 69 research scholars are pursuing their doctorate at various stages of their research work and faculty pursuing their Ph.D. there is a scope of applying for funding from government and non-government organizations.

Take advantage of the vast IT hub in the vicinity of the institution for securing internships for the students, inviting the industry professionals for delivering guest lectures and appointing them as guest faculty.

Directing collaborative multi-disciplinary research towards solving challenges faced by society through R & D cell supported by SUES.

Counseling and mentoring students to appear for competitive examinations like UPSC, GATE, CAT, GMAT, TOEFL, GRE etc.

### **Institutional Challenge**

Retaining the NIRF rank: The institution achieved 150-200 band NIRF ranking in 2019, however in the subsequent years the institution did not achieve the ranking. Achieving the rank by NIRF for the current year.

Retention of qualified faculty in CSE and allied branches. With the increasing demand for CSE and allied branches the faculty is switching to other opportunities thereby making it difficult to retain them.

Maintaining intake quality of students especially in core branches of engineering. Due to less placements in core branches and high demand for software professionals globally, it is becoming increasingly difficult to attract quality students in Civil, Mechanical and Electrical Engineering.

Involvement of Alumni in the development of the institution. Once the students complete their course it is not easy to locate them as they are not in regular touch with the institution.

Institute interaction with industry, universities and research organizations to be increased. The industries are busy in their production and giving time to the institutes becomes a hindrance in their day to day activities thereby the sufficient number of interactions are not accomplished.

Attracting external funding for sponsored research projects. Being a private institute the funding agencies show less interest in providing funds for research activities.

Placement in core branches is low and attracting the core industries for placement of the students is difficult.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Being affiliated to Osmania University, MJCET follows the University-prescribed curriculum and almanac. The Heads of the Departments are members of respective BoS and play a productive role in design and revision of curriculum. Usually, the curriculum is revised every four years. There are exceptions when the revision is more frequent as in case of introduction of CBCS scheme in 2016 and AICTE model curriculum in 2018, both two years ahead of scheduled revision. MJCET got many of its recommendations with respect to curriculum revision incorporated in the new schemes. Specific courses which are of interest to MJCET based upon the students' profile are offered as 'out of curriculum' content.

Presently both B.E. and M.E. courses are following CBCS pattern with effect from 2016. The Programme Educational Objectives (PEOs) of the department and the institution are well-defined and implemented along with Programme Outcomes (POs), Course Outcomes (COs) and Programme Specific Outcomes (PSOs).

The IQAC in support with the Programme Assessment Committee (PAC), Department Advisory Committee identifies gaps in the curriculum and sends relevant suggestions to the university.

To bridge the gap between the curriculum and industry, different electives are offered. Moreover, the institution organizes seminars, guest lectures, hands-on-practice workshops, and industrial visits for an enriching learning experience.

A three-tier planning process is followed for achieving micro level planning viz. University Almanac, Institutional Academic Calendar and Departmental Academic Calendar. The HODs incorporate Department level activities to make it a micro-level schedule.

The institution offers value-added courses like 'Mobile Application Development', 'Cloud Computing', and Campus Recruitment Training. Beyond the curriculum, NPTEL online certificates are issued to successful faculty and students.

Internship is a part of the curriculum under the CBCS system. All the students are required to undergo a one-month internship in the summer break after sixth semester. Internship has been retained in the AICTE model curriculum also.

The role of stakeholders in shaping the curriculum is given due weightage by seeking feedback from students, teachers, alumni and employers. The feedback from students is taken at various stages of their course. From others stakeholders, feedback is obtained prior to the curriculum revision exercise.

### **Teaching-learning and Evaluation**

The planning for Teaching Learning Evaluation is done well in advance commencement of each semester. Academic calendars are prepared before the commencement of semester in consultation with Dean, and Head of the HODs. For each subject, teaching schedules are prepared for both theoretical and laboratory course, they contain detailed schedule, COs and other activities of the course coverage. Faculty members prepare course material with Question Banks, Assignments, and Quizzes for the benefit of students. Lab manuals are prepared which consist of Aim, Procedure, and Observation Table with viva questions.

College provides infrastructure to the students to listen and understand lectures from NPTEL etc and to access E-Journals along with free Wi-Fi. Classrooms are provided with ICT Tools with necessary infrastructure. Activity based, Problem based, Project based and Experimental based learning are given emphasis to create interest. Participation in Group discussions and seminars are encouraged to prepare them with the required skills for placement interviews. Tutorial classes are conducted to help weak students. Students are encouraged to take up projects which are eco-friendly and environmentally sustainable industry-driven problems. Student's progress is monitored with the help of Continuous Internal Assessment tests in each semester and their progress is communicated to the parents/ guardians.

Internships are mandatory for the students to gain required professional experience at appropriate semester breaks. Workshops, Guest Lectures are conducted in each department to make the students abreast with latest tools and technologies. Add-on courses on the updated software in each discipline are offered to the students to help them to gear up for their future employment. Students are encouraged to undertake research and development projects with internal funding as well as external funding.

Feedback of all the faculty members are collected and assessed by HODs and the are recommendations are given to enhance quality of teaching. Students participate in Satisfactory Survey for their suggestions after completion of the program. Feedback about course content, facilities is obtained from alumni and parents. The curriculum and syllabus are constantly upgraded depending upon COs, POs, and SPOs attainment.

### **Research, Innovations and Extension**

The Institution has a well-defined policy for promotion of research for the faculty through the its R&D Cell, which provides seed money for research projects undertaken by them. The institution has recognized research centers from Osmania University to facilitate and promote research in the following departments- Civil, CSE,



ECE, EEE and Mechanical. The institution faculty has published around 300 plus research papers in peer reviewed/reputed journals most of them having high-impact factor including book chapters. The institution has published several utility and general patents in the last five years.

Majority of its faculty are pursuing their Ph.Ds. with 68 doctorates, 27 Ph.D. supervisors supervising 67 research scholars during last five years. The Institution promotes start-up activities through its Institute Innovation Council (SU Center for Innovation and Incubation- MJ Hub) which has 3 start-ups registered through it. Further many seminars, workshops and training are conducted for promoting IPR and Entrepreneurship activities

The Institution is actively involved in extension, training and outreach activities thorough the various professional student chapters. Programmes related to gender equity, road safety, Swach Bharat, eco-consciousness, literacy-drive, blood donation, social outreach, anti-drug awareness, etc. are conducted on a regular basis. Also ICT enabled teaching. Institution celebrates National and International days of significance, promotes national integration, water-literacy programmes etc. volunteered by the faculty and campus students.

The Institution has signed MOUs with various institutions (government and non-government) for projects, internship, workshops, training etc., to facilitate academia industry interaction, and get exposure of the real world scenarios.

### **Infrastructure and Learning Resources**

The society has always prioritized provision of adequate infrastructure facilities and in many instances over and above the AICTE and Osmania University norms are being maintained. The campus is spread over 24 acres in heart of the city.

The academic infrastructure consisting of classrooms, tutorial rooms, drawing halls, laboratories, workshops, computer centers, seminar halls etc. meet the AICTE norms. The spaciousness of the laboratories creates a distinctive academic ambience which is appreciated by everyone.

All classrooms, computer labs, seminar halls, auditorium are equipped with ICT facilities. The laboratories have state of the art equipment which is regularly upgraded in order to comply with the current market trends. The computing facilities are also regularly upgraded with latest configurations. About 20% of the budget is allocated for infrastructure augmentation.

The college has various outdoor sporting facilities like football, basketball, tennis, volleyball, throw ball, cricket net practice etc. Good facilities are also provided for in-door games such as caroms, chess, badminton, table tennis and 12 station gym.

The central library is fully automated with soul 2.0 software and has over 64,000 volumes in the lending and reference sections. The library subscribes to 3 online databases which provide access to over 400 foreign journals. About 115 Indian journals are also subscribed and the digital library serves a source for E-learning. The average annual library expenditure for the last five years is about Rs. 25 lakhs. The departments have department library for ready reference by the faculty and students.

862 computers are available for student usage; the student-computer ratio is well above the prescribed norms of

AICTE. All the faculty members are provided with independent computers having internet connection.

The campus is not only Wi-Fi enabled but the Internet bandwidth is being upgraded regularly to meet the requirements and the current internet speed is 500 Mbps.

The maintenance of computers is under annual maintenance contract. The institution is subscribed to Microsoft education solution through Campus and School Agreement (CASA) for regular updates.

### **Student Support and Progression**

MJCET has a very focused approach in matter of Student support and progression. The college is a minority institution and over more than half of the students are benefiting from Telangana State government minority welfare scholarship as a part of which they get full fee reimbursement. The central merit scholarship and SC/ST/BC scholarship is also available to the students.

The college put continuous efforts on providing career guidance and mentoring for placements as well as higher education. About 58% of students in the last five years have found a job or moved on to higher education after graduation. The college placement cell is very active and over 100 MNC's participate in the placement drive every year. There is a huge trend among the college students for opting for higher education in US and other foreign countries and they appear for GRE, TOEFL, IELTS and other competitive exams. All grievance redressal mechanisms are in place and there is zero tolerance for ragging and other social evils.

The college also places considerable stress on the overall development and encourages students to participate in sports and cultural activities. The college students have won laurels at National, state and University level and won many awards and trophies. Finally the alumni is very well connected to the college through a registered alumni association. There are regular alumni meetings and technical seminars and interaction sessions are organized for the benefit of students.

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

The institute has clear vision, mission and quality policy and well-defined organizational structure which encourage decentralization and participative management. The Board of Governors of SUES is the highest decision making body, Governing Council is the highest decision making body at institute level. Honorary Secretary, SUES steers the recommendations of Governing Council in Board of Governors. The local leadership at the institute is provided by Advisor-cum-Director. Principal, Deans, Registrar and HoD's are responsible for the day-to-day functioning of academic and administrative activities. They are assisted by Associate Heads, Laboratory In-charges and a string of Committees and Co-ordinators with clearly defined roles and responsibilities. The institute has a well-defined Strategic development plan and IQAC committee reviews it periodically and monitors its implementation. Faculty members are assigned with the responsibilities and are involved in academic and administrative committees for decentralization of work. E-governance has been implemented for administration, finance & accounting, examination, student admission & support using in-house developed software. The institute has well-defined service, leave and conduct rules. The institute follows procedures laid for recruitment and promotions as stipulated by AICTE and UGC. The institute implements several welfare measures for faculty and staff like EPF, ESIC, gratuity, festival advance, medi-claim, etc. The institute provides incentive schemes to faculty members for attending FDPs, refresher courses, workshops,

seminars, publishing their research work in journals, conferences, books and apply for patents. Professional development programs are conducted for teaching and non-teaching staff for quality improvement. Faculty members are encouraged to register for Ph.D. and special allowance of Rs. 7,500/- per month is given after its completion. The institute follows comprehensively designed appraisal system for teaching staff and university recommended CR-form for non-teaching staff members. Under performing faculty is provided opportunities for attending pedagogy development workshops. The teaching learning process, structure and methodologies is regularly reviewed by IQAC. The institute budget proposals are approved by the Governing body which also monitors its utilization effectively. The Institute conducts financial audits regularly; the management appoints auditors to conduct both Internal & External audits. Institute participates regularly in the ranking of HEI's like NIRF, ARIIA, outlook magazine, etc.

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

The Institute is dedicated to instilling the desired ethical principles. It adopts and executes best practices to meet the ever-changing national and global industrial, economic, and social environments. Practices that have resulted in the qualitative enhancement of the institution and student body are described.

1. Seminars and workshops on gender equality, women empowerment, commemorative days, festivals and other topics to instill the concept of respect for women, remember the sacrifices of our great leaders of society.
2. Barrier free and disabled friendly environment provides resources that are friendly to differently abled persons.
3. Solar power and other amenities are available at the institution. Power is saved by employing sensor-based lighting and LED bulbs.
4. Water conservation facilities such as rainwater collecting pits and ground water recharging are available. Gardening is done using recycled waste water. The drinking water distribution system is up and running.
5. Solid trash, liquid garbage, and E-waste are all part of waste management. Hazardous compounds are handled with caution.
6. Automobile restrictions, pedestrian-friendly paths, and plastic prohibitions are all part of a green campus project.
7. Environmental and energy quality audits are performed on a regular basis.
8. The institution hosts a variety of activities that promote tolerance and concord in the face of linguistic, cultural, communal, geographical, economical, and other differences. The institution runs a variety of programs to educate instructors and students about their rights, obligations, beliefs, and responsibilities.
9. The institution has a code of conduct that students, instructors, other employees, and administrators must follow and conducts awareness events on professional ethics and human values.
10. The Institution's comprehensive approach aims to help students concentrate on understanding values, developing skills, and progressing toward knowledge.

11. The best practices are:

- (i) Pedagogical Approaches using IT/ICT tools
- (ii) Student projects catering to the rural community via societal initiatives and service oriented activities,
- (iii) Faculty incentive scheme to support and promote research activities.

12. The institutional distinctiveness are Drone Centre of Excellence, 100kWp solar PV power plant, Green initiatives and Environment sustainability and Faculty Retention.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MUFFAKHAM JAH COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Muffakham Jah College of Engineering and Technology Mount Pleasant Road No. 3 Banjara Hills
City	Hyderabad
State	Telangana
Pin	500034
Website	<a href="http://www.mjcollege.ac.in">www.mjcollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Basheer Ahmed	040-23280301	9849455423	040-23280303	principal@mjcollege.ac.in
IQAC / CIQA coordinator	Mahipal Singh Rawat	040-23280375	9121000872	040-23280303	iqac@mjcollege.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate MJCET.pdf</a>
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Osmania University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	08-05-2019	<a href="#">View Document</a>		
12B of UGC	08-05-2019	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	03-07-2022	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	Muffakham Jah College of Engineering and Technology Mount Pleasant Road No. 3 Banjara Hills	Urban	7	27520

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Civil Engineering,Civil Engineering	48	Intermediate	English	60	54
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate	English	180	180
UG	BE,Electrical Engineering, Electrical and Electronics Engineering	48	Intermediate	English	60	42
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	Intermediate	English	120	108
UG	BE,Information Technology,Information	48	Intermediate	English	120	120

	on Technology					
UG	BE,Mechanical Engineering, Mechanical Engineering	48	Intermediate	English	60	51
UG	BE,Computer Science And Artificial Intelligence,CSE Artificial Intelligence and Data Science	48	Intermediate	English	60	60
UG	BE,Computer Science And Artificial Intelligence,CSE Artificial Intelligence and Machine Learning	48	Intermediate	English	120	120
PG	ME,Civil Engineering, Structural Engineering	24	Bachelors degree	English	18	14
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	Bachelors degree	English	24	21
PG	ME,Electrical Engineering ,Power Electronics and Systems	24	Bachelors degree	English	18	3
PG	ME,Electronics And Communication E	24	Bachelors degree	English	24	5



	ngineering,D igital Systems					
PG	ME,Mechani cal Engineeri ng,CAD CAM	24	Bachelors degree	English	18	10
Doctoral (Ph.D)	PhD or DPhil,Civil E ngineering,Ci vil Engineering	36	Masters degree	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering, Computer Science and Engineering	36	Masters degree	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical En gineering,Ele ctrical and Electronics Engineering	36	Masters degree	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Commu nication Engi neering,Elect ronics and C ommunicatio n Engineering	36	Masters degree	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering	36	Masters degree	English	1	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	31				33				108			
Recruited	23	8	0	31	20	13	0	33	67	41	0	108
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				45
Recruited	41	4	0	45
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				96
Recruited	89	7	0	96
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	22	8	0	12	11	0	9	5	0	67
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	0	0	8	2	0	57	36	0	104
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	633	3	0	0	636
	Female	98	1	0	0	99
	Others	0	0	0	0	0
PG	Male	33	0	0	0	33
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	190	217	223	225
	Female	37	41	41	48
	Others	0	0	0	0
Others	Male	509	469	486	472
	Female	93	121	105	128
	Others	0	0	0	0
<b>Total</b>		<b>829</b>	<b>848</b>	<b>855</b>	<b>873</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>MJCET is an affiliated college of Osmania University, which is a state university and thus has to follow the guidelines and road map that is defined and provided by the Osmania University. As per the NEP 2020 policy, Osmania University has incorporated changes in the curriculum/syllabus accordingly in the form of open electives for promotion of multidisciplinary conducive environment. As per the curriculum students get an exposure to the multidisciplinary subjects as open electives. Some of the subjects that are Green Building Technologies, Non-Conventional Energy Sources, Data Science and Data Analytics, Fundamentals of Internet of things, Cyber Security</p>
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	<p>etc. The institution not only promotes multidisciplinary courses but also interdisciplinary courses as per the guidelines of the curriculum of the Osmania University. Some of the interdisciplinary subjects offered to the students are Indian Constitution, Industrial Psychology, Disaster Management, Renewable Energy Technologies, Business communication and presentation skills, Human values and professional ethics etc. The institutional faculty have the capacity and capability to enhance their knowledge so that they can teach any interdisciplinary and multidisciplinary subject to their students. The institutional infrastructure is such that the students can carry out their work in new and emerging fields that is helping them in improving their high competency and confidence levels. To promote the multidisciplinary and interdisciplinary education among the students and faculty, institution promotes research projects coherent to this holistic education system. The outcome of the same is depicted by the patents granted to the institution and the research conducive atmosphere promoting interdisciplinary and multidisciplinary projects for the societal development/benefit.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>MJCET has to abide by the rules and regulations defined by Osmania University as MJCET is an affiliated college. The institution has to wait for the approval of the same from the Osmania University. In the meantime, an awareness about the same is being created among the students regarding the Academic bank of credits and its importance as per the NEP 2020. As per the NEP 2020, provision of Academic bank of credit is to facilitate multiple entries and exit points during their academic education perusal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome. The institution is promoting National schemes like SWAYAM, NPTEL, MOOC's etc., among the students and faculty so that can earn and deposit credit through the same on the academic bank of credits by registering themselves on the portal and the awareness about the same has been created among the students and faculty. For the</p>

	<p>student's ABC will help them in credit transfer and accumulation and for the faculty it is a provision of accumulation of knowledge enhancement certifications. The institution promotes online and offline courses among the students and faculty for enhancing their data in the Academic bank of Credits.</p>
3. Skill development:	<p>As per NEP 2020 to address the deficiencies in the skills of the students, our institution has taken up initiatives that will strengthen our students to utilize their full potential so that they could be employable or employers. The institution promotes soft skill programs, language and communication skills improvement programs, ICT/computing skills etc., along with the life skills in the form of Yoga and career and personal counselling for students. The college has infrastructure facilities too to promote the physical and mental health activities under the supervision of the physical director. The students practical knowledge is also enhanced with self-learning and experiential learning activities as there are different student chapters in the institution where in they get an opportunity to explore themselves with critical thinking, entrepreneurial skills, hands on experience and many more life skills that are a must for the skill development among the students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Muffakham Jah College of Engineering and Technology is affiliated to Osmania University, Hyderabad and there are no guidelines currently from the University to follow bilingual mode of teaching, however, some faculty members follow it in order to improve the intelligibility of the student learning. As the university provides us to conduct induction programme for the first year students we take the chance to train students to have knowledge on Indian culture. We conduct several lectures by the eminent speakers to inculcate cultural integration among the students. Our teaching faculty also in teaching 'Human Values &amp; Professional Ethics' as per the prescribed syllabus from Osmania University. We bring awareness among the students about cultural integrity and build healthy relationship among the students irrespective of caste, creed, religion and gender. Students learn the subject "Essence of Indian Traditional Knowledge", which provides them an opportunity to understand our traditions and culture.</p>
5. Focus on Outcome based education (OBE):	<p>Our institute implemented OBE in 2014 and follows</p>



it promptly. One of the most profound benefits of OBE is the sense of clarity it fosters. Students, along with their parents, can pick an institution, program and course based on clearly spelled out learning objectives. The Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO) determine exactly what students are expected to accomplish, post their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across divisions and departments, where faculty may adjust their focus more appropriately. The next advantage, and perhaps the most obvious one, is flexibility. OBE lets the student to adapt to a learner's strengths and weaknesses, but it also provides sufficient time to attain proficiency and fluency in the subject matter. Every stakeholder benefits from the OBE framework. In order to improve the quality of teaching and learning for the implementation of Outcome based education model various processes are followed throughout the academic hierarchy. The system ensures that adequate checks and assessments are present at every stage in order to ensure the achievement of the POs and PSOs. The Academic calendar is prepared at the beginning of academic year based upon the Almanac received from Osmania University. The university almanac provides brief details of dates of commencement of semester, Internal Exams, Practical exams, Theory exams and semester break. The Dean Academics of MJCET then incorporates other details like scheduled dates for submitting of monthly attendance, Student/ Parents counselling, Distribution of corrected answer scripts after Internal exams and online display of marks, Counselling of underperforming students etc. The hierarchal academic system devised for the implementation of OBE system and to ensure improvement and implementation of pedagogical initiatives is listed below. The teaching- learning process and its assessment is monitored by i. Programme Coordinator ii. Module Coordinator iii. Course Advisor iv. Course Coordinator The structure has program coordinator at the top of the hierarchy, with the module coordinator reporting to program coordinator. Each module coordinator is responsible for a particular specialization of stream of subjects and the Course advisor and course coordinator report

	to the module coordinator. The duties and responsibilities of personnel serving at each level are clearly defined to facilitate smooth implementation.
6. Distance education/online education:	Our institution is affiliated to Osmania University(OU) and OU is not providing distance education. We have conducted virtual classes and labs during COVID. Existing e-learning platforms such as SWAYAM is also made available to the students to have equal access to quality practical and hands-on experiment- based learning experiences.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the institution has Electoral Literacy Club (ELC). The following are the members of ELC: Faculty coordinators: 1. Mrs. N.B.V. Lakshmi Kumari, Assistant Professor, MED 2. Mr. V. Suvarna Kumar, Assistant Professor, MED 3. Mr. M D V Prasad, Assistant Professor, ITD Student Campus Ambassadors are 1. Ms. Aira Fatima 2. Ms. Shariqa Moin 3. Ms. Masrath Sultana 4. Mr. Mohd Shahalam Ahmed 5. Mr. Liaq 6. Mr. Sufiyan Khan Student Campus Associate Ambassadors are 1. Ms. Syeda Nuveira Ateka 2. Ms. Zoiba Zia 3. Ms. Madiha Wahed 4. Mr. Adeeb Abdul Taher 5. Mr. Safeen Ahmed 6. Mr. Muzammil Ahmed
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student campus ambassadors consisting of final year students and student campus associate ambassadors consisting of second and third year students and faculty coordinators have been appointed by the college. This ELC is functional and has been carrying out activities for the maximum voter registration and awareness.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	The ELC has taken up following innovative programmes and initiatives • Creating voter awareness campaign in the campus • Creating voter awareness campaign in the nearby communities • Awareness about the process of voter registration • Awareness about ethical voting • Creating voter awareness for registration and voting process among the different walks of life people like senior citizens etc.

<p>citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The members of ELC along with other student members have created posters and presentation that was utilized in creating awareness among the campus students and also nearby communities. The content developed by the ELC focusses on voter registration, importance of participation in electoral process, ethical voting etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has encouraged the students to carry out voter registration for the eligible students and till date in the current academic year 78% students have registered for the same and ELC is working towards making all the eligible students to register for electoral ID card so that they will be eligible for ethical voting.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3221	3220	3248	3271	3263

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 232

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
176	188	201	220	231

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
491.14	276.15	456.37	431.93	591.18



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

As an affiliated institution, the curriculum is formulated and provided by the Osmania University through a process of detailed deliberations and discussions in Board of Studies and Faculty meetings. However, the affiliated institutions have the flexibility of teaching content beyond the syllabus in order meet the current demands. Thus, to keep abreast of emerging technologies, MJCET imparts content beyond the syllabus.

Parameters for Effective Curriculum Delivery:

**Planning:**

The three-tier planning process is adopted: University Almanac, Institutional Academic Calendar and Departmental Academic Calendar. The University Almanac is a broad statement of academic planning common to all the affiliated colleges. The Institutional Academic Calendar is prepared by the Head of the Institution and reflects the institutional event time lines in addition to the University events. Finally, the Departmental Academic Calendar also reflects the activities and events planned by the Department.

**Teaching-Learning Process:**

Effective curriculum delivery starts by disseminating course objectives through course handout and lecture schedule. The day-to-day teaching learning process is driven by tutorials, guest lectures, video classes, seminars, workshops, group assignments and projects apart from the regular lectures. The curriculum delivery is enhanced by the utilization of LCD equipped classrooms and laboratories. Students can have access to the course related material uploaded by the concerned faculty on the website. To adapt to the rapidly evolving engineering landscape and to augment the learning experience of our students they are given exposure to various online E-learning resources such as NPTEL/SWAYAM videos, Webinars and spoken tutorials.

The laboratory experiments provide an opportunity to the students to strengthen theoretical concepts by implementing them practically on latest state-of-the-art equipment. Seminars and viva voce enable the student to articulate the subject understanding and knowledge orally. Students take up keystone projects at the end of the course involving applications of various specializations along with laboratory and field work.

**Assessment Systems:**

Outcome Based Education (OBE) has been implemented from the year 2015. Assessment of attainment of COs and POs is done through a combination of direct and indirect assessment tools. A weightage of 40% is accorded to Continuous Internal Evaluation and 60% to Semester End Examination for determining the CO attainment.

The assessment of laboratory sessions is done on a continuous basis through well designed assessment rubric, which lays emphasis on different aspects of Bloom's Taxonomy.

A CO-PO mapping matrix is defined and the PO attainment is calculated by combining the CO outcome (direct assessment) with the indirect assessment outcomes.

**Self-Learning Initiatives:**

MJCET is recognized as a local chapter of NPTEL. Students and faculty are encouraged and incentivized to get certified in relevant NPTEL courses. R & D projects, Innovation and Incubation Cell etc. inculcate self-learning; students are encouraged to design and develop prototype models which eventually can be considered as start-ups. . MJCET also fosters various student chapters such as E-Cell, SAE, EWB, Robotics club, IEEE, CSI, ACM, ICI, Microsoft Student Society etc. The institution provides avenues for students to demonstrate their co- curricular activities through various annual technical events like Adsophos, Innovatia Panoply, Envisage, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.2 Academic Flexibility****1.2.1**

**Number of Add on /Certificate/Value added programs offered during the last five years**

**Response:** 125

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.2.2**

**Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**

**Response:** 59.61

**1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6338	2003	420	420	490

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

**Response:**

The curriculum designed by the university includes an array of cross-cutting issues which are indicated below:

**Environment & Sustainability:**

Being responsible citizens our students must be aware as well as equipped to address complex environmental issues that mostly stem from over-exploitation of the mother-nature. Both compulsory and elective courses are being offered pertaining to environment and sustainability. A few are listed below:

- Environmental Science
- Green Building Technology
- Non-conventional Energy Sources
- Disaster Management
- Non-conventional Energy Sources
- Energy Conservation and Management
- Waste Heat Recovery and Co Generation
- Advanced Environmental Engineering and Environmental Studies etc.

These courses sensitize learners about ecosystems, their balance and long-term sustainability. It reminds them of their



proactive role in conservation of nature.

### **Fulfilling Social Responsibilities:**

Students of MJCET are time and again reminded of their responsibilities to give back to the society. The students hold blood donation camps, organize guest lectures on the importance of donating blood, importance of hygiene, Swachh Bharat etc. just to name a few.

The AICTE model curriculum has introduced a course called Introduction to Social Work & Society for CSE students. The course will enlighten them regarding the various issues in the society that must be addressed with a humanistic approach which would eventually make them more sensitive and selfless. The relevant courses are National Service Scheme, Road Safety Engineering and Society Outreach Program.

### **Human Values and Professional Ethics:**

The first year's curriculum includes a twenty-one-day induction programme emphasizing on morals, values and ethics. The compulsory subject "Universal Human Values & Professional Ethics" for the second-year students aims at creating conviction and commitment towards values for improving the quality of life and thus contributing to societal systems through proactive participation.

An exposure to the compulsory subject “**Industrial Psychology**” in the second year make students aware of moral appropriateness of their activities in the professional realm and thus reinforces grounding on professional ethics.

In addition, for the overall development of students the following courses are incorporated into the curriculum: Yoga Practice, Sports, Intellectual Property Rights and Society Outreach Program.

### **Gender Sensitization:**

Sensitizing today's youth about the gender discrimination practices around us would allow them to be more sensitive, empathetic and responsive towards them. Education is the tool to build perceptions. The engineering students of B.E. III/IV study the mandatory course called “Gender Sensitization”. The course makes the students aware of the atrocities against women in the society and helps them understand gender not in terms of ‘male’/ ‘female’ but in the light of gender spectrum. Without being sensitive to the ‘other’ one cannot fight the prejudices.

The institution believes in creating a space where everyone is treated equally and with respect. The institute holds seminars on gender issues and encourages students to make presentations or write on such issues so that they become sensitive towards stereotypical notions.

Women's Grievance Cell and Grievance Redressal Cell provide counselling to students, promote gender equity and address issues related to safety and security for female students and staff. CCTV surveillance system reassures community safety in the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 50.85

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 1638

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 96.28

##### 2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
829	848	855	873	841

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
882	882	882	882	882

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

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#### 2.1.2

**Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

**Response:** 96.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
602	590	591	600	592

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

2021-22	2020-21	2019-20	2018-19	2017-18
619	619	619	619	619

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**2.2 Student Teacher Ratio****2.2.1**

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 18.3

**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 using ICT tools**

**Response:**

**Teaching Learning process is very important in making holistic development in an Engineering career. Various traditional methods like classroom teaching, group discussions, tutorial classes, quizzes and assignments are blended with modern methods like online learning and think pair etc., are adapted to felicitate lifelong learning and to keep students abreast with latest developments in various areas of Engineering and Technology. These are very important on account of development of disruptive technology making old and inefficient extent.**

**Some of the tools utilised for student centric methods are experiential learning, participative learning and problem solving methodologies.**

1. For various complex Engineering problems students and staff attempt to obtain solutions which are eco friendly and environmentally sustainable through research and development projects.
2. To keep abreast with the latest development workshop, guest lectures and seminars are organized at frequent intervals.

3. Practical training and field exposure is very important to engineering students to adapt for the needs of industry, to gain these field experience students are undertaking internships at various reputed organizations like TCS, INFOSYS Etc.
4. Laboratory courses are included in the curriculum in all the semesters to reinforce concepts learned in the theoretical classes.
5. Assignments and quizzes are conducted in all the subjects at frequent intervals to make the students thorough in all the subjects. These tools also help students in keeping them in the forefront in competitive exams like GATE.
6. Project work is included in the final year curriculum, in which 3-4 students are grouped together to form a batch under the guidance of faculty to solve problems related to industry and society.
7. Tutorial classes with individual attention are conducted at frequent intervals to help particularly the weak students.
8. Elaborate question banks are prepared and uploaded on the college website for the students to solve them. This helps the students not only in the semester end exams but also in the competitive examinations.
9. Faculty constantly develop innovative tools to explain difficult concepts with the help of animations, PowerPoint presentations etc.
10. Group discussions are organized for the students so that they not only assimilate the technical finesse but also prepare for faring better in the placement interviews.
11. Short term courses like STAADPro, ETABS, EPANET, SagaGIS, QGIS etc. are offered to students so that the students are able to solve industry driven problems.
12. Students are encouraged to solve the problems of people who are socially backward with various student chapters like EWB, ICI etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 100**2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
176	188	201	220	231

**File Description****Document**

Upload supporting document

[View Document](#)**2.4.2****Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 30.81**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
67	64	62	62	58

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1****Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

The internal assessment process is communicated to the students by the respective faculty in the first week of the semester as well as during orientation program for the first year students.

The assessment of internal marks is done through the quality evaluation process by informing students about the class, test schedule at the beginning of each academic year through academic calendar as well as through a detailed time table of the internal test which is displayed at the college website and the department notice board.

The question papers of the internal assessment are set based on the course outcomes which are approved by module coordinator/ program coordinator. The question paper of the class test also includes weightages of each question with their course outcomes as per the bloom's index. In the question paper short and long questions along with numerical are given of medium to high level. The questions are based on concept, memory and analytical skills so as to arrive at rational assessment of student. Lab assessment is done by conducting practical exams including viva voce and lab record. Two seminars are conducted in semesters VI and VII. Seminar of VI semester is based on internship and VII semester is based on project work.

Immediately after the internal exam question paper is discussed in the class as an interactive session and the doubts raised by students are addressed. After one week of the internal exam the valued answer scripts are given to students for the personal verification of marks and also to discuss the issues related to answers and marks. The common mistakes of students are discussed at length. The assignments given to the students involve unaddressed program outcomes. Many practical problems and case studies are given in assignments to enlighten students with the current technical issues and their solutions. Internal assessment is also conducted in the allocated labs of the semester. The internal lab exam helps as mock test for final lab exam and the students are advised to repeat the experiments in which they do not possess clarity. The students are advised to submit lab record every week which is valued by the concerned faculty if necessary revisions are suggested. Internal assessment of seminars is done through power point presentation of the project work or internship by each student for about 10 minutes and a student has to respond for the questions raised by his fellow mates or faculty which also carries weightage. Marks are also allocated for write up of the presentation. Quiz test is conducted frequently in theory and lab classes so as to review the earlier concepts and it also helps in understanding the sequence of topics.

The grievances pertaining to Internal Assessment are addressed by a Grievance Redressal Committee and the Academic Issues of students related to Internal Assessment are resolved.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated**

**Response:**

The institute adopted Outcome Based Education (OBE) system from December 2013 for the undergraduate courses in Engineering and Technology. Under this method, every course has predefined course outcomes (COs).

The key indicators employed in the implementation of the Outcome Based Education system consist of Course Outcomes, Program Outcomes, and Program Specific Outcomes.

The COs and PSOs are drafted through active participation of the teaching staff and Program Assessment Committee members. The POs are defined by NBA and the same are adopted by all the programs across the institution.

**Description of Mechanism used for dissemination**

For effective awareness and extensive communication, different dissemination strategies are adopted to convey standards to learners. A few of these include:

- They are prominently displayed on department notice boards and laboratories
- Also communicated through events including induction program, graduation program, orientation day program, workshops, seminars and alumni meets.
- During placement training In the departmental news-letter Included in the internal question paper Inside the course handout distributed to students at the beginning of the semester
- A part of the laboratory manuals Included in the annual placement brochure, which is provided to all prospective employers.
- Also displayed on the official college webpage: <http://mjcollege.ac.in/cse/index.php>

The process for measurement of attainment of the COs, PSOs and POs is formulated at the institution level through a set of assessment tools comprising of direct and indirect methods.

**Assessment process adopted for attainment of Course Outcomes:**

The CO assessment is carried through combination of Internal and External assessment

**Calculation of CO Score**

- The CO score for the course is calculated from the weighted average of all the students in accordance to the final Letter grades obtained in the final evaluation
- Threshold for each CO has been adopted to check if the performance of the students has been adequate to meet the respective CO.



**Calculation of PO and PSO Score**

- The Direct assessment PO and PSO score for the program is calculated from the weighted average of all the courses in accordance to the PO mapping and the individual relevance of the PO to CO's.
- Indirect assessment PS and PSO score is calculated from the Course Exit Survey.
- The total PO and PSO score is calculated from the weighted average of both Direct and Indirect assessment PO and PSO scores. *90% weightage being given to the Direct and 10% to Indirect assessment.*

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2****Pass percentage of Students during last five years****Response:** 97.63**2.6.2.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
815	632	698	692	700

**2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
830	640	707	730	716

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.3**

File Description	Document
Upload database of all students on roll	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 56.33

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
22.23	7.61	8.41	13.21	4.87

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

The institution has created an environment which encourages the staff and students to actively engage in research and innovation. It also strives for the creation and transfer of knowledge.

**INITIATIVES FOR CREATION OF ECO SYSTEM FOR INNOVATIONS:**

**Institute Innovation Council:**

The institution has an active Institute Innovation Council (IIC), to ignite the innovative thoughts among the students. The institution has become an active member in Institution's Innovation Council under the aegis of MHRD's Innovation Cell to promote innovation through multitudinous modes leading to an innovation promotion eco-system in the campuses.

IIC team members are very active to conduct various innovation and entrepreneurship-related activities,

identify and reward innovations, arrange seminars/ workshops/ interactions with investors, entrepreneurs, researchers, scientists and other professionals, network with peers and entrepreneurship development organizations, and organize Hackathons, Workshops, etc.

Few of the faculty members in the institute have cleared foundation level and advanced AICTE-IIC trained ambassador certifications. They train the students in design thinking, Intellectual Property Rights (IPR), Entrepreneurship Development and start-ups. The institution has entered into MOUs with reputed organizations for training and leveraging industry based expertise for students.

**Center of Excellences:** Centre of Innovative Computing, Robotics Center, Centre for Vehicle Fabrication aid in skill development activities

**Research and Development Cell** has been established in the institute with an intention to motivate the staff and students towards quality and innovative research in newly emerging and challenging areas of engineering, technology, science and humanities. All final year students are encouraged to take up innovative projects to address societal problems.

#### **INITIATIVES FOR CREATION AND TRANSFER OF KNOWLEDGE:**

1. Guest lectures will be organized by eminent persons from industry and academia to transfer the knowledge and give awareness about the latest trends in industry and technologies to students.
2. Faculty members are encouraged to organize/attend FDPs/ workshops/ conferences/ seminars and webinars in order to update their knowledge. This in turn will be transferred to students through the regular classroom teaching. Faculty are also provided with financial support to attend workshops and conferences.
3. The institution conducts several IPR related programmes to educate and train the students and Faculty on IPR & filing the patents
4. Students are encouraged to gain knowledge on latest topics by giving Technical Seminars.
5. Industry visits will be organized at regular intervals to give real time practical exposure.
6. State of the art laboratories to meet the requirements of the university syllabus (and even beyond in few cases) to transfer the practical knowledge.
7. The Central library is well equipped with National/International Journals and DELNET to enable the students and staff to get awareness about the research trends. In addition, every department maintains a department library having additional reading material to enhance their knowledge.
8. The institute regularly conducts programs for the transfer of knowledge under the banner of IEEE, ACM, IE(I), RSI, SAE, CSI, MSS for faculty, students.
9. The entire campus is connected with Wi-Fi and has a well-established Computer centre where students and faculty can access online material to enhance their knowledge.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2**

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 47

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
29	11	4	3	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

*Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*

**Response:** 0.65

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
31	30	27	20	43

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	18	62	23	22

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

**Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

The college maintains its social cohesiveness through extended activities in the neighbourhood community to sensitize students about social issues. The college consistently promotes participation of students and faculty members in socio-friendly extension activities through various cells and activity centres.

**Unnat Bharat Abhiyan (UBA)** is a flagship programme of the Ministry of Human Resource Development, with the intention to enrich Rural India. The knowledge base and resource of the Premier Institutions of the country are to be leveraged to bring in transformational change in the rural development process. The College adopted five villages and renders social services to the community under “Village Adoption Program” as a part of UBA. The college has successfully completed Village survey, house hold survey and Grama Sabha for all the five allotted villages. A comprehensive socio-

economic survey is conducted by the students in the village to identify the problems and needs of the local people. Based on the survey, the programmes are prepared in such a way which would cater for better educational, socio-medical and health-care and awareness among the villagers

The students feel a responsibility and believe that they need to give back to society and the environment what they have taken by doing community service through Swachh Bharat Abhiyan, Haritha haram. Courses on human values and professional ethics, as well as environmental studies, are provided as part of the students' holistic development. At regular intervals, guest lectures are organized for students by inviting experts from outside to educate them on social issues such as drug addiction, traffic rules and regulation, anti-ragging, cybercrimes, safety, and security to women in Telangana state through SHE Team Awareness program and so on.

### **Collaborative Extension Activities**

The **blood donation** by students and faculty can greatly impact the blood supply, helping save lives and improve health outcomes for patients in need. Regular blood donations can ensure a steady and reliable blood supply, reducing the reliance on paid donors. Blood drives also raise awareness about the importance of blood donation and encourage more people to become regular donors.

**Government school visit:** Interacting with underprivileged students from poor government schools can have a positive impact in multiple ways. It can help raise their self-esteem, broaden their perspectives, and instil in them a sense of hope and ambition. Such interactions can also challenge biases and stereotypes, promoting inclusivity and empathy. Additionally, they can provide mentorship and support, inspiring students to work hard and achieve their goals.

EWB(I) Student chapter takes up projects like clean-and-green campus, deliver community service by conducting awareness drives to educate people on literacy, etc.

### **Impact of traffic awareness will**

- 1.Reduced number of road accidents and fatalities
- 2.Increased use of seat belts and helmets
- 3.Better driving behavior and awareness
- 4.Improved road infrastructure and design
- 5.Increased government funding for road safety programs.

The impact of celebrating national days like independence day, republic day, Telangana formation day will be:

Boosting national pride and unity.

Promoting cultural heritage and traditions.

Encouraging social and political engagement.

Supporting local businesses through increased tourism and spending.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

One of the most powerful inducements someone may experience is being rewarded for success. A moment for celebration and introspection is provided by an awards ceremony. After an award ceremony from recognized bodies, people feel valued and are more motivated to work. They will have the chance to discuss both the recipient's success and the importance of their own effort simultaneously. This part aims to inspire others by quickly describing the acknowledgment of the institute's members from recognized bodies. It is intended for the teachers and students of the institute. The institute has worked with a number of reputable organizations, including Engineers without borders (EWB), IEEE Hyderabad section, Institution Innovation council(IIC), Bharti Airtel Tele communications, Mahatma Gandhi National Council of Rural Education (MGNCRE), Ministry of Education (MoE), and MoE, AICTE.

Here is a summary of information on some of the below-listed events. IIC works to establish a thriving regional innovation environment and HEIs' startup-supporting mechanisms. Prepare the institution to be ranked by Atal on the basis of innovation achievements. IUCEE's mission is to raise the standard and international applicability of engineering education in India. IUCEE came to the realization that maintaining its goal would necessitate a transformational ecosystem with an emphasis on curriculum development, faculty development, student development, and improved teaching technology. The Marathon draws thousands of visitors from all walks of life, encouraging a healthy lifestyle throughout the city. EWB aims to create solutions that will assure the survival of people and the earth, engineers must play a crucial role. To do this, EWB are motivating and educating people and organizations to prioritize global responsibility in engineering. EWB strives to ensure that the problems we face on a global scale are not country-specific.

- MJCET has collaborated with IIC to promote start up in 2019.
- The power of IEEE's members and their volunteer work across the organization is what makes it what it is today. In order to facilitate the planning and execution of projects, events, etc., the majority of IEEE activities call for member participation. One of the main advantages offered to members and one that benefits IEEE as a whole is volunteering.

Dr. Mousmi Ajay Charuasia has been awarded for “Significant Volunteer Service award” by IEEE



Hyderabad section in the year 2020.

- The activity on IUCEE leadership course was conducted in 2021 by MJCET Mechanical department and has been awarded “Certificate of Achievement” by EWB.
- “IEEE Significant Volunteer Award” was presented for an activity IEEE AGM conducted in collaboration with IEEE Hyderabad section in 2021.
- An activity campaign conducted in 2021 for COVID awareness, college was awarded “certificate of recognition” by MGNCRE, MoE.

45 students of EWB MJCET participated in the Airtel Hyderabad marathon. This initiative was taken to motivate the participation of volunteers for the AIRTEL MARATHON

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	15	4	13	18

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**Response:** 34

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution**

**Response:**

**The institution has adequate academic facilities meeting all the specified requirements of approval authority norms, for efficient and effective delivery of curriculum. The entire Campus is Wi-Fi enabled to make the institute equipped for effective deliverance of engineering education.**

**Teaching-Learning Facilities:**

**Classrooms:**

**The institute has 43 classrooms, 14 tutorial rooms and 2 drawing halls. All rooms/halls are spacious, well ventilated and illuminated, also equipped with LCD projector, Screen and Wi-Fi connectivity.**

**Laboratory and Workshop Facilities:**

**Adequate laboratory and workshop facilities are available for carrying out the experiments as per the curriculum for all disciplines. Each department has research and development laboratories equipped with advanced equipment for R&D work by PG students and research scholars.**

**Seminar Hall & Auditorium**

**The college has an auditorium, a conference hall and a seminar hall that is used to conduct seminars, conferences, guest lectures, workshops, cultural events etc. All are equipped with LCD projectors, whiteboards, and PA system. The auditorium, built on 10000sq.ft. area, can accommodate 1200 persons. A student activity center is established to provide an additional space needed for the student centric co-curricular activities.**

**Computing Facilities:**

**Each department has computing laboratories fully equipped with the latest computer systems, printers, scanners and relevant licensed software and internet connectivity. The faculty is provided with latest configuration system with internet connection. The college has also established specialized facilities like Center for Innovative Computing, Center for Smart Learning, Graphics Lab and Digital Library.**

**Library Facilities:**

**The Central Library with 17848 titles, 64121 volumes and subscription to 4 databases offers an**

excellent environment for academic pursuits. The library has a reference section and Wi-Fi enabled facility for accessing e-database. Each department has its own departmental library with a limited number of books.

## Sports

The institute believes in the overall development of its students, providing them the infrastructure required for indulging in the co-curricular and sports activities. The Department of Physical Education is contributing to the goal of the institution by imparting sporting knowledge under the expertise of a Physical Director.

The college campus has Indoor games facilities like: Table tennis, badminton, caroms, chess, and gymnasium facility of 12 stations, two bench presses, parallel bar and complete training set, on a built up area of 600 sq. mts. and a separate room is provided for table tennis on 80 sq. mts area.

The outdoor games facilities on the campus include: Football ground of 3016sq. mts., two volley ball courts, 648sq mts each, Basketball court on 464sq.mts. with flood lights, two cricket nets spread over 564sq mts., lawn tennis court of 195.62sq. mts. and Throw ball court of 222sq. mts.

Our students participate in sports and games organized by various institutions and universities. The students have won various competitions. The Sports club has successfully induced the sporting culture among the students and staff. Our students also participate in the various events organized by the college.

The institution has policies and procedures to create and develop the facilities as and when required.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.1.2

**Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 10.39

**4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
21.15	8.79	78.89	69.63	55.05

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library**

**Response:**

#### **SMNA CENTRAL LIBRARY**

**The college central library is situated on second floor of Block - 5 and has a plinth area of 1,070 Sq. m. (11,520 Sq. f.). There is an extended technical section of the library on fifth floor. The central library consists of the following sections: Circulation section, Textbooks section, Reference books Section, Reading section, Journals & Periodicals section, News Papers, OPAC, Digital Library, Technical section, and Photo copying section. The digital library provides the facility for pursuing MOOCs and NPTEL courses by the faculty and students. The library also stocks some rare books.**

#### **LIBRARY TIMINGS**

**All working days : 8.55 A.M. TO 7.00 P.M.**

**Weekends : 9.30 A.M. TO 1.00 P.M.**

#### **LIBRARY INTEGRATED SOFTWARE**

**Name of Library software : INFLIBNET SOUL SOFTWARE**

**Nature of automation (fully or partially) : Fully automated**

**Version : SOUL 2.0**

**Year of Automation : 2001**

**The Institution Library is fully automated by Software for Online University Library (SOUL 2.0)**

developed by INFLIBNET under the initiative of Ministry of HRD Govt. of India.

The following are the major features and functionalities of the soul 2.0 software:

1. Acquisition
2. Cataloguing
3. Circulation
4. Serial control
5. OPAC
6. Administration
7. Bar-coding Page

#### **SUBSCRIPTION TO E-RESOURCES**

The Institution has subscription for various e-resources, e-journals such as IEEE, ASPP, ASCE, Science Direct, IEL, ASME, McGraw Hill, ASTM, J-Gate, Springer link, e-books, e-shodhsindhu and also access to databases such as DELNET, NLIST etc.

#### **AMOUNT SPENT ON PURCHASE OF BOOKS, JOURNALS**

The college gives lot of importance to knowledge enhancement by way of providing the latest editions of text books / reference books, journals and access to e-journals. The library acquires resources (books & journals) based on suggestion/recommendations made by its users (faculty /students) and fulfillment of syllabus etc.

The college has spent an amount of Rs. 25 Lakhs on purchase of books and Rs. 100 Lakhs on purchase of journals and subscription to online journals during the last 5 years.

#### **PER DAY USAGE OF LIBRARY**

The per day usage of library by physical users, both teachers and students combined, is computed by dividing the total number of users with total number of working days which is around 500 users per day.

#### **TEXTBOOK SECTION / OPEN ACCESS BOOKS STACK**

The plinth area of textbooks/stack section is of nearly 400 Sq. mts. this section is having 64,000+ books, these books are arranged in accordance of Dewey Decimal Classification System which is very simple and world recognized. This section is open access to users; users themselves have to go through the racks for their needs. Staff will assist them any time for the help.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Response:**

**IT resources have been enhanced to enable curriculum delivery and knowledge impartment to the faculty and as well as students. Currently, the MJCET campus is completely Wi-Fi enabled, which has been enabled in stages. All Laboratories, Staff Rooms, Class Rooms and Library are Wi-Fi enabled thereby making it possible to access the internet resources from anywhere in the campus.**

**The Internet bandwidth is being upgraded regularly. Starting from 1.5 Mbps, the present bandwidth consists of Optical Fiber Internet leased line of 500 Mbps bandwidth. The college website is updated on regular basis by a dedicated website administrator.**

**In addition to existing three motorized screens, overhead LCD projectors ‘Center for Innovative Computing’ (CIC) and computer center for Graphics Lab, a new computing facility has been established to meet the future needs with 30 HP All in One systems Intel Core I5-8500 CPU, 3.00 GHZ, 16GB RAM, 1TB HDD. During the period of online classes the college has purchased 42 Wacom Pen Tablets and 42 Cameras with stand to facilitate online teaching learning.**

**The institution has a policy for periodical up-gradation of the computer systems. Under this policy, 85 computer systems were replaced in 2019 with i3 8th Generation, 8GB RAM, 1TB HDD, 20-inch LED Monitors. Similarly 150 PIV computers were replaced with Core i3 7th generation computers in 2018. LCD projectors are replaced periodically. In 2019, two 75-Inch Smart Boards were procured for utilizing innovative content delivery in class room/laboratory.**

**Availability of internet and digital documents made easy to get information on our figure tips. To make the students to stand on their own instead of copying or duplicating the information Anti Plagiarism software has been purchased. It is being used by faculty and students to avoid plagiarism of the work carried by them.**

**The computer laboratory LAN hardware such as switches, routers and cables are periodically replaced with the latest versions. Older switches have been replaced with intelligent Layer-2 and Layer-3 switches and routers. Old CAT-5 LAN cables are replaced with latest CAT-6 cables. The operating system of all the computer systems on the MJCET campus is governed by Microsoft Campus Licensing Agreement. According to this agreement, all the computer systems on MJCET campus are automatically upgraded to the latest operating system released by Microsoft. Currently, Windows 10 is deployed. Various Software Tools like Rational Rose UML Modeling**

tool, CAD/ CAM Software, Cadence Software are periodically updated with the latest version whenever it becomes available.

Training was provided to the faculty members for better utilization of online teaching aids for improving the online learning of the students during the covid-19 pandemic. The faculty members as well as the students were trained to use the Google Meet Platform for the online classes. The recordings of the online classes were shared with the students so that they can go through these recordings in case they require revising any topic.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 3.74

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

**Response:** 862

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

**Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**

**Response:** 33.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
160.68	145.77	215.72	169.59	51.39



<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

**Response:** 59.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
2053	1989	1867	1852	1860

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

*Capacity building and skills enhancement initiatives taken by the institution include the following*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** A. All of the above

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 89.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
2937	2735	2650	3073	3136

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above**File Description****Document**

Upload supporting document

[View Document](#)**5.2 Student Progression****5.2.1**

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 58.61**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
665	614	367	213	214

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

2021-22	2020-21	2019-20	2018-19	2017-18
815	632	698	692	700

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.2.2**

**Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 100

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
93	103	30	3	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	103	30	3	3

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 71

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
31	22	1	7	10

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.3.2

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 10.8

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
26	14	5	5	4

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The MJCET Alumni Association (MJCETAA) was established in year 2001 vide Ref No: 4036/2001 with the office of the Registrar of Societies, Hyderabad. The Alumni Association provides a common platform for the interface between Alumni and Current students and faculty of the college. The Aims and Objectives of Alumni Association are as follows.

1. To help materialize the vision of the college.
2. To reach out to all the alumni of MJCET and bring them under the folds of MJCET Alumni Association.
3. To extend welfare measures to the deserving students by the way of scholarships based on merits. To organize talk on career opportunities by eminent personalities in their respective fields.
4. To facilitate the Alumni and staff who have excelled in performance in their areas of operations.

#### Seminars and Workshops

The alumni come forward and conduct regular seminars for students on niche topics in the latest fields. The most latest programs are listed below.

1. Lecture by Saba Ahmed Jalal, Alumni of 2019 batch was held on 23rd June 2021 to celebrate the International Women in Engineering Day. The event was conducted Online.
2. The ECE Department organized a Talk on “Challenges and Opportunities in Pursuing Higher Education in USA in Electronics Domain”, by Moiz Quadri alumni of 2020 batch, on 27th March 2021 at 12PM in the Online mode The Session was attended by 3rd year , 4th year B.E students and 1st, 2nd year M.E students.

The google meet was conducted on [meet.google.com/sog-moee-dws](https://meet.google.com/sog-moee-dws)

1. An online Technology and Career Guidance Session “MJCET Alumni Connect – 1”, for ECE Students of all years on Saturday, 11 th July 2020 from 10.00 to 11.00 am on the following topics:

- 1) Electronic Design and Semiconductors
- 2) Data and Development
- 3) Cloud/IoT/Analytics

The session was conducted by Alumni of ECE Department currently in USA by Mohammed Hannan, Hamza Khan and Mumtaz Ahmed.

1. The Department of ECE organised the MJCET Alumni Connect – 2 Career Guidance Session Webinar on “Resume Writing and optimising LinkedIn Profile” on Saturday, 8 th August, 2020 from 4.00 pm to 5.00 pm. Registered Students from 1st , 2nd and 3rd year ece attended the webinar. The speaker for the webinar was Mr.Mohammed Ashfaq, Project Manager and alumni of ECE (2007) MJCET.
2. MJCET Alumni Connect 3- Webinar on “International Career Opportunities in Light Design” was organised for the ECE Students on Saturday, 29 th August 2020 from 4.00 pm to 5.00 pm.. The aim of the webinar talk was to introduce the career opportunities in the construction field, specially the electrical and lighting industry. The speaker was Mr.Mohammed Yaseen Ali, alumnus from ECE Dept. of MJCET.

In the series of MJCET Alumni Connect a Webinar on “Opportunities for young women engineers” was held online on Saturday, 12 th Sept 2020 at 7.00 pm. program was being organised only for girls to benefit from. Dr. Ayesha Naaz, Professor, ECED, MJCET was the Moderator for the program with Dr.Arifuddin Sohel, Prof. ? Head, ECED, being the chief coordinator. The speakers were the Alumni of the college who have specialized in the area of the topic.

File Description	Document
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## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

#### **Response:**

The vision of the institution is in tune with the current global perspectives which place a high premium on sustainability, environment, innovation and social responsibility. The mission of the institution lays down the guidelines for realization of vision by providing framework in the areas of pedagogy, Research & Development, collaboration, innovation, entrepreneurship, soft skills and national building.

**Governance:** The administrative philosophy of institution is geared towards the attainment of vision through well formulated mission statements. Founding members represented varied facets of intelligentsia and established rich and transparent administrative culture from the inception. Under their leadership, the institution has entrenched a governance model that is intellectually proactive, administratively transparent, and professionally helpful.

**Board of Governors (BoG)** of Sultam-ul-Uloom Educational Society (SUES) is the highest decision making body of the society and its subordinate and affiliated institutions. It meets once a month takes up the recommendations of the Governing council.

**Governing Council (GC)** is the highest decision making body at the college level. The Hon. Secretary steer the recommendations of the Governing Council in the Board of Governors. Principal of the college discuss and adopt all academic, administrative and financial initiatives.

**Principal and HODs:** The local leadership at college level is provided by Advisor-cum-director, Principal, Deans, Registrar and Head of the Departments (HoDs), who are responsible for the day-to-day functioning of academic and administrative aspects of institution in accordance to Governing Council directions.

**Decentralization** in functioning is emphasized by the administrative structure consisting of Boards of the Governors at the helm of the hierarchy, followed by the Governing Council at the college level. In most of the instances a bottom-up approach of administration is followed wherein the inputs come from the lower levels of hierarchy through departmental level faculty and staff meetings held periodically to discuss matters related to academics, administration and infrastructure augmentation. The inputs from the Departmental meetings is placed by the respective heads in the Heads of the Departments meetings which are also held periodically. The decisions taken in Heads of the Departments meeting are put up in the Governing Council which recommends them for approval of the Board of Governors.

**Participative management** is an open form of management where the employees are actively involved in the conceptualization as well as implementation of various academic and administrative responsibilities. Hence, this form of management represents collective decision making which involves



the Director, Heads of the Departments, Coordinators, Laboratory in-charges and Section in-charges. The faculty and staff are treated as facilitators who deal directly with the students and meet their needs.

**Mentoring System:** A Case Study - Decentralization and Participative management are well exemplified by the online mentorship system created by the institution's Compute Science Engineering department faculty. In 2017, the online mentoring site went live. The database includes information about each student, such as name, contact information (phone, email id, and parents' phone number), mentor-student matching, etc. Through SMS, the mentors are informed of the low CIE scores and low attendance.

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## 6.2 Strategy Development and Deployment

### 6.2.1

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

The Institution was founded by the Sultan-ul-Uloom Education Society in 1980 and has a Governing Body led by a Chairperson and is supported by a Vice Chairperson, Honorable Secretary, Joint Secretary, Treasurer & members. The Board of Directors of SUES is constituted on the basis of the Society act of government of Telangana. The Governing body discusses various educational and administrative matters and makes recommendations to the Board of Governors. College administrators are empowered by delegating power to the Advisor-cum-Director, Principal, Dean, Heads of Departments, and Head of sections. They are authorized to make all educational decisions in accordance with the rules and regulations laid down by Osmania University as well as the society. Issues of various departments are discussed at Heads of Departments before a decision is made. Any changes in the rules and regulations are communicated to all HODs by notice. Heads of Departments also liaise with their various teaching and non-teaching staff.

**Recruitment and Promotion Rules:** The Institution follows the rules, procedures and policies in recruitment and promotion as stipulated by AICTE, Osmania University and UGC from time to time.

**Service Rules, Leave Rules, Conduct Rules:** The service rules, leave rules, conduct rules, classification control and appeal rules are based on Sultan-ul-Uloom Education society with effective from 9th September 2002.

Strategic Development Plan is drawn in light of the institutional vision and mission. Major thrust areas and actions are identified in strategic development plans drawn every three years since 2007. The institution has successfully achieved most of the targets over the past decade.

The strategic development plans have constantly emphasized the development of PG and PhD programmes, R&D, faculty development and innovation as the important components for achieving excellence. The institution started its first PG-programme in Mech Engg with an intake of 18 in 2004. After formulation of the first strategic development plan, new courses have been added in Civil Engg, Electronics Engg, Computer science Engg, and Electrical Engg departments and the total intake in the PG courses is increased now to 102.

University approved Ph.D. Research centers have been established in Mechanical, Electronics, Civil, Computer science and Electrical Engineering leading to award of Ph.D. degree to the research scholars. Currently 60 research scholars are on rolls of the research centers. From all most all the departments we have supervisors who guide students registered for Ph.D. in Osmania University or other recognized universities.

Faculty members are encouraged to join professional organizations, publish articles in journals, and present at conferences and seminars. The college offers a financial award to the faculty in order to support them. Additionally, the faculty members are urged to increase their qualifications by earning a Ph.D. The strategic development plan offers the academics a number of financial and service-based incentives.

In order to foster a culture of innovation and research among the academic and student community, the R&D MJCET cell was established in 2007. Every year, funds are approved depending on the appraisal of the request by the R&D committee.

File Description	Document
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### 6.2.2

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

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

The College powers in valuing the importance of their employees (both Teaching & Non-Teaching staff) for effective functioning of the institute and hence provides welfare measures for them accordingly.

**Welfare measures for teaching staff:** College Management endows with benefits like Employees Provident Fund, Group Medical Insurance, comfortable seating, computer, internet & Wi-Fi facilities. Casual Leave of 12 days, Earned leave of 6 days, Medical leave of 10 days, Half-Pay leave and Extra-ordinary leave, and 6 weeks of vacation in a year, paid Maternity leave for 120 days subjected to two children norm, On-duty facility for attending workshops, conferences, seminars & FDP's, or other official events, meetings and programs. Fee concession of 50% is given to one child of staff members for education purpose in constituent institutions. Financial support of Rs.3000/- per year is provided for the teaching staff members for attending Workshops & Faculty Development Programs. Support of Rs. 3000/- is also provided for attending Workshops, conferences, seminars & FDP's. Fee reimbursement is given for NPTEL courses, Rs.15,000/- per year for paper publications, 60-80% amount for consultancy work, Membership of Professional bodies. College provides paid leaves for writing Ph.D. entrance, attending seminars, colloquiums, etc. Special allowance of Rs. 5000/- is added to the salaries after completing Ph.D. degree. Library facilities, e-journals facility, central sports facility & physical fitness facilities are also make available for staff members in the college campus.

**Welfare measures for non-teaching staff:** Medical Reimbursement, Festival advance Rs.8000/-, Group Medical Insurance, Casual Leave - 12days, Earned leave - 6days, Medical leave – 10 days, Half-Pay leave and Extra-ordinary leave, and 6-weeks of vacation in a year. Water Treatment Plant, water coolers, vegetarian and Non-vegetarian Canteens, Dispensary for medical emergency, first-aid, doctor's consultation and basic medicines free of cost.

**Performance appraisal system for teaching staff:** Annual Faculty Performance Appraisal system evaluates the performance of Faculty member every year, measured against well-defined parameters. The score is used to identify strengths and weaknesses and provides an opportunity for improvement. The comprehensive appraisal system consists of Self-Appraisal, and Evaluation by HoD & HoI. Self-Appraisal by Faculty member is a major component; faculty member is required to submit self-appraisal as per well-defined guidelines, along with supporting documentary proofs. The HoD certifies the correctness of information and a committee chaired by Dean(Academics) ratifies the same. In self-appraisal: Mandatory Parameters score-100, Essential Parameters score-100 and Desirable Parameters score-150. Thus, maximum score is 350 and Mandatory Parameters represent the bare minimum compliance expected for serving the institution. HoD provides maximum score of 10 based on faculty member's performance, commitment towards students & Department, sincerity in discharging of academic and administrative duties. HoI provides maximum score of 5 based commitment of the faculty

member towards the institution and contribution towards the overall Institutional development.

**Performance appraisal system for non-teaching staff:** Annual performance appraisal of non-teaching staff is based on the confidential report submitted by the Laboratory Incharge / Head of Department / Administrative Officer. The format specified by Osmania University is followed by the institution.

File Description	Document
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### 6.3.2

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

**Response:** 25.33

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
163	12	12	35	38

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

### 6.3.3

**Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

**Response:** 46.64

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
235	115	83	55	32

#### 6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
99	0	0	0	0

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

The institution is self financed and does not receive any grants or donations. The institution generates financial resources through student's tuition fees, interest on corpus funds, and some of them are refunded by the government of Telangana to the desired candidates. The student's tuition fees id fixed by the AFRC Telangana State Fee Regulatory Commission. The AFRC fixes the tuition fee as per the expenditure incurred by the institute and projections for next 3-years by verifying the required documents. The projection of 3-years also includes projected salaries of staff, increments and dearness allowances, R&D funds. The other sources of income are managed by gathering admission forms, consultancy works done by staff and the institute, rent from its premise like ATM & banking services, leasing the space to canteen, food stalls, stores, billboards through hoardings and sale of scrap.

The college prepares and maintains the annual budget to ensure optimal utilization of resources by conducting departmental meetings by the BoG of the institutions. Based on their requirements, infrastructure and IT resources are upgraded. Library facilities are upgraded every year. Peons are officially appointed for cleanliness of classrooms and the college area. Some funds are allocated for social service activities as part of social responsibilities through UBA. The budget is prepared and renewed annually in consultation with BoGof the institutions, heads, and in charges of the all department.

MJCET has an established mechanism to monitor efficient use of financial resources. It has transparent audit system which is run by the management of Sultan-ul-Uloom Educational society who appoints

auditors for conducting its financial audits (both internal and external) on a regular basis. The college conducts internal audit every year in the month of December and January. The auditors and their team verify all the income, expenditure details and transactions of the student tuition fee, bank statements, verification of ledgers, general registers, salary statements and cash books. Further, stock registers are also verified against the receipts and challans which are maintained by every department for their consumables and non-consumable resources. The queries of the internal audit are fulfilled as per the assessor within a month by the management. The auditors prepare a thorough auditing of above accounts and submit a thorough report to the management. This report comprises of financial statements like balance sheet, trail balance, income and disbursement accounts, receipts and payments, utilization of funds for the benefit of staff and students expended for conducting various seminars, FDP's, minor research projects and various activities for participating in National and International events. The same process is followed for all preceding years.

The management also appoints chartered accountant regularly as per government rules for scrutiny and re-verification of all the income and expenditure. This is done by preparing final balance sheet for the audited statement at the end of every financial year. Any objections raised by auditors are submitted to the management and complied by the accounts department of the institution. All these mechanisms exhibit transparency in financial matters and adherence to financial discipline.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

MJCET has constituted **Internal Quality Assurance Cell (IQAC)** in the academic year 2019-2020 to function as a nodal agency of the institution for quality-related issues under NAAC. Prior to this, quality issues pertaining to the academic and administrative aspects were addressed by Program Assessment Committees at the department level and Academic Audit Cell at the institution level.

The constitution of IQAC was to proactively initiate several measures leading to quality sustenance and quality enhancement. It strived to promote quality consciousness among all the stakeholders of the institution through seminars, workshops and meetings. The IQAC committee also records and monitors the healthy practices adopted by the various departments of the institution. The quality assurance strategies implemented in MJCET are:

**Hierarchical academic system:** It is a means of achieving guided participatory management of the faculty in order to improve teaching-learning process. The system consists of Programme-Coordinator, Module-Coordinator, Course-Advisor and Course-Coordinator in the hierarchical structure. Every faculty member offering a course is a Course-Coordinator who is responsible for planning, delivering and assessing the outcomes of the courses offered by him/her during the semester/year. Course-Advisor is designated wherever the same course is offered by different course-coordinators to different sections/classes in order to ensure uniformity of course coverage and assessment. The senior most faculty member teaching the course is designated as course-advisor. Course-Advisor advises the other course-coordinators regarding relative importance of the units, problems to be solved and pedagogy to be adopted for effective delivery of course material. Module-Coordinator is responsible for supervision of the course-coordinators and course-advisors offering courses under the module. Each module encompasses all the courses relevant to that specialization and has one module-coordinator. The Program-Coordinator oversees the planning, course delivery and attainment of COs. The PC chairs the PAC meeting which takes stock of the attainment of COs and POs and makes recommendations for improvements.

**Pedagogical Initiatives:** On the assessment side, the IQAC recommended that each CO should be assessed by using the direct tools: CIE-1 & CIE-2, Assignments, and Tutorials/ Quiz/Classroom Problem Solving/Group Assignment/Seminar depending upon the suitability to a course.

The **Program Assessment Committee** and **Academic Audit Cell** review the academic performance of the program after every semester with reference to quality assurance of teaching-learning processes. The attainment of COs and POs is also reviewed. Different assessment tools are employed for assessing the learning levels of the students. The assessment process itself can be either Formative or Summative. The formative assessment is done throughout the course duration and the internal assessment marks are decided based upon the scores obtained therein. Four-assessment tools should be chosen for each of the CO. Three of these are mandatory, namely OU semester-end-examination (Summative), Class-Test (summative), and Assignment (Formative), Tutorial/ Quiz/Class room problem solving/Seminar/Minute question/Group assignment/Case study. During review of the question papers for internal, assignment and tutorial, the academic audit observed disparity in the quality and standard of the questions employed in tests, assignments, tutorials etc. It was also recommended to base the setting of question papers by using *Blooms Taxonomy*.

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## 6.5.2

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

**1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed**

**and used for improvements**

**2. Collaborative quality initiatives with other institution(s)/ membership of international networks**

**3. Participation in NIRF**

**4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years**

**Response:**

**Promotion of Gender Equity:**

**The Institution takes a variety of measures that promote gender equity. Some examples include:**

- Establishing policies and procedures to prevent and address discrimination, harassment, and retaliation on the basis of gender.
- Offering training and education programs for employees on gender equity, diversity, and inclusion.
- Implementing flexible work arrangements to support employees with caregiving responsibilities, such as telecommuting and parental leave.
- Recruiting and retaining a diverse workforce, including women, through targeted recruitment and retention strategies.
- Providing mentorship and professional development opportunities for women and other underrepresented groups.
- Conducting regular assessments of pay equity to ensure that women and other underrepresented groups are paid fairly.
- Creating and promoting opportunities for leadership development and advancement for women and other underrepresented groups.
- Promoting gender balance on boards and in leadership positions.
- Encourage and facilitate active participation of women in decision-making, and
- Building an inclusive culture that values and respects the contributions of all employees, regardless of gender.

**Organizing and celebrating national and international Commemorative days:**

**The Institution celebrates and organizes events to commemorate national and international commemorative days in a variety of ways. Some examples include:**

- Hosting educational seminars and workshops to raise awareness about the significance of the day and its historical context.
- Organizing cultural events such as art exhibitions, film screenings, and performances to showcase the contributions of underrepresented groups.
- Inviting guest speakers to give lectures and presentations on the themes of the day.
- Collaborating with community organizations to organize events and activities that bring people together to mark the day.
- Creating digital content such as social media posts, articles, and videos to spread awareness about the day.
- Displaying banners, posters, and other visual materials to mark the day on the institutional premises.
- Providing resources, such as books and articles, for students, staff and faculty to learn more about the day.
- Encouraging students, staff, and faculty to participate in volunteer opportunities and service projects related to the themes of the day.
- Organizing competitions and contests for students, staff and faculty to participate in to mark the day.
- Celebrating the day with a day of activities, events and ceremonies that are inclusive and accessible to all members of the institution.

**Organizing and celebrating national and international Festivals:**

- Hosting cultural fairs and festivals that showcase the traditional customs, food, music, and art of different communities.
- Organizing cooking classes and demonstrations to teach people about the traditional cuisine of different cultures.
- Inviting guest speakers to give lectures and presentations on the cultural significance of the festival.
- Collaborating with community organizations to organize events and activities that bring people together to celebrate the festival.

- Creating digital content such as social media posts, articles, and videos to spread awareness about the festival.

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### 7.1.2

**The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and**

**Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

**The Institution takes a variety of measures to sensitize students and employees to the constitutional obligations, values, rights, duties, and responsibilities of citizens. Some examples include:**

- Incorporating civic education and constitutional studies in the curriculum to provide students with a deeper understanding of their rights and responsibilities as citizens.
- Organizing workshops, debates, and discussions to promote critical thinking and understanding of civic obligations, rights and duties.
- Encouraging students, staff and faculty to participate in volunteer opportunities and service projects that promote civic engagement and responsibility.
- Providing resources, such as books and articles, for students, staff and faculty to learn more about their rights, duties and responsibilities as citizens.
- Offering extracurricular activities and clubs that promote civic engagement and responsibility, such as Model United Nations, mock trial, and student government.
- Creating opportunities for students, staff and faculty to engage with their local communities through service learning, community service and volunteer opportunities.
- Encouraging active participation in the democratic process by providing information and resources on voter registration and encouraging voter turnout.

**Human values:**

- Incorporating human values and ethics into the curriculum of different programs and courses.
- Encouraging active participation of students, staff, and faculty in community service and volunteer opportunities that promote human values.
- Building a culture that values and respects the contributions of all members of the institution, regardless of their cultural, regional, linguistic, communal or socioeconomic backgrounds.
- Establishing codes of conduct and ethics for staff and students to follow, and enforcing consequences for violations.
- Creating a safe and inclusive campus environment that promotes mutual respect, tolerance, and understanding.
- Encouraging active participation of students, staff, and faculty in co-curricular and extracurricular activities that promote human values.

- Inviting guest speakers and experts to give talks and workshops on human values, ethics and morality
- Encouraging research on human values and its role in professional and personal development
- Organizing events and competitions that promote human values such as honesty, kindness, and responsibility.
- Encouraging and rewarding students, staff, and faculty for demonstrating human values in their work and interactions with others.

**Professional Ethics:**

- Establishing a code of conduct and professional ethics for students and employees that clearly outlines expected behavior and standards of conduct.
- Encouraging active participation in professional associations and organizations that promote ethical practices in the relevant field.
- Holding regular workshops, seminars and conferences on professional ethics for students and employees.
- Providing resources, such as books, articles, and videos, to promote understanding of professional ethics.
- Establishing a system for reporting and investigating ethical violations, and taking appropriate action when violations occur.
- Encouraging students and employees to seek guidance and advice on ethical issues from designated institutional officials or resources.
- Incorporating professional ethics into the curriculum and syllabus to ensure students are exposed to ethical principles and guidelines of the profession they will enter.
- Encouraging students and employees to reflect on the ethical implications of their work and decisions, and to make ethical choices.
- Fostering an organizational culture that values and promotes ethical behavior and decision-making.

File Description	Document
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## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

#### **Best Practice-1. Pedagogical Approaches using IT/ICT tools**

- Think-Pair-Share
- Career Vision Approach
- Blended Learning
- Experiential Learning

#### **Objectives of the Practice**

- Enhance usage of “**ICT in Teaching-Learning Process**”: To assist teachers in integrating pedagogical knowledge and skills with technology in order to improve language teaching and learning through reading, discussion, and the development of new learning activities.
- Develop “**Think Pair Share**”: To facilitate students to use online resources and technology to develop proficiency and improve their communication, collaboration, and efficiency by participating in online discussions and presentations.
- Knowledge and Process Skills development through “**Experiential Learning**”: To assist students in acquiring and maintaining basic knowledge and skills in technology for professional purposes through hands-on learning.

#### **The Context**

The Faculty at our Institute employs pedagogical approaches to make the teaching-learning process more fruitful and interactive.

#### **The Practice**

1. “Learning by Doing“, “Think-Pair-Share” and “Experiential Learning” combined addresses different learning levels and styles.
2. Real-time application based learning is achieved by “Inquiry Based Learning” & “Story Board”.
3. “Course-Based Projects” provides platform for modeling and development of projects.
4. “Career Vision Approach” sets the goals for Teacher and student.
5. Blended learning” and ICT fosters learning even outside traditional classroom.

### **Evidence of Success**

1. The interactive learning improved team spirit, learning capabilities, and soft skills while also making them more socially responsible.
2. Students actively participate in course projects and are part of research projects leading to patent publications and start-ups.
3. Success rate of the placements.

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

1. Learning styles and retention vary across the student fraternity creating a challenge to the classroom deliverables.
2. Adaptation of ICT teaching methodologies is challenging.

### **Best Practice-2. Students Projects catering societal needs.**

#### **Objectives of the practice:**

The institution has a strong vision of promoting R & D activities in diverse areas aiming to practical oriented studies in Science, Engineering and Technology. Involve students and faculty in interdisciplinary research in cutting-edge technologies.

- The goal of this practice is to empower the faculty and students in the area of Research & Development by providing seed funds for implementing their innovative research and product development ideas.
- To sharpen the student's practical laboratory skills.
- To upgrade the student's ability to collect, analyze and interpret experimental data.

#### **The Context:**

The course structure assigns credits to the industry participation through Mini-Projects, Major Projects addressing the societal needs and Internships. The Research and Development Cell of the institute, promotes research and innovation in technologies.

#### **The Practice:**

Course-based projects, Certificate Courses, MJ HUB and Entrepreneurship Development Cell motivate students to incubate their ideas. Centres of Excellence are established in every department identifying the respective domain expertise.

- The college encourages the faculty members to visit the industry/ academia during non-teaching time to acquire the modern technology obtainable which can be used to develop the research skill and augment the potential of faculty members.

- The college also encourages the faculty members to publish the research papers, attending conference, workshops national/ International conferences, webinars, patents and to carry out consultancy work.
- The faculty members are encouraged by giving financial support to publish and present the research articles in national/ International journals and conferences book proceedings and allocates funds for in-house R & D projects of the faculty, research scholars and students
- For collaborative research. the departments are encouraged to invite distinguished academicians and industry experts for special lectures and interaction on the campus
- The R &D cell of MJCET recognizes the importance of R & D in the vertical growth of the institution and established the R & D cell to focus on the scientific and industrial research in the various disciplines of Engineering.

### **Evidence of Success:**

The Department of Chemistry has successfully designed, developed and completed the pated project titled “Process and System Efficient Biodiesel Production” which has been granted Indian patent no: 372207. Dt : 31-12-2019 for a period of 20yrs . The Project titled “The android app/website displays the latest news and statistics related to covid19 based on Country (India), State and district.

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

- Motivating the students to develop logical thinking to solve technical problems Resources Required
- Maintaining equilibrium between Research and Academia.
- Identifying and retaining the research team
- Expertize/training in upcoming technologies, on a continuous basis.
- Institutional network beyond the academic sphere.
- Development of non-scientific skills related to research.

### **Best Practice-3. Faculty Incentive Scheme**

The following shall be the broad guidelines for implementation of the Faculty Incentive Scheme approved by the BoG of SUES

- 1.Stream - 1: Incentives sanctioned by the HoI and later notified to the Committee.
  - Publications
    - Conference proceedings
    - Open Access Journals
  - Presentation
  - Participation
  - External Grants
    - Constultancy
  - Membership of Professional Bodies
  - Qualification Improvement
  - Award of Ph.D. Degree



2. Stream - 2: Incentives recommended by the Committee

- Publications
  - Books
  - Chapters in Books
  - Journals (Zero Processing Changes)
- External Grants
  - Research Projects
  - Organization of FDP/Conference
  - Patents and Copyright
  - Awards and Recognitions
- e-Content Development
- Faculty Excellence Awards

**EVIDENCE OF SUCCESS (proof attached):**

Below are the faculty members who were benefitted from Faculty Incentive Scheme:

2021: Total 16 faculty were benefitted from the above scheme from different categories like publications in Journals, International conferences, MOOCs courses.

2022: Total 14 faculty were benefitted from various categories like qualification improvement, Journal publication, copyright, patent, Book publication and ATAL FDP grant.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**1. Drone Centre of Excellence**

The unmanned aerial vehicles, popularly known as Drones, is one of the thrust areas in today's world where it can be used for delivery of medicines, spraying of pesticides in agriculture, monitoring and analysis of soil moisture, military applications and many more. To keep the students abreast with the latest developments in drone technology the Muffakham Jah College of Engineering and Technology has established Drone Centre of Excellence. As per Directorate General of Civil Aviation (DGCA) norms, at least two faculty members are to be certified as Remote Pilots to impart the knowledge to the students and fly the drones. In this regards, two faculty members Dr. Arshad Mohammed & Mr. G. Ravi Kiran were sponsored by the college who got trained as DGCA Certified remote pilots by Telangana State Aviation Academy.

The aim of this centre is to train students in the area of drones. In this centre students will learn how to assemble, operate drones and to learn basic things about the connections, repair and the concept of multi-motor operation and detailed training about different components of drones. The students will be trained to design, manufacture, calibrate and fly both autonomous and non-autonomous drones as per the DGCA norms for the applications on video surveillance, photography, Land/Mines Survey and Pollution monitoring.

A batch of 20 students is formed to train the students which are open to all the students of MJCET. Before flying the drone the students are trained using Zephyr Simulation software in which the students simulate the flying of a drone. After passing the test in simulation the students are allowed to fly a drone under the supervision of trained remote drone pilots. The training imparted here, will help the students in getting the opportunities in the area of drone technology and the students can plan for their career in this area. They can also have their own startups benefiting the society.

## **2. 100 kWp Solar PV Power Project**

The scientists, engineers and environmentalists all over the world, are currently working on two major aspects such as reduction of Global warming and saving of dwindling fossil fuel resources, by effectively using renewable energy sources such as Solar and Wind.

Solar energy is radiant light and heat from the Sun that is harnessed using a range of technologies such as solar power to generate electricity, solar thermal energy (including solar water heating), and solar architecture. It is an essential source of renewable energy.

Photovoltaic (PV) is the conversion of light into electricity using semiconducting materials that exhibit the photovoltaic effect. The photovoltaic effect is used for electricity generation. A photovoltaic system employs solar modules, each comprising a number of solar cells, which generate electrical power.

In line with the above objective, the Sultan-UI-Uloom Educational society has approved a project for installation of 100 kWp Solar Photovoltaic Power project on the roof top of Block 1 of Muffakham Jah College of Engineering and Technology at a cost of Rs. 60 lakhs. The solar project was implemented with the latest technology incorporating MonoPERC halfcut Solar PV Modules. MonoPERC technology is an advanced version of Solar panels having higher efficiency even in low-light conditions and require less space compared to the earlier poly crystalline modules, for the same power rating.

The project was inaugurated by Mr. Mohammad Waliullah, Chairman, Sultan-UI-Uloom Educational Society, Mr. Zafar Javeed, Hon. Secretary, Mr. Syed Abdul Wahab, Vice-Chairman, Mr. Masood Abdul Khader, Joint Secretary, Dr. Mir Akbar Ali Khan, Treasurer, and Sultan-UI-Uloom Educational Society in

the presence of other Board members.

The project would generate a minimum of about 1,44,000 units per year on average and the life of the panels is nearly 25 years and the payback period is about 4 and half years to 5 years.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The distinctive features of MJCET are identified as follows:

- Excellent academic performance with about 85% students graduating and achieving good number of ranks in the university merit list.
- Gold and silver medals are awarded to the top rankers of all B.E. and M. E. courses since the past 36 years.
- The NPTEL local chapter encourages and guides faculty and students in the process of identification, registration and online certification.
- The college provides support and encouragement to student professional chapters and local clubs.
- The college has an active Institute Innovation Council that conducts various events as prescribed by MoE, AICTE New Delhi.
- The college has an association with Telangana Academy for Skill and Knowledge (TASK) an associate of Telangana Govt. for training and placements of the students.
- Hackathon is being organized by the college on a regular basis for the last 10 years.
- Out of curriculum facility has been developed in the form Drone Centre of Excellence, for honing the skills of students in the area of Drone Technology.
- SUKH – incubation centre is the facility developed with a 50 seater co-working spaces to nurture the ideas of the students in establishing their own startups.
- Applied to be recognized as Business Incubation Centre through MSME
- Recognized under Unnat Bharat Abhiyan.
- The college has developed a ‘Student Resources’ link on the official website which is utilized by individual faculty members to upload relevant material like course handouts, teaching schedules, assignments, lecture notes, presentations which can be accessed by the students from anywhere.
- The college has an active E-Cell (Entrepreneurship Cell) in which students take part in various activities. Students visit schools and spread awareness about innovation and entrepreneurship and organize seminars and talks on the subject.
- Intensive research and development work is being carried which is evident from the number of patents published and granted. In the last two years 22 patents have been published and 32 patents have been granted.
- The College is utilizing the MJCET app for communication.
- 100KWp rooftop grid connected solar power plant.
- Fire alarm and fire-fighting systems are available in the college to tackle any untoward incidences.

### Concluding Remarks :

MJCET is a 42-year-old institution offering courses leading to B.E., M.E. and Ph.D. degree of Osmania University. The institute has a well framed vision and mission which is compatible with the present national and global societal needs.

A decentralized and participative management system is followed in which all the employees develop a feeling

of ownership and strive to achieve the institutional vision. The governance system comprises of BoG, Governing Council, Principal and Deans who are assisted by HODs, Associate HODs, Coordinators and Chairpersons of the various committees in the decision making process. Delegation of power with accountability has led to the establishment a robust academic framework which is important for effective governance and institutional growth.

The grievance cell looks into the grievances of the student as and when reported. The college takes utmost care to avoid any kind of incidences involving ragging.

The institution has adopted OBE and follows CBCS for all its courses. The Institute has been ranked in promising band by ARIIA ranking.

The institution takes necessary measures for attainment of Vision of the institute by implementing the strategic plan framed at the highest level. The faculty incentive schemes have helped in improving the publications by the faculty in the form of research papers and patents. The college is striving to get external funding for the research and development projects that are being carried out in the various departments.

About 40% of the faculty members with Ph.D. degree show the intent of the institution toward giving the best to their students. This helped the college to be a well-known institute not only in Telangana but also across the country for delivering holistic education with state of the art infrastructure, industry institute interaction, self-learning opportunities, proactive professional student chapters that provide an opportunity for innovation.

The Alumni of the institution are a testimony for the efforts put in by the management and faculty in nurturing the student community. The appreciation received from the employers not only gives satisfaction but also encourages to do more in the coming years.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</b></p> <p>2.1.2.1. <i>Number of actual students admitted from the reserved categories year - wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>590</td> <td>591</td> <td>600</td> <td>592</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>590</td> <td>591</td> <td>600</td> <td>592</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>618</td> <td>618</td> <td>618</td> <td>618</td> <td>618</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>619</td> <td>619</td> <td>619</td> <td>619</td> <td>619</td> </tr> </tbody> </table> <p>Remark : DVV has mace changes as per report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	602	590	591	600	592	2021-22	2020-21	2019-20	2018-19	2017-18	602	590	591	600	592	2021-22	2020-21	2019-20	2018-19	2017-18	618	618	618	618	618	2021-22	2020-21	2019-20	2018-19	2017-18	619	619	619	619	619
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4.1.2	<p><b>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</b></p> <p>4.1.2.1. <b>Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>59.06</td> <td>64.91</td> <td>115.56</td> <td>107.49</td> <td>87.67</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	59.06	64.91	115.56	107.49	87.67	2021-22	2020-21	2019-20	2018-19	2017-18																									
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21.15	8.79	78.89	69.63	55.05
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Remark : DVV has made necessary changes.

**4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
294.07	253.45	346.71	299.03	315.19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
160.68	145.77	215.72	169.59	51.39

Remark : DVV has made necessary changes.

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

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65	48	1	7	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	22	1	7	10

Remark : DVV has made necessary changes as prescribed format shared by HEI

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	25	5	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	14	5	5	4

Remark : DVV has made necessary changes.

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
235	115	83	55	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
235	115	83	55	32

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
154	162	163	169	168

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	0	0	0	0

Remark : DVV has made changes as per report shared by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of students year wise during the last five years</b>



Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3222	3220	3248	3271	3265

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3221	3220	3248	3271	3263

2.1 **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
616.47	586.54	623.28	596.24	751.23

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
491.14	276.15	456.37	431.93	591.18