

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JOGINPALLY B.R.ENGINEERING COLLEGE

YENKAPALLY(V),MOINABAD MANDAL,R.R.DISTRICT

500075

www.jbrec.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Joginpally BR Engineering College (JBREC) is approved by AICTE, New Delhi and is affiliated to Jawaharlal Nehru Technological University Hyderabad- JNTUH, Hyderabad. The college is situated in the rural area and provides educational opportunities to the students of this rural area. The college is maintaining significant social responsibility by providing higher education without gender, caste, regional bias among the students and staff. In keeping with the Vision and Mission of the institution JBREC has produced thousands of graduate and post graduate degree holders and a good number of them are gainfully employed and few even become entrepreneurs.

The Vision and Mission of the College aims at updating and modernizing the Quality of professional education. It highlights the deployment of innovative teaching methods which embark on fast changing technical trends. This integrates classroom learning, modern methods of teaching along with actual work experience of the industry.

Vision

To be a global leader in educational and research institution in Engineering and Management.

Mission

- To impart high quality technical and professional education to mould the learners into globally competitive professionals who are professionally deft, intellectually adept and socially responsible.
- To collaborate with industries and research organizations and excel in the emerging areas of research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Awarded "A" grade by state Government of Telangana state.
2. **Institution** has a holistic view of educational system as they are associated with different educational institutions.
3. Considered by students fraternity among the top 20 colleges out of 300 plus colleges in the state of Telangana.
4. Excellent Research and Development activity and good number of papers published by faculty and students.
5. One of the most sought after campus in the region by the many companies for campus placements.
6. Well established laboratories with adequate hardware and software.
7. Wi-Fi enabled campus.
8. Strong Alumni-Institute relationship.
9. Promotion of e-learning, lifeskills, employability skills, enterpreuner skills across the campus.
10. **The institution provides welfare measures to staff and students by adopting ESI, PF and Group Insurance, cashless medical facility to the family dependents.**
11. **Free Medical Facility available to the staff, faculty and students in the sister concern General hospital cum Medical College, denta, nursing and pharmacy, collegues.**

12. MHRD sponsored remote centre by IITs

Institutional Weakness

1. Do not have liberty to make changes in curriculum as being an affiliated college.
2. Funded research by Government and other leading Research and Development agencies is less than expectations.
3. Industry Institute Interaction for internships, live projects, consultancy and joint research is less.
4. Placements in core engineering companies are less because of industrial activity is less in this region.

Institutional Opportunity

1. Enhancement/ encouraging for Entrepreneurship among Students.
2. Engineering Consultancy to Local Industries.
3. Keeping pace with latest developments and developing students into a global workforce.
4. Improvement of Faculty and student exchange programmes with National and International Institutes.

Institutional Challenge

1. Retaining qualified and passionate faculty who can contribute for the overall development of students and thereby the region.
2. Meeting the ever changing requirements of industry and society as a whole.
3. Improving communication skills of students hailing from rural background who otherwise are good in technical competencies.

1.3 CRITERIA WISE SUMMARY

Student Support and Progression

Student Support And Progression(Criteria 5):

The college has the "Mentoring System" where a mentor is allotted for every 15 students. He/She shall monitor all the aspects of the students regarding attendance, performance, discipline and maintain regular touch with parents. The Training and Placement Cell conducts Campus training -CRT for students to prepare for interviews to face and continuously takes care of all other training activities to be provided. The Alumni of the institution maintain constant contact through social networking sites. The institute maintains good relation with alumni students and conducts regular meeting to take the suggestion to improve the college management system in all respects. The institute has a separate

grievance mechanism to address the issues like sexual and ragging issues through separate committees. On average of more than 35 -40% of the enrolled students are getting placed through on/off campus. And in recent years many students are progressing for higher studies and few for self employments.

Curricular Aspects

Teaching-learning And Evaluation(criteria 2):

The Student admissions are strictly made as per the statutory reservation policies. The teaching learning, participative learning methods adopted are student centric. Remedial classes are regularly conducted for poor performing students in difficult and important subjects in order to enhance their skills by proper Mentoring system. Every student is taken care in all respects by adopting Mentor-Mentee system. As per the guidelines of the university examination rules the institute conducts the examinations at various levels adopting evaluation process transparently. The continuous internal evaluation system is in practice in which the performance of the student is evaluated through various modes. The attainment of POs, PSOs and COs are measured through end results, placement records and satisfaction survey summary of all the stake holders. The student staff ratio is always maintained as per the requirement of statutory bodies. The Faculty selections are ratified by affiliating University and presently more than 95% of teaching faculty in the institute is ratified by the University. The students are also encouraged for their creativity and conducts scientific competition to prepare working models, present papers and attend seminars or conferences. The college also encourages faculty to keep themselves updated with the latest technologies by attending FDP programs.

Teaching-learning and Evaluation

Infrastructure And Learning Resources(criteria 4):

The institution has good state of art infrastructure to meet the educational requirements of students. The buildings of the college are built with 30043 Sq.M with good ambience provide an ideal environment for learning. The college management has taken all the care in building a campus with all the amenities. Institute has adequate facility for teaching –learning. There are adequate number of class rooms for each department along with e-class rooms and seminar halls. A common seminar hall with all public address facility is established for a capacity of 300 seating. A conference/board room with ICT facility is established to hold board meetings. The institute has centralized computer centre to cater the common works. The college library is repository of knowledge. The library has 51,447 books besides the digital library from which students and faculty can access e-journals & e-books. The computer centre of the college is fully equipped with 50Mbps/LAN. The college has a good transport facility with number of buses both for the students and staff from various corners of the city. The campus is under surveillance through CC Cameras installed at various locations.

Institutional Values and Best Practices

Institutional Values And Best Practices(Criteria 7):

The institute has taken initiation for promotion of gender equity and conducts programs on this issue. In the curriculum it has subjects like gender sensitization to address these issues. Common rooms are also provided. The College has displayed anti-ragging posters at all vulnerable places with complaint boxes. The students are encouraged to participate in coding competitions. The physically disabled are taken care by ensuring facility needed for their movement in the campus. The institute develops national integrity among students and staff by conducting various national important festivals and events.

The Institution adopts the best practices like conducting the workshops to enhance the teaching skills of faculty colleagues in core Engineering and Science subjects, CRT programme for the students to meet industry standards. OBE is introduced in the current academic year for the students to impact academic results. Life skills programme implemented to enable the students to learn and practice Life Skills, Leadership skills and Employability Skills. This helps the students to be more competent in dealing with the day to day challenges and lead a positive life in order to achieve their desired Career & Personal goals. Institution Provides Insurance policy for both students and staff for the safety.

Infrastructure and Learning Resources

Curricular Aspects(Criteria 1):

The College works with the Motto of attaining Vision through well defined mission statements. The involvement of the industry, researchers in various committees will ensure that the students are trained to be “industry ready”. The inputs provided by the stake holders are considered with highest priority in setting targets and revive the functional mechanisms. The Academic programs have been well structured in terms of credits in the curriculum. The value added courses like Human Values and Professional Ethics, Gender Sensitization, Environmental Studies are part of the curriculum. Expert training will also be imparted by Professional Trainers who guide them towards getting placed and employable, industry ready product before they exit from the college. With the vision of overall development of students, Life Skill Program is introduced from present academic year for all the programs in all four years and eight semesters. JBREC has initiated OBE from 2017 18 academic year. The enrichment of curriculum is a continuous ongoing process, and is taken care by the affiliating university and the institute. The staff is well aware of the importance of composite mixture of subjects in the curriculum. They are well participative in designing the syllabi for the subjects in the curriculum. Many of faculties are contributing for BoS at various other autonomous institutes.

Research, Innovations and Extension

Research, Innovations And Extension(Criteria 3):

The JBREC has taken initiative steps towards developing ecosystem for innovations and various knowledge transfer methods. The institute encourages the students and staff, work towards developing their own ideas and share among them and with experts. JBREC has made MOUs for the purpose to encourage, educate the students and staff by means of project works in the curriculum and off the curriculum. The institution also recognizes the importance of research and development for the long term academic growth as a knowledge sharing method. The Institute has a Research and Development Cell. The institute conducts workshops and seminars on intellectual properties and industry-academia innovative practices. More than 150 papers have been published in various Journals, International and National Conferences by the faculty and students of the College. The college encourages publishing the books and many faculty members have published books/ handouts/ lab manuals etc. The students are participating in community development programmes. The college through its extension activities promotes and imbibes students with social justice and responsibility. Many students and coordinators are recognized by various agencies for the extension activities. Many extension and outreach programs are conducted through the various student clubs and NSS wing of the college.

Governance, Leadership and Management

Governance, Leadership And Management(Criteria 6):

The Governing body is the highest body that monitors the progress and suggests activities for the growth and overall development of the institution. It has been constituted as per the affiliating University, JNTUH. Its main objective is to offer transparent and effective governance in building and developing the institution, taking the confidence of stakeholders. The Head of Institution is responsible to the governing body for advice on strategic direction and for the management of the institution. The College Management Committee is constituted with Chairman, Secretary, Treasurer and Joint-Secretary, CEO and Principal as members. Administrative Manual is prepared while clearly defining and stipulating recruitment policies, service, leave rules administrative systems and practices including grievance redressal procedures etc. The Principal is responsible for the academic, general and financial administration besides the all-round development of the institution, discipline among all the faculty, staff and students, besides their welfare. The Principal will have meetings with HOD's once in a week to discuss various Academic, co and extra Curricular activities. Various activities such as FDPs, Conferences, seminar, workshops, Tech. fests, Annual day celebrations, Sports meet etc, are held with the involvement of HODs, faculty and students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Joginpally B.r.engineering College
Address	Yenkapally(v),Moinabad Mandal,R.R.District
City	Hyderabad
State	Telangana
Pin	500075
Website	www.jbrec.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V.Usha Shree	08413-235684	9704924777	040-23304036	principal@jbrec.edu.in
Professor	Sridhara Reddy	08413-235051	9440302428	08413-235125	hodmech@jbrec.edu.in

Status of the Institution	
Institution Status	Private

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details											
Date of establishment of the college	27-05-2002										
<table border="1"> <thead> <tr> <th colspan="3">University to which the college is affiliated/ or which governs the college (if it is a constituent college)</th> </tr> <tr> <th>State</th> <th>University name</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>Telangana</td> <td>Jawaharlal Nehru Technological University</td> <td>View Document</td> </tr> </tbody> </table>			University to which the college is affiliated/ or which governs the college (if it is a constituent college)			State	University name	Document	Telangana	Jawaharlal Nehru Technological University	View Document
University to which the college is affiliated/ or which governs the college (if it is a constituent college)											
State	University name	Document									
Telangana	Jawaharlal Nehru Technological University	View Document									

Details of UGC recognition				
Under Section		Date		
2f of UGC				
12B of UGC				

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2017	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
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?	Yes
If yes, name of the agency	MHRD Remote centre
Date of recognition	19-04-2013

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Yenkapally(v),Moinabad Mandal,R.R.District	Rural	10.21	30043

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Electronics And Communication Engineering	48	Intermediate or ten plus two	English	120	70
UG	BTech,Information Technology	48	Intermediate or ten plus two	English	60	41
UG	BTech,Mechanical Engineering	48	Intermediagte or ten plus two	English	120	37
UG	BTech,Computer Science And Engineering	48	Intermediate or ten plus two	English	120	97
UG	BTech,Electrical And Electronics Engineering	48	Intermediate or ten plus two	English	60	22
PG	Mtech,Computer Science And Engineering	24	B.Tech	English	18	9
PG	Mtech,Electrical And Electronics Engineering	24	B.Tech	English	18	10
PG	MBA,Business Administration	24	Degree	English	60	44
PG	Mtech,Electronics And Communication Engineering	24	B.Tech	English	18	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				33				101			
Recruited	5	2	0	7	30	3	0	33	60	41	0	101
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0	0	0	0
Recruited	0	0	0	0
Yet to Recruit	0	0	0	0
Sanctioned by the Management/Society or Other Authorized Bodies	18	0	0	18
Recruited	15	3	0	18
Yet to Recruit	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0	0	0	0
Recruited	0	0	0	0
Yet to Recruit	0	0	0	0
Sanctioned by the Management/Society or Other Authorized Bodies	48	0	0	48
Recruited	31	17	0	48
Yet to Recruit	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	2	0	1	0	0	1	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	29	3	0	59	41	0	132

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		6		1	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
PG	Male	153	0	0	0	153
	Female	122	0	0	0	122
	Others	0	0	0	0	0
UG	Male	784	0	0	0	784
	Female	358	0	0	0	358
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	37	27	32
	Female	11	9	7	12
	Others	0	0	0	0
ST	Male	4	9	13	16
	Female	2	2	1	2
	Others	0	0	0	0
OBC	Male	90	146	159	158
	Female	52	73	63	70
	Others	0	0	0	0
General	Male	57	66	95	117
	Female	59	58	51	62
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		290	400	416	469

3. Extended Profile

3.1 Programme

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

Response : 521

Number of self-financed Programmes offered by college

Response : 9

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

Response :

3.2 Student

Number of students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
290	400	416	469	518

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

2016-17	2015-16	2014-15	2013-14	2012-13
237	315	345	354	354

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

2016-17	2015-16	2014-15	2013-14	2012-13
425	471	492	500	497

Total number of outgoing / final year students

Response : 401

3.3 Academic

Number of teachers year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
151	165	152	152	144

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

2016-17	2015-16	2014-15	2013-14	2012-13
151	165	152	152	144

Number of sanctioned posts year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
151	165	164	152	144

Total experience of full-time teachers

Response : 923

Number of teachers recognized as guides during last five years

Response : 10

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

Response : 764

3.4 Institution**Total number of classrooms and seminar halls**

Response : 60

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

2016-17	2015-16	2014-15	2013-14	2012-13
1052	1054	951	945	784

Number of computers

Response : 700

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

Response : 66638

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

Response : 13314

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Joginpally B.R Engineering College is affiliated to Jawaharlal Nehru Technological University Hyderabad, Telangana. The curriculum of the college is in line with that of the affiliating university. The academic calendar issued by the affiliating university forms the basis for designing the college academic calendar. The college academic calendar consists of commencement date and last working date, teaching periods, dates for conduction of the internal assessment tests & extra cocurricular activities. At the outset, the Principal of the institution conducts meetings regularly with the Heads of Departments to develop various strategies for effective implementation of the curriculum. The development & deployment of processes and action plan for effective implementation of the curriculum are detailed below: After admission, the lyearstudents are given an interactive orientation program. The Heads of Department present the ppt about road map of total program courses with the curriculum of core subjects, the course outcomes and how the supportive subjects are enjoined at different stages as prerequisites. Each department exclusively has set of Vision and Mission, which are aligned with the Vision and Mission of the College. As per OBE, Program Educational Objectives (PEO) and Program Outcomes (PO) are scripted for each program and Course Objectives and Course Outcomes (CO) are defined for each course (Theory & Practical). Head of the department conducts meeting with the faculty before commencement of the semester, in which subject allocations are made, identifies course in charges and class in charges. Course In-charge Plans & Delivers the course contents, takes care of designing of course objectives & Outcomes, Mapping COs with POs, setting benchmark/targets for student performance, preparation of Teaching Plan, identifying delivery modes, developing the teaching materials and aids, ascertaining the content beyond syllabus relevant to the course scheduling and executing remedial classes for weak students. Every course in charge prepares the course file which contains academic calendar, syllabuscopy, lesson plan, unit wise class material, unit wise assignment questions, University questions and award lists. Well-structured lesson plans are prepared/ revised for all theory and practical courses on a period to period basis and are made available for student's access. They are periodically reviewed by QAC members. Class In-charge monitors all courses in the class working along with Course In-charge, monitors the syllabus coverage in class, support overall conduction of T-L process in the class room. HOD is the overall in charge of proper functioning of the academic system. Monitors the delivery of course, achieve outcomes, design corrective measures whenever and wherever necessary. College implements Outcome Based Education in which Teaching Learning is made student centric. Seminar halls and E- class rooms with facility of advanced teaching aids such as LCD projectors, broadband internet connectivity, and WI-FI are provided where students participate in group discussions, debates and seminars. Faculty and students has got the access to NPTEL, IUCEE, MIT, IETE video lectures for effective teaching learning practices. The college organizes workshops, and guest lecturers to encourage industry-academia interface among students and faculty members on a regular basis. Industrial visits are arranged for the students to be familiar with the industry process to study in the curriculum. The institute also encourages getting MOU with the industries for better training in core fields and bridging the gap between institution and industry. Advanced labs are set up in the college to strengthen the curriculum delivery by way of conducting practicals. FDPs are conducted for the faculty, when a new course is introduced in the curriculum. College takes the feedback from students, faculty and other stakeholders regarding curriculum and its implementation, after summarizing the college includes value added topics to the curriculum given by JNTUH.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 5

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

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

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

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response: 2.39**

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	2	2	6

File Description	Document
Any additional information	View Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years**Response: 18.62**

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

Response: 97

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response: 100**

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

Response: 9

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 78.25

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
224	322	329	362	400

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Gender Sensitization: In a move to create increased awareness among students towards gender issues, a course on gender sensitization is introduced for second year students of engineering and is effectively implemented by the college. The very aim of gender sensitization program is to bring definite orientation in the thinking, practices and approach of individuals concerning gender. The course will deal with issues pertaining to the relationship between men and women, caste, declining sex ratio, struggles with discrimination, sexual harassment, new forums for justice, and eve-teasing. Through accounts of studies and movements, the course also hopes to expose students to new laws on gender issues. The course tries to create a culture where these issues can be discussed openly and by rationally reviewing films, taking photographs, writing a poem or a story. The assessment of this course is done through practical assignments which require originality and initiative. As a part of course enrichment, college conducts guest lectures and seminars with eminent social workers. Women empowerment cell is formed to look after the welfare of all girl students. Gender equity is attained by conducting programs like seminars, debates, group discussions for both boys and girls on a single platform.

Human values and professional ethics: To instill Moral, Social and Ethical values, college has chosen Human Values and Professional Ethics as an open elective for third year students of all B. Tech programs. This course helps the students to ensure sustained happiness and prosperity which are the core aspirations of all human beings. It facilitates the development of a Holistic perspective among students towards life, profession and happiness, by understanding Human reality and rest of existence. It highlights plausible implications of Holistic understanding in terms of ethical human conduct, trustful and mutually satisfying human behavior and mutually enriching interaction with Nature. As a part of course enrichment, college conducts number of activities like

blood donation camp, Swatch Bharath, awareness programs in the nearby villages for promotion of universal values, national values, human values, communal harmony and social cohesion. Code of conduct exists for students, teachers, governing body, administration including Principal /Officials and support staff. For observance of fundamental duties pledge will be taken on Voter's Day. To impart national integration college celebrates Republic day, Independence Day etc. Environmental Sciences: Environmental study is interconnected; interrelated and interdependent subject. The present course is framed to be a core module for all branches of engineering in the second year. The course is designed to create environmental awareness and consciousness among the present generation to become environmental responsible citizens. The course description is: multidisciplinary nature of environmental studies, Natural Resources: Renewable and non-renewable resources, Ecosystem, Biodiversity and its conservation, Environmental Pollution, Social Issues and the Environment, Human Population and the Environment, pollution control acts and Field Work. Course enrichment programs are done with the help of NSS wing. Plantations under Haritha Haram, Swatch Bharat Abhiyan, awareness programs for not using plastic, awareness of renewable energy sources, conservation of water and electricity are such programs.

File Description	Document
Link for Additional Information	View Document

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

Response: 6

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

Response: 6

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 72.01

1.3.3.1 Number of students undertaking field projects or internships

Response: 1011

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

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

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 2.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	6	11	22	16

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

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 64.87

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
290	400	416	469	518

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
474	630	690	708	708

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 84.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
174	276	270	290	354

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The college arranges Awareness Program to the parents and students admitted in B.Tech I year before the commencement of the classes regarding facilities, faculty expertise, rules & regulations of the college. The students and parents are encouraged to express their problems and elicit other information during program and provide a platform to access and act accordingly. Before the commencement of classes, the differential requirements of students are identified and addressed at the earliest by way of a strategic approach that involves bridge programs like, communication skills, personality development and motivational sessions. Institute has a mechanism which continuously monitors and evaluates the students. The participation of the students in class room discussions, performance in class tests, class room seminars, class committee meetings and feedbacks measure their learning abilities and identifies slow learners and advanced learners.

Assisting slow learners: Identifying the weak students based on their academic performance. In a class, students are divided as a group and Mentors (faculty members) are assigned to every group right from I year to IV year. In view of mentoring the faculty members suggest /guide the students in curriculum. A prescribed mentor book is provided to the mentor for recording the status of the student, starting from I to IV year, which registers the monthly attendance. Mid Marks, failures, discipline, aptitudes. The mentor ascertains the difficulties faced empathetically and provides requisite guidance and assistance by way of arranging special tutorials, lab classes, video lectures and personal attention by concerned faculty. The mentor will be in touch with the student parents and frequently calls the student to update the status of his ward. Remedial classes are conducted in courses where failures are more in external exams. Apart from the conventional teaching, the students are taught using modern teaching aids like OHP, LCD etc. Special bridge courses are arranged for the lateral entry students in the II year to help them cope with theory subjects including Mathematics. Encouraging bright Students: Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth like: Offering special coaching for exams like GATE and AMCAT. Students are encouraged to be members of professional bodies like IETE, CSI and organize technical events. Advising to participate in group discussions, technical quizzes to develop analytical and problem-solving abilities in them and thereby, to improve their presentation skills. Motivating them to do micro projects to inculcate research orientation and practical awareness in the 2nd year apart from mini and major projects. Providing opportunities to develop their creativity by participating and organizing intercollegiate as well as national level technical symposiums. Encouraging them with extra care to obtain University ranks. Gold medals are given by the college for all the toppers of university exams on the event of annual day. The students are encouraged to become members in government encouraging programs like TASK.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 9.62

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0.14**2.2.3.1 Number of differently abled students on rolls****Response:** 2

File Description	Document
Institutional data in prescribed format	View Document
List of students(differently abled)	View Document

2.3 Teaching- learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Students are the first and foremost stakeholders of the college. The teaching learning process is student centric by default and sufficient space is provided for that in academic plan. The institution has adapted to Outcome Based Education. OBE is recognized as a modern method for teaching-learning process. For OBE to be successful, it is imperative for teachers to comprehend the advantages of OBE and develop / modify resources. The college has mooted initiatives to successfully implement OBE. Interactive learning: The college provides state of the art seminar halls and e class rooms where students participate in group discussions, debates and seminars. Infrastructure for ICT enabled teaching and learning.. The college organizes guest lectures and arranges industrial visits for students to develop their interactive, collaborative and independent learning. On necessary topics, Interactive lectures with Industry experts are initiated. Collaborative learning: The department maintains departmental libraries and internet facility to access all the journals, e-material, e-books etc., through library server enabling the students and faculty to keep abreast of the latest developments in their respective fields. Institute periodically conducts orientation programs / workshops on new pedagogy methods to the faculty. Problem based learning was implemented in the tutorial classes by the faculty. The institute also encourages getting MOU with the industries for better training in core fields and bridging the gap between academics and the industry. The students in a class room are divided into groups of six with a topper in each group. These groups are encouraged to promote cooperative learning concept, where they express knowledge within the group and have healthy competition Mini projects and main projects which are part of curriculum are done by students by forming a group. The institute encourages departments to conduct hands on experience workshops like Android applications, Robotics, Arduino and Raspberry Pi etc for students. Independent learning: The institute provides well stocked library which consists of bulk of books, journals, project reports and other teaching materials for the use of students and faculty. College has institutional membership for GDLC – Galileo Integrated Digital Learning Centre, DELNET – Developing Library Network, NDL – National Digital Library which can be accessed by all the students The department provides well equipped and advanced labs for improving programming skills & logical thinking. Students are encouraged to do online courses through SWAYAM. Courses hosted on SWAYAM will be NPTEL for engineering, IIMB for management studies. Faculty and students has got the access to NPTEL video lectures for effective teaching learning practices. Students are also encouraged to use MITS open courseware. Students are encouraged to give seminars starting from first year on the basics / fundamentals of subjects. The students are encouraged to attend workshops and conferences. Students are encouraged to take up engineering projects in community service.

File Description	Document
Link for Additional Information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 146

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 9.96

2.3.3.1 Number of mentors

Response: 141

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Teaching –learning is a phenomenon where the teacher and the student are learning. In our institution, we have been following this method. By this method, the teacher is refining his/ her subject knowledge and effective teaching skills, where as the student finds it easier to understand the subject and it's application. Our teaching faculty's endeavor is to follow this method meticulously so that both the participants get benefit and value addition to their efforts. It is not a traditional knowledge transfer from the teacher to the student. Traditional teaching has been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. As both are involved with commitment, through this method, an interest has been created in the student and the teacher has to encourage the student to come out with new and innovative ideas. This method also motivates both the teacher and the learner. A teacher has to find out innovative ways and new methods, and our faculty has been using various methods by using teaching aid to encourage the student's involvement. In this endeavor, our faculty has been taking pains with interest to demonstrate live / practical/ day-to-day examples, sometimes taking some live examples from the students to discuss a topic, coupled with technology. Newer approaches to T&L such as Outcome-Based Learning (OBE), Student-Centred Learning (SCL), Problem-based learning (PBL), Case Study (CS) have also emerged in recent decade and research has proven that many have positive impact on learning and we have been implementing the above different methods in our endeavor. An innovator will constantly think of better ways of doing things; an innovative educator will constantly formulate new ways and approaches to teaching and learning to maximize the output i.e. learning. The objective is application oriented learning. Both the faculty and student are involved in model making, and discuss in depth. This teaching-learning innovative method would certainly encourage the students to raise questions and some times, with working models development, they get answers to their queries. Occasionally, our students have been encouraged to make working models of the topics, they have understood and learnt by using the material available within their vicinity without spending much to display in any exhibition. This kind of support would certainly enhance their innovative skills and creative ideas.

2.4 Teacher Profile and Quality

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

Response: 98.54

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 10.22

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

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

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in number of years

Response: 6.32

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

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

Response: 0.65

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 16.42

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

2016-17	2015-16	2014-15	2013-14	2012-13
31	31	38	14	15

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

As an affiliated institution of JNTUH, evaluation norms of the university are followed. The university has adopted major reform in evaluation by introducing Credit based grading system from the academic year 2016-17 and the institute has adopted the same. The college has adopted a method of assessing the academic performance of the students on a continuous basis. Continuous assessment in theory subjects: As per the JNTUH regulations, the marks allotted for internal exams are 25 and to that of external exams are 75. In this frame work, the college conducts the following components as part of internal exams. Objective Question Paper (10 marks). Multiple choice and fill in the blank questions are given by university. Descriptive Question Paper (10 marks). A set of two descriptive papers will be given by the concerned faculty to examination branch from which one will be selected. Blooms Taxonomy is followed while setting the internal exam question papers. Assignments (5 marks) comprises of class tests, written assignments, seminars. and classroom interaction. Marks will be awarded for all the above activities and the average is taken as the assignment marks. Prefinal exams are conducted for I year students which serves as a prelude to the university end semester examination. Continuous assessment in practical subjects: For practical subjects, there shall be a continuous evaluation during the semester for 25 sectional marks and 50 end examination marks. To improve the outcome of laboratory work done in a semester, out of the 25 marks for internal, day-to-day work in the laboratory shall be evaluated for 15 marks and internal examination for practical shall be evaluated for 10 marks conducted by the concerned laboratory teacher. In this regard, the faculty will do the keen evaluation of day to day performance of the student for every experiment which includes regularity, procedure, results, viva and promptness in submission of records and the marks obtained are recorded against each experiment in the student record. Continuous assessment in projects: As part of the internal assessment of projects which are done in III & IV years, college follows the following framework. Project Review Committee (PRC) is formed for every department consisting of Head of the Department, Project In charge and two senior faculty members to identify the projects. Students are formed into groups of 2 or 3. The groups collect the literature on a topic and review the literature and submit the title with objective, plan of action for title approval to PRC. PRC assess and approves projects for each group. After obtaining the approval of the PRC the groups are allotted with a faculty member as their guide for the project and can start up the Project work. Review meetings are conducted for the continuous assessment in projec

Review1 covers abstract & block diagram.
 Review2 covers implementation.
 Review3 covers final results with code. Grades will be given for all the reviews. The average of all is taken and internal marks for projects will be awarded.

File Description	Document
Link for Additional Information	View Document

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

Response:

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university. All the students are familiar about the transparency in the internal assessment. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The examination branch conducts all the internal assessment tests as per the schedule. The examination branch circulates the invigilation duty chart for the faculty members and hall allotment for the students well in advance. The pattern, quality and correctness of the question papers prepared by the faculty members for the internal assessment tests are verified by the Head of the Department. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination. The answer scripts are distributed to the students for their verification. The corrected answer scripts (sample answer sheets) are verified by Head of the Department to ensure the standard evaluation process. The answer papers of the students are distributed to them and the satisfaction of the students regarding evaluation is ensured. The marks obtained by the students in internal assessment tests are displayed on the department notice board. The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance. Noting the values in observation and validating the theoretical aspects with practical knowledge, student must submit lab record regularly. Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva and the promptness in submitting the record. For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation / record. The independent learning, practical approach to the real-time applications are tested by viva voce for laboratory courses. For the quality of the projects, the evaluation is done by Project Review Committee(PRC) along with the project guides. The university examinations are conducted at a center other than this college. The end examination for the laboratory and projects shall be conducted with external examiner and internal examiner. The external examiner shall be appointed from colleges as decided by the University Examination Branch.

File Description	Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

University COE takes care of university evaluation grievances. The university settles the grievances using its own mechanism. Head of the Department takes care of grievances related to internal evaluation. The redressal of grievances regarding evaluation in both internal and university examinations is through the following process: At Institution level: The internal marks are displayed on department notice boards. The faculty gives the corrected answer scripts to the students for verification. If any discrepancy is noticed, the faculty concerned may rectify and necessary corrections maybe made. If student is not satisfied with the marks awarded even after modification by the teacher, student may present the same to HOD concerned. All such representations are taken positively and reassessment may be made if necessary. Whole process is done well before the internal marks are uploaded to university. At University level: The student is entitled to apply for recounting/revaluation in theory subjects within 15 days of declaration of results by paying the prescribed fee to the University. The University will process all such applications, consider for revaluation/recounting and declares the result.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The academic calendar issued by the affiliating university forms the basis for designing college academic calendar. In a semester, there are two tests and two assignments. Each of the tests consist of descriptive questions as well as Objective. The better of the two tests is considered for final internal assessment. As per the JNTUH regulations, the marks allotted internal exams are 25 and to that of external exams are 75. The objective paper is for 10 marks and subjective paper is for 10 marks, with duration of 1 hour 20 minutes (20 minutes for objective and 60 minutes for subjective paper). Objective paper is set by the university for 20 bits of – multiple choice questions, filling the blanks for the 10 marks. Subjective paper of each semester shall contain 4 full questions (one from each unit) of which, the student should answer 2 questions, each carrying 5 marks. First midterm examination shall be conducted for 2.5 units of syllabus second midterm examination shall be conducted for remaining 2.5 units. 5 marks are allocated for Assignments (as specified by the concerned subject teacher) – first Assignment should be submitted before the conduction of the first mid, and the second should be submitted before the conduct of the second mid. The total marks secured by the student in each midterm examination are evaluated for 25 marks, and the average of the two midterm examinations shall be taken as the final marks secured by each candidate. For practical subjects, there shall be a continuous evaluation during the semester for 25 sectional marks and 50 end examination marks. Out of the 25 marks for internal, day-to-daywork in the laboratory shall be evaluated for 15 marks and internalexamination for practical shall be evaluated for 10 marks conducted by the concerned laboratory teacher. The end examination shall be conducted with external examiner and laboratory teacher. The external examiner shall be appointed from colleges as decided by the University examination branch. Evaluation of mini projects and main projects is also under the purview of University. The midterm examination marks are to be uploaded to university in the stipulated time mentioned in the academic calendar. Lab external marks are to be uploaded to the university on the same day of completion of external exam. College should upload the internal marks of mini project, technical seminar, comprehensive viva and main project in the stipulated time given by University. University puts together internal marks and university semester end exams and declares the results.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The college has clearly stated all program outcomes, program specific outcomes and course outcomes for all programs. The faculty, industry and alumni are actively involved in preparing program outcomes, program specific outcomes and course outcomes of all programs in the college. The course outcomes of all the programs are made known to the students and staff by displaying in the website of the college. Individual copies of the regulation book are distributed to all the students which contain details of the course outcomes. Regulation books are also available in the library for student access. Orientation program for all the new students is conducted every year at the beginning of the academic year to educate about all course outcomes. At the beginning of the academic year all the faculty members will prepare the course files and laboratory manuals. The course file contains Department vision, mission, course syllabus, individual time table, program objectives, program outcomes, various mapping matrices, unit plan, lesson plan, course plan, unit wise material, direct and indirect assessments, student grading sheet, surveys/feedbacks collected from

students and CO-PO attainment sheet. Each faculty take responsibility as a mentor, counselor, facilitator, guide, assessor, evaluator, learner, and finally as a teacher in OBE system. The college collects the feedback from the students on course structure, infrastructure, faculty, information resources, evaluation, and on the overall OBE system, to establish quality and continuously improve the program.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Attainment of Course Outcomes: The course outcomes were prepared by the action verbs of blooms taxonomy. The assessment of course outcomes are as follows: Direct assessment: 1. Internal Mid Examinations and Assignments Two Mid Examinations are conducted for students as prescribed by the university norms. There shall be 2 midterm examinations (each for 25 marks), along with 2 assignments in a similar pattern as above [1st mid shall be from 2.5 units, 2nd shall be from remaining 2.5 units], and the average marks of the two examinations secured (each evaluated for a total of 25 marks) in each subject shall be considered as final marks for the internals. Each question in the mid exam is mapped to the course outcomes. It is expected that a student should score at least 80% of Maximum marks of the course for the attainment. 2. End Semester Examination For theory subjects the distribution shall be 25 marks for Internal Evaluation and 75 marks for the End Examination. It is expected that a student should score at least 40% of Maximum marks of the course for the attainment of course outcomes. The marks scored by the students in Internal Examinations, Assignments and End Semester exams are used to assess the attainment level of the whole course and the course outcome attainment level. 3. Labs For Labs, there shall be a continuous evaluation during the year for 25 internal marks and 50 end examination marks. Out of 25 marks for the Internal, day to day work in the Laboratory shall be evaluated for 15 marks and internal examination shall be evaluated for 10 marks conducted by the concerned laboratory Faculty. The end examination shall be conducted with external examiner and laboratory teacher.

Direct CO Attainment: Course Outcome attainment level from internal assessment(A): mid exam class average (Mid1 for CO1, CO2, Mid2 for CO3, CO4) Course Outcome attainment level from university exams(B): class average of end semester exams (for CO1, CO2, CO3, CO4) CO Attainment: $0.25(A) + 0.75(B)$ Indirect assessment: Course end Survey: At the end of each semester a questionnaire is distributed to all the enrolled students and take feedback on effectiveness of the course. The questionnaire is prepared to know the efficiency and utility of the course outcomes. CO attainment: Final co attainment is calculated as $0.9 * \text{Direct assessment} + 0.1 * \text{Indirect assessment}$.

Attainment of Program Outcomes and Program Specific Outcomes Assessment Process: Direct assessment: Mapping of COs to POs and PSOs. Since COs are mapped to POs and PSOs, the values of COs are reflected in the respective POs and PSOs.

Description: Assessment process for COs is described above. Frequency: Every semester.

Indirect assessment: Graduate exit survey Description: All students leaving the college on completion of program are given feedback forms to give their assessment of POs and PSOs

Frequency: Every year from the graduating batch to give their assessment of POs and PSOs POs and PSOs attainment: Final POs and PSOs attainment is calculated as $0.9 * \text{Direct assessment} + 0.1 * \text{Indirect assessment}$

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 60.24

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

Response: 256

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

Response: 425

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 38.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	22.8	.4	2.8	5.57

File Description	Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 4.79

3.1.2.1 Number of teachers recognised as research guides

Response: 7

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 0.01

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

Response: 7

File Description	Document
List of research projects and funding details	View Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The JBREC has taken initiative steps towards developing ecosystem for innovations and various knowledge transfer methods. The institute encourages the students and staff, work towards developing their own ideas and share among them and with experts. JBREC has made MOUs for the purpose and encourage, educate the students and staff by means of project works in the curriculum and off the curriculum. The innovative ideas are incubated and experts help is given to realize in terms of nurturing it into reality, like developing proto type working models. This makes the participants go further for startups. The institute has initiated in developing an incubation centre with following objectives. To create physical infrastructure and support systems necessary for business incubation activities. Services such as training or High-speed Internet access Facilitate networking with professional resources, which include mentors, experts, consultants and advisors for the incubatee companies Links to higher education resources. Promote and facilitate knowledge creation, innovation and entrepreneurship activities The Incubation Centre is planned to give facility incubatees in, a) Seed Funding from JBREC and Govt. Seed support. b) Mentoring by promoting and facilitating knowledge creation and advising from experts from incubating companies c) Consultants and advisors at Incubation Centre. The institution also recognizes the importance of research and development for the long term academic growth as a knowledge sharing method. Therefore, the faculty and students are encouraged to actively participate in R&D related activities. The Institute has a Research and Development Cell. It addresses the issues of research and creates awareness among the students and faculty, proposes to conduct/ participate in workshops, training programs and sensitization programs on capacity building in terms of research and consultancy and imbibing research culture. To depute senior faculty to various research organizations for getting collaborative projects and adopting best practices. Among the functions of College Research Committee which make the institute as a Research Centre of affiliating University / Other organizations. It suggests recommendations with their impact, encourage faculty to take research initiatives, and arranges guest lecturers under Institute-Industry-Interaction programs to promote research on industry needs. Management is encouraging the faculty to attend and present Research Papers, Research Publications etc. Seed money towards paper presentation, attending R & D orientation workshops, seminars etc. JBREC has started "J B R Research Review" Quarterly Journal for publications of the articles by the JBREC Faculty & Staff for internal Circulation. The institute has applied for recognition of Research centers in branches of ECE, CSE to the JNTUH. Existing laboratories are modernized with additional equipment and experimental set-up to promote research activity in the campus. Efforts made by the institution in developing scientific temper and research culture. Providing infrastructure facilities, space for department research centers, Procurement of equipment and software. Providing e-classrooms with LAN connectivity, LCD projectors, Audio-visual arrangements etc. The faculty and students are encouraged to visit research oriented labs, industries such as DRDO, BHEL, BDL. Students are permitted to do their major projects in Govt., recognized research laboratories. Students are taken to Production industries and research labs like DRDO, RCI, BDL, BHEL and many more institutions to interact with industrial experts regularly. The students are guided and encouraged in applying research projects for CSI, IETE and other agencies. JBREC Research and Development Cell is attached in the any additional information File below. Thrust areas identified for Incubation & Innovation Centre Mobile and Information Technology Internet of things E-commerce Electronics design and VLSI design CAD/CAM Applications Composite Materials and Metals Alternate Fuels for IC Engines Software based Simulation and Optimization Embedded System

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 8

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

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

File Description	Document
List of workshops/seminars during last 5 years	View Document
Report of the event	View Document

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.6

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
100	100	98	80	81

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	45	59	15	8

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

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

Response:

The students at JBREC are participating in community development programmes actively. The students participate in various activities like organizing blood donation camps, and conducting health check up programmes and so on. Through extension activities college promotes and imbibes students with social justice and responsibility. The active participation of students in social service activities gives them an opportunity to understand the life style and standard of living of the underprivileged and their not so well to do peers thereby instilling a feeling of empathy and courteousness. The following programs are conducted by the college as part of extension activity: JBREC Started RED Ribbon Club- under this club Creating Awareness Programmes Like AIDS Awareness Day programmme, Poster presentation & a Rally on 1st December every year. JBREC Started Consumer Club for creating awareness Consumer Right, Consumer Laws and RTI Act. Students participate actively in Creating awareness on Organ Donation in Collaboration With VT Seta. Students participates actively in Swachh Bharat Programmes. Students participates actively in Ekta Diwas Students of our institution participate actively in Road Safety Programmes Annual Rural Camps enable the students them a feel of life in rural areas through interaction with the local people, encouraging their children to enroll in schools, teaching the children various sports and games, sport and games equipment in the adopted villages. Plantation program, Clean and Green program, creating awareness about environment are taken up. Participation of volunteers in Blood Donation Camps & Dental Camp. The volunteers derive hands-on experience in social service on their visit to the adopted villages under Social service activity, Go-Green and Hands-Together-camps, the children, youth and elders of the villages are imparted value education; awareness programs on importance of education, sports and games, cleanliness, hygiene, clean drinking water facilities, tree plantation,

etc., The college faculties along with the students have been visiting the local slums and the blind home JBREC Students participated and rendered meritorious services for Live Webcasting in connection with General Elections-2014 on 30-04-2014 organized by office of the District Collector and Election Authority, Ranga Reddy District Students participated in conducting Survey for Telangana State on 19/08/2014. JBREC adopted Yenkapally village which is appreciated by the local bodies. The institution has taken the initiative to make the society aware about social and health problems like female feticide, dowry system, environment protection, consumer protection awareness, HIV awareness, anti tobacco and cleanliness awareness etc. Students rendered meritorious service for Awareness on Cashless Transactions Students were created awareness among village people on Save Water on the eve of world water day. Students were created awareness among village people on Save earth on the eve of world earth day. Students were created awareness on Right to Vote, Voter enrollment and Voters day Celebrations. Students rendered meritorious service for creating awareness on Women Empowerment, Literacy Programmes and Child Labour Students rendered meritorious service for creating awareness on, Students meritorious service for Eco Friendly Ganesh to exhibit concern about environment, started bucket Ganesh Nimarjan and Say No to Plastic. Major extension and Outreach programs Under NSS activities: Developing leadership quality among the students and unemployed youth Clean and green activities and Awareness on Environment protection. The College has a NSS Unit with a total strength of 150 members, affiliated to J.N.T.U. Hyderabad. The unit was established with an objective to cultivate the attitude of social service in the minds of students and to make them into responsible citizens. To organize health awareness camps for public like Eye check up, Diabetics check up and General health check up camps and Blood Donation camps. Computer education to rural children by NSS volunteers: Yoga training programme for village students The college organizes the development programs at community places (e.g. villages) as per the need of the village. The College faculty and students visit the community and the community stake holders are invited and programmes are planned for community development. College organizes cultural programs at schools and involves people in the programs.

File Description	Document
Link for Additional Information	View Document

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

Response: 47

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	8	8	17	3

File Description	Document
e-copy of the award letters	View Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 57

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	10	15	11	10

File Description	Document
Any additional information	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 68.21

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

2016-17	2015-16	2014-15	2013-14	2012-13
220	231	318	330	314

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

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

Response: 47

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	9	8	12	10

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

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

Response: 24

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	5	8	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Any additional information	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has the following policy for creation and enhancement of infrastructure to facilitate effective teaching and learning. The institution has the policy of replacing or upgrading the existing equipment to meet the changes in the syllabus made by the university from time to time. The campus is spread over 10.21 Acres of land which facilitates excellent infrastructure for teaching learning process, career progression, higher education. The campus main building accommodates Principal, Board room, Administrative office, Examination cell, Seminar hall, Computer Centre and Central library. It also accommodates the Training and Placement cell and the departments of Electronics and Communication engineering, Electrical and Electronics engineering, Computer Science engineering, Information Technology and MBA. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial halls, laboratories and sufficient space for hosting all academic activities. Block-B accommodates departments of Mechanical engineering; the department is fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial halls, laboratories and sufficient space for hosting all academic activities. Class Rooms: The institution has sufficient number of well-furnished, well-ventilated, spacious class rooms for conducting theory classes. Class Rooms are spacious and properly designed so that proper ventilation, lighting is provided with good acoustics. Better Aspect ratio is maintained for proper visibility of glass board and audibility. All the class rooms of individual departments are at close proximity in order to have better access for the students. Each department is also being provided with tutorial classroom. ICT facilities: The institution has multimedia facilities by providing audio-visual equipment and also having Webinar center which facilitates the video conference for effective learning process. In addition to this the departments of the institution are equipped with latest projectors for effective teaching through video lectures. For better visualization of the subject topics, the faculty is encouraged to use the ICT facilities. Also the students are supported by the faculty to present their seminar topics using the ICT facilities. The institute e -class room is equipped with Interactive electronic board, Ultra short throw overhead projector which makes the teaching learning more effective and lively. All the departments of the institution are being equipped with their individual departmental libraries where the seminar reports, thesis reports, reference books for the subjects etc are being kept for the benefit of faculty & students. The institute continuously keeps upgrading the internet bandwidth as latest teaching methods demand the usage of MOOCS/SPOKEN TUTUORAL/NPTEL/Webinars etc. A separate server with HDD is being maintained exclusively for NPTEL video streaming within the campus. The institute keeps upgrading the software packages and also purchases software's currently being used in the industry to make the students industry ready. The institute encourages students and faculty to effectively use the Virtual lab concept, recommended by MHRD for conducting some innovative experiments. E-Classroom: The each department has two e-classrooms with all advanced teaching and learning aids with a seating capacity of 60 Seminar Hall: The College is having a modern, well equipped seminar hall for organizing workshops and seminars. The seating capacity of the hall is about 250. Technology enabled learning rooms: Each room has a seating capacity of 60 and all departments are provided with sufficient number of LCD projectors, Wi-Fi and LAN enabled internet connectivity, public addressing system etc. Laboratories: All laboratories are well equipped, and well maintained not only for carrying out curriculum-oriented practical's, but also to carry out experiments beyond curriculum. Specialized facilities and equipment for teaching, learning and research: The college has an exclusive English communication skills lab where the students practice and test their communication skills. Apart from the central library, each department is having separate department library with good collection. The college has provided web-based materials, NPTEL video lectures. For self learning, reference books for all the subjects are available in the central library. ICT enabled classrooms with facilities such as Multimedia projector with USB, Interactive electronic board, Ultra short throw overhead projector, Audio system, Wi-Fi systems. Internet of Things is the latest technology over which the staff and students are trained to carry research on designing physical programmable multipurpose boards. Details of facilities for teaching and Learning is attached additional information file below

File Description	Document
additional information	View Document
Link for Additional Information	View Document

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

Response:

Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc. Sports: Sport is an integral part of the curriculum. Various sports facilities are provided to the students within the campus. The college is committed to create a balanced atmosphere of academic, cultural and sports activities for the overall personality development of its students. Various sports competitions such as Inter departmental, Inter collegiate, Inter University, etc help in developing team spirit in students. Their interpersonal relationship is enhanced in a very healthy manner. Students are provided with honors like medals, trophies and certificates. Outdoor Games: A play ground is available for outdoor games like Cricket, Volley ball, Tennicoit, Throw ball and basket ball courts are available. Indoor Games: Facilities for the indoor games like Chess, Caroms etc, are provided to students in the college campus. NSS: The College has an NSS unit through which the students will actively participate in various socially relevant services like blood donation camp periodically. Cultural Activities: The College also encourages the students to participate in various cultural and literary activities and make the students excel in their fields of interest. SRIT conducts the various cultural activities like Annual day, Fresher's day, and a national level fest TARANG in which students explore their talents. The students participate with zeal in many cultural activities. These Activities helps to build communities by fostering an appreciation for the arts. In addition to cultural activities, A full-fledged state of the art Training and Placement cell actively works and arranges on-campus placements and training to the students. SRIT-T&P cell imparts the requirements of the industry along with their curriculum through programs on preparation of resume, soft skills, communication skills, interview skills, and adapting to the corporate life. To impart the above skills the corporate trainers are invited along with well qualified Training and Placement officers and team. Yoga Centre: The College organizes yoga classes for the faculty periodically by the yoga experts College is having tie-up with Vivekananda Centre for human Excellence by Ramakrishna Matt to conduct workshops and leadership and spiritual programs. Details of Sports , Out Door and Indoor games, Gymnasium facilities are attached in additional Infromation file below.

File Description	Document
additional information	View Document
Link for Additional Information	View Document

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

Response: 40

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 24

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 19.39

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

2016-17	2015-16	2014-15	2013-14	2012-13
145.6	174.9	191.5	209.5	189.8

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The library of the college is situated at a place which is easily accessible by all the students and staff. The library staff also assists any visually/physically challenged person in getting the book of his choice in case he/she visits the library. Our library equipped with modern technology and upgrades as and when new technology arises. Currently we are having following library Management System. Name of the ILMS software: KOHA(An open source software) Nature of automation (fully or partially): Fully Automation. Version: 16.06.00.023

File Description	Document
Link for Additional Information	View Document

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

Response:

The Institution has the practice of collecting and maintaining rare books, manuscripts, special reports or any other knowledge resources to benefit students and faculty for their knowledge enhancement, research and exploring new things apart from the standard books. Details of Collection of some of the rare books, manuscripts, special reports SUTRAS FROM MANAGEMENT GURUS:SAGE ADVICE FOR LEARN INTRODUCTION TO NANOTECHNOLOGY LINGUR,TOEFL INDIA 2015: A REFERENCE ANNUAL LET US HEAR THEM SPEAK BATTONS STUDENTS1 CHOICE IELTS PASSPORT TO IELTS ENCYCLOPEDIA OF SCIENCE & TECHNOLOGY THE B SCHOOL ALMANAC LEADERSHIP: THEORY AND PRACTICE THE HEART OF A LEADE Full Details are attached in any additional information file below.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

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

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)**Response:** 11.41**4.2.4.1 Annual expenditure for purchase of books and journals year wise during last five years (INR in lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
13.59	11.30	7.8	12.3	12.05

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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

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

4.2.6 Percentage per day usage of library by teachers and students**Response:** 11.29**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 175

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute continuously keeps upgrading the internet bandwidth as latest teaching methods demand the usage of MOOCS/SPOKEN TUTORIAL/NPTEL/Webinars etc. A separate server with 8 TB HDD is being maintained exclusively for NPTEL video streaming within the campus. The institute keeps upgrading the software packages and also purchases software's currently being used in the industry to make the students industry ready. The institution Continuously upgrades multimedia facilities like audio-visual equipment and also having Webinar center which facilitates the video conference for effective learning process. In addition to this the departments of the institution are equipped with latest projectors for effective teaching through video lectures. For better visualization of the subject topics, the faculty is encouraged to use the ICT facilities. Also the students are supported by the faculty to present their seminar topics using the ICT facilities. The institute e-class room is equipped with Interactive electronic board, Ultra short throw overhead projector which makes the teaching learning more effective and lively.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 2.01

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 18.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
143.8	181.3	197.4	193.5	173.4

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The institution has the Structured system for creation and maintaining of infrastructure to facilitate effective teaching and learning. The institution has the policy of replacing or upgrading the existing equipment to meet the changes in the syllabus made by the university from time to time. a) Infrastructure committee: A committee has also been constituted to monitor the maintenance of academic infrastructure and facilities. Functions of the committee: Proper upkeep and maintenance of the buildings. Maintenance of the lawns and surroundings. Carrying out minor repairs of furniture, electrical and sanitary fittings. Maintenance of the roads, water tanks and other services in the compound. Maintaining security. Ensuring the safety requirements in the campus. Transport committee: A committee has also been constituted for the day to day maintenance of the college vehicles. Functions of the committee: Maintenance of the college buses. Obtaining necessary clearance certificates, insurance, permits etc. for the college vehicles from RTA. Routine checking of the condition of the vehicles. Appointment of well trained and experienced drivers. Ensuring safety requirements like operation of speed limiters, fire extinguishers. Electoral Inspectorate Committee: Functions of the committee: Maintenance of Diesel Generators. Maintenance of UPS systems and its batteries. Maintenance of Building and equipment earthing – measurement of earth resistance at regular intervals, ensuring the proper earth connection for various equipment in the labs and classrooms. Equipment maintenance Committee: The IQAC members will check the working condition of all the equipment at the end of each academic year and report any deficiencies found. Building Hygiene: Sweepers and a supervisor are also regularly allotted to every area of the college who looks after the hygiene of the college with respect to cleaning of floors, corridors, classrooms, toilets etc. Calibration and other Precision measures for the equipment/ instruments Calibration of the equipment/instruments is taken up by the respective departments every semester/year as and when required based on or according to the time frequency suggested by the supplier. Any deviation in this regard will be noted and necessary steps are initiated by calling for the technicians from the supplier Steps taken for

location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.) The college is a HT consumer of TS Transco with dedicated 11 KV water works feeder line and has the connectivity through an exclusive 250 KVA transformer to sustain the voltage fluctuations. The generator available in the institute helps in continuous power supply without any hindrance. The computer systems and other sensitive equipment are provided with UPS systems so that power failure will not cause any damage. Institute has trained staff for maintenance of UPS. Earthling pits are also regularly checked and maintained as per the norms. All precautions are taken to protect the precision equipment by providing voltage stabilizers and individual MCB's. Covers are provided where-ever needed to keep the sensitive equipment in dust free environment. The institution has a tie up with the company from which the RO purifiers were bought such that the regular and routine checkup by the company. Security: Institution Security is looked after by a private security agency in three shifts round the clock. Security guards are on duty at the college main gate, parking areas, and at all academic blocks. Electricity: The college has a dedicated 11 KV water works feeder line from area substation with HT service.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
214	304	278	355	341

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
upload self attested letter with the list of students sanctioned scholarships	View Document

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

Response: 23.37

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

2016-17	2015-16	2014-15	2013-14	2012-13
23	34	107	172	197

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 91.98

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

2016-17	2015-16	2014-15	2013-14	2012-13
290	400	411	416	375

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

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

Response: 67.94

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

2016-17	2015-16	2014-15	2013-14	2012-13
88	305	199	400	518

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 26.04

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

2016-17	2015-16	2014-15	2013-14	2012-13
107	116	138	134	127

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 31.06

5.2.2.1 Number of outgoing students progressing to higher education

Response: 132

File Description	Document
Details of student progression to higher education	View Document
Upload supporting data for student/alumni	View Document

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

Response: 42.79

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

2016-17	2015-16	2014-15	2013-14	2012-13
132	144	152	129	122

5.2.3.2 Number of students who have appeared for the exams year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
310	320	342	318	295

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Upload supporting data for the same	View Document

5.3 Student Participation and Activities

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

Response: 177

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
50	8	18	23	78

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

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

Response:

Taking cognizance of important role of students in different academic and administrative activities, students are nominated as members of various committees. JBREC started separate Student Activity Centre and handled by the students and it has its own credentials although. In addition to the Student Activity Centre the co-curricular activities also take an equally important role. This provides an excellent opportunity and awareness to every student. By this JBREC ensures the overall development of the student as above with

appropriate standards. Student members represent the various issues and present their ideas at the respective committee meetings. Their suggestions are given due importance in arriving at decisions. The involvement of students in these creates better understanding between the administration and students. Academic Bodies Student chapters of various bodies like CSI, IETE, ISTE, IEI etc SPORTS AND CULTURAL COMMITTEE Class Monitoring Committee Library Committee COLLEGE ACADEMIC COMMITTEE Administrative Bodies Anti Ragging committee Women Grievance Redress Committee Canteen Committee HOSTEL COMMITTEE TRANSPORT COMMITTEE MEDICAL AND FIRST-AID COMMITTEE PLACEMENT AND CAREER GUIDANCE CELL COMMITTEE SC/ST COMMITTEE MINORITY CELL GRIEVANCE REDRESSAL COMMITTEE Every year various activities are carried out under Student Activity centre, some are NAME OF THE ACTIVITY Youth day Science day Annual day Radio Mirchi Fresh Talent Face program Teachers day Engineers day TV program Blood Donation Camp Technical fests Annual Sports Day NSS Activities Haritha Haram

File Description	Document
Link for Additional Information	View Document

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

Response: 4.4

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

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

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The alumni association of JBREC started in the year 2007 with name SPHOORTHY. It is literally an inspiration for junior students in terms of fixing their targets and preparing to reach their targets. The members of college administration and the senior faculty of all the departments participate in the annual or semi-annual alumni meetings on invitation and seek their advice and support for the development of the institution. The departments seek the opinion suggestions of alumni on various developmental activities. An alumni portal (100 Pins) is created in the college website for better interaction between the college and alumni. They are also recommending capsule training on latest technologies. The alumni association has Governing body. All the activities carried out by alumni were finalized and look after by this body. The objectives of Alumni association SPHOORTHY are Alumni association is helping in identifying and inviting industrial experts to college for organizing seminars, guest lectures, and workshops. Every academic year alumni is contributing around 4 Lakhs to the college development. To render consultations or provide services to industries associated with alumni in the field of Technical Know-How, Standardization, and Testing Facilities and in such other fields related to the Engineering. To enhance, modernize, upgrade the existing facilities at the College and also to improve and upgrade quality of education as per requirement of industry and society with the help of alumni. To

make available Industrial trainings, Internship programs, placement and other facilities to present students through the help of alumni in various Industries. The alumni association encourages their juniors by extending cash awards to meritorious poor students and helping them to get placed. Alumni association members regularly visiting the college and placement section and conducting pre placement training by highlighting the job opportunities available in various sections. To grant Scholarships to deserving students for Higher Education. To undertake, conduct, carry on scientific/Academic study and research in Engineering. Some selected third year students are provided with internship in various organizations. To encourage educational, cultural, fund raising, sports and such other activities as governing body may deem fit in furtherance of the objects of the JBREC. Details of Alumni Association are attached in Any additional information file below.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 5

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institute Vision To be a global leader in educational and research institution in Engineering and Management Institute Mission To impart high quality technical and professional education in order to mould the learners into globally competitive professionals who are professionally deft, intellectually adept and socially responsible. To collaborate with industries and research organizations and excel in the emerging areas of research. ii. Nature of governance This institution is recognized by All India Council for Technical Education approved by Government of Telangana state and affiliated to Jawaharlal Nehru Technological University Hyderabad. The Governance of the institution is strictly in accordance with the Vision, Mission, and Quality policy statements of this management and the norms standards, systems and practices laid down and various executive directions issued by AICTE, JNTUH, Government of Telangana state Council for Higher Education and such other related regulating Government agencies. As per the policies evolved and directions issued by the Governing body and the executive body and other management committees of this Institute, various institutional programs and activities are carried-out, while complying with the rules, systems, procedures and practices as laid down by the management. The Principal is responsible for the academic, general and financial administration besides the all-round development of the institution, discipline among all the faculty, staff and students, besides their welfare. Administrative Manual is prepared while clearly defining and stipulating recruitment policies, service rules, leave rules administrative systems and practices including grievance redressal procedures etc. The Finance manual has been prepared and all the financial transactions are made, complying with the systems, norms, procedures and practices, laid down in the said manuals. The performance appraisal of teaching staff including the feedback by the students, and the feedback of the students about the Governance of the institution is being administered, analyzed and the needed remedial measures are initiated. iii. Perspective planning Upgrading PG education and Research. Improve Industry Institute Interaction and relations with Community and Society. Improve Faculty Teaching and Research Competency and to get grants from DST, UGC an AICTE To get more MOUs with industry Devise Equity Action Plan to help socially and academically weak Students and Staff To enhance the quality standards. iv. Participation of faculty in decision making process The strength and validity of this institution essentially depends on its ability to sustain itself on the bedrock of quality, excellence and relationships and governance. For effective decisions to be made, every role player in the system needs to participate at one level or the other. In a college education system decisions are made through various methods and participation varies from institution to institution. Teachers' needs to improve with greater commitment in college based decisions to provide leadership and effectiveness. Teachers perform better when they participate in decision making, believed that participation in decision making affects teachers' performance and their performance eventually affects students' performances. The influence of experience teachers as it affects participation and job performance of a teacher. It was revealed that both the experienced and the inexperienced participate in decision making equally since it has nothing to do with qualification, a good teacher employed can participate in decision making. Instruction Student related issues Managing colleagues College policy and planning and budget

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Decentralized governance system with well defined inter relationships are available in the institute. Adequate systematized autonomy to all the departments and sections. Financial freedom is given to the Principal up to Rs. 30,000/- and each HOD to up to Rs 10,000/- to meet the immediate needs of the Department. HoDs are authorized to distribute work plan load to faculty and to identify the content beyond syllabus. Hods are allowed to organize various faculty and student empowerment programs. HOD is given autonomy to purchase

equipment required for the department as per the guidelines. Preparation of Proposed budget for the department for the next Academic year. Empowering the faculty member who is in-charge of a lab to prepare the laboratory requirements. College has a College Management Committee . It is the implementation and reviewing body as per the suggestions of the Governing Body. The College Management Committee is constituted with Chairman, Secretary, Treasurer and Joint-Secretary, CEO and Principal as members. The CMC meets at least once in three months to take stock of Academic, Administrative and developmental activities to implement the policies. The CMC may invite all or some of the members as per need. Minutes of the meeting will be recorded. Secretary will communicate the resolutions to the Principal for implementation. The CMC meetings will be held during 1st half of March, 1st half of July, 2nd half of September and 2nd half of December. Budgetary allocations will be made in March to meet the next year activities after reviewing the current year's utilization and overall expenditure. During July and December CMC meetings, Faculty Performance Appraisal will be reviewed in detail. In December session current year's budgetary utilization will be reviewed. The Principal will have meetings with HOD's once in a week to discuss various Academic/ Co Curricular/ Extra Curricular activities. The various activities such as Tech. fests, Annual day celebrations, Sports meet etc, are held with the involvement of HODs, faculty and students. Every month department meetings are being held in all departments where internal issues within the department are discussed. The Director/ Principal/ Academic Coordinator will attend the departmental meeting and address the problems immediately. Every fortnight staff council meetings are also held to discuss and decide issues at the institutional level. Suggestions of Heads of the departments are perceived well by the top management. The Secretary will address the staff meetings frequently to motivate the faculty and to share the problems if any and to resolve.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

i. Strategic Planning The institution is engaged with strategic planning exercise. In the process number of brainstorming sessions, suggestions and recommendations are collected from various stake holders viz. Faculty, Students, Industry, and Parents. These exercises that spanned over 4 weeks drawn in majority of the faculty, smaller working sessions with Heads of the Departments and Senior staff , sessions with representatives of the students , sessions with representatives of the non-teaching staff and feedback from alumni The redefined mission and vision statements, SWOT analysis and the strategic directions of the institution for the next 4 years are a direct outcome of this extensive collective reflection process. These outcomes are also reviewed and the proposals are approved by the Governing Body. Measurement is the key to strategic planning. Therefore, identifying key indicators for sub-goals and identifying responsible divisions/units will ensure effective monitoring and evaluation of outcomes. The 2017-2022 Strategic Plan represents the collective effort of administrators, faculty, staff, students and community stakeholders. The process began when the Strategic planning Committee is identified in the institution. Strategic planning Committee aligned department/unit goals with the JBREC goals and themes. JBREC Strategic Plan 2017–2022 identifies the following targets: Develop, strengthen, and implement academic programs that are responsive to the JBREC mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce. Enhance institute infrastructure to accommodate increase in intake, research, economic development, technology development and transfer; contribute to an enhanced quality of life in the region; and facilitate sustainable domestic and international economic development and competitiveness. Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally. Improve academic interaction and participation of institutes / universities of national and international eminence in order to facilitate learning, innovation and research. Continuous and involved participation in teaching learning process and research leading to joint mini and micro satellite mission with the participation faculty and students.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

GB and Organogram Board of Governors:Joginpally B.R. Engineering College, Moinabad, R.R. District Governing Body members list is attached in Any additional information file below. ii. Administrative setup: Executive Bodies Principal Vice-Principal Head of the Departments Hostel Manager Office In-charge of Examinations EDC Coordinator Professor In-charge Library Administrative Officer NCC/NSS Officer Placement Coordinator Project Engineer (Elect./Civil) Policy Suggestive Bodies College Academic Committee: CAC reviews and approves the proposals related to academic activities, Academic Plan and Implementation of Institutional reforms. Principal is the Chairman of College Academic Committee and all the professors of the institution are the members of CAC. Academic Council General Body of all Teachers Teaching & Non-teaching Associations Student Bodies Library Committee Finance Committee Department Student Associations iii. Functions of various bodies: College Academic Committee Composition: The College Academic Committee (CAC) shall have a minimum of seven members, including the Chairman. All other members will be nominated by the Chairman. The constitution of the CAC will be as follows: Principal of the College - Chairman All Heads of the departments - Members Two other senior faculty members of the College-Members Officer-In-Charge Examination Branch - Member The College Academic Committee meeting shall be convened not less than four times a year and the interval between two consecutive meetings should not be more than three months. Quorum: The quorum for the meeting shall be 40% of the total members Functions: The Governing Body besides being the supreme administrative authority of the College shall have the following additional functions: To monitor the academic and other related activities of the College. To consider the recommendations of the Staff Selection Committee. To consider the important communications, policy decisions received from the University, Government, AICTE/PCI, etc., from time to time. To monitor the students' Performance and faculty development programs. To pass the annual budget of the College (including clearance of all University dues). To check the audited income and expenditure accounts and approve the same for the College annually. To approve the increase/reduction of intake, courses, new and closure Approval of performance appraisal of faculty To monitor and advice for Industry Institute Interactions To monitor the steps taken for Students' Training and Placement Activities Any other relevant matter. 2. Training & Placement Cell To organize campus placement drives. To organize students for off – campus interviews. To organize and monitor placement oriented training programmes. To collaborate with HODs for organizing placement oriented programmes during Saturday afternoon 3. Anti Ragging Committee and discipline committe To look into various aspects of ragging, means and methods to prevent it, possible action that can be taken against those who involve in it, and action against offenders in the event of ragging To oversee and monitor the overall discipline of students in the college, and review it periodically. To take decisions and actions related to indiscipline activities of the students in the college as and when required. 4. Role and Responsibilities of Library Committee To purchase the books and magazines periodically to fulfill the requirements of University and AICTE. To meet regularly, to discuss about further developments in the library. To solve the issues and problems raised by the students and staff members. Service rules ,procedures,recruitment,promotional polices and grievance redressal mechanism are discussed in detail in JBREC administrative manual which is available in the link.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2.

Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination**A. All 5 of the above****B. Any 4 of the above****C. Any 3 of the above****D. Any 2 of the above****Response:** A. All 5 of the above

File Description	Document
Any additional information	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Screen shots of user interfaces	View Document
ERP Document	View Document

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

Role and Responsibilities of Ant ragging minutes To look into various aspects of ragging, means and methods to prevent it, possible action that can be taken against those who involve in it, and action against offenders in the event of ragging To oversee and monitor the overall discipline of students in the college, and review it periodically. To take decisions and actions related to indiscipline activities of the students in the college as and when required.

2.Role and Responsibilities of Library Committee To purchase the books and magazines periodically to fulfill the requirements of University and AICTE. To meet regularly, to discuss about further developments in the library. To solve the issues and problems raised by the students and staff members.

3.Grievance Redresal Committee minutes All grievances/complaints about salary, payment, overtime, leave, Transfer, promotion, demotion, seniority, work assignment and reasonable orders, working conditions and interpretation of service agreement, etc., shall be made by the employee to the Employer, through proper channel consisting of the HOD/Section. It will be the duty of concerned authority to enquire or pass on the complain grievance to his Higher authority for disposal as per norms. All such complaints/grievances will be settled/responded to as SOO11 as possible, but in any case not later than 20 days from the date the grievance is reported.If a grievance arises out of an order given by an employee, the Said order shall be complied with before the employee concerned Invokes the procedure laid down for redressal of grievance. If, however, there is a time lag between the issue of order and its compliance, the grievance procedure may immediately be invoked, but the order nevertheless must be complied within the due date. If it is necessary for any employee to leave the office during working hours on call from the line manager, necessary permission of his superior shall be obtained. If, however, there is any complaint against any individual member .of the staff who is at the same level as the employee designated to handle the grievance, the employee may take up his grievance with the staff member at the next higher level, i.e., line manager. In case of any grievance arising out of charge sheet, suspension order, discharge or dismissal of an employee, the above mentioned Procedure shall not apply. Instead, the discharged or dismissed Employee shall have the right to appeal to the Management

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

WELFARE SCHEMES FOR FACULTY & SUPPORTING STAFF The following are the service benefits and welfare measures extended to the staff of the Institute: Financial support for attending /presenting paper at national & international seminars & Conferences. Financial support for publication of journals. The faculty members are eligible for availing Casual Leave of 12 days per year. The faculty can avail three permissions of each one hour duration during regular working time. Vacation leave for teaching faculty are 28 days in summer and Vacation leave for Non-teaching faculty are 7days in summer. On duty facility for doing higher studies. Fees reduction/ concession for faculty's ward are given, if admitted in our group of institutions. Free medical camps are conducted for teaching and non-teaching staff members by the college. Maternity Leave scheme for female staff. Transport facilities at free/ concessional in cost for All Non Teaching faculty. Issue of Uniform for Drivers, Attenders, Securities. Medical Leave scheme for continued illness / sickness. Salary advance to faculty on emergency Provision of canteen in the campus Grant of 5 days paid leave for marriage for the faculty , Administrative Staff, Maintenance, All the eligible staff members are covered under Employees Provident Fund Scheme as per the act, according to which persons. Dependents Creche and lactation support programs Faculty who scores more than 80% in API score will get an additional incentive increment of Rs. 2000/- per month. Faculty who scores between 60% - 80% in API score will get an additional incentive increment of Rs.1000/- per month. Incentive for acquiring Ph.D degree during service: Any faculty member who has been awarded Ph.D shall be given an incentive increment of Rs.3, 000/- to Rs. 8000/- per month. Any faculty member publishes a paper in a research journal will be given Rs. 1000/for first author and Rs 500/ for second author. Computer and internet facility to each faculty is provided.

File Description	Document
Link for Additional Information	View Document

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

Response: 19.33

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 last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	26	35	27	32

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

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	7	14	13

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

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

Response: 63.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
104	94	19	130	137

File Description	Document
Details of of teachers attending professional development programs during the last five years	View Document

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

Response:

Performance appraisal: Performance Appraisal of the faculty is prepared with various parameters which enlighten the efficiency of the faculty to be considered with a score of 100. Performance appraisal contains the following parameters. Examination results Students Feedback Interactive teaching approach Research papers and Journals Publication of articles and books Participation along with presentation in Conferences/Seminars/Workshops/Faculty development programmes etc. Examination duties assigned and performed Co Curricular/ Extra Curricular duties assigned by the college Assessment of the teachers by HOD Teacher's attitude commitment and achievement with regard to his non-teaching duties Consultancy R & D which also includes publication of papers, books, etc. The mandatory presentations he gives to his colleagues after his return from attending any programme. Every teacher has to submit a self-appraisal form at the time of his/her increment duly forwarded by the HOD. Functioning status: The scores of feedback are communicated to the faculty in a personal interview. Faculty is provided support and guidance for improvement. Guidance to Junior Faculty by the expert senior faculty of the same subject. Every teacher has to submit a self-appraisal form at the time of his/her increment duly forwarded by the HOD. Review of the performance appraisal is made by HOD, Director/ Principal and submits suitable suggestions to CMC. CMC review the reports and takes the necessary actions suggested by the Director. Based on the score achieved by the faculty financial incentives are provided. With a minimum of API score 40 normal increment is given. With an API score between 60-80 an extra incentive increment of Rs.1000/-will be sanctioned. With an API score above 80 an extra incentive increment of Rs.2000/- will be awarded.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and External audit mechanism exist financial matters. Institution regularly conducts internal and external financial audits for To evaluate the adequacy of internal control systems and management of funds. To ensure the compliance of the laid down policies and procedures as documented in the Project Implementation Plan and Financial Management Manual of the project. Internal Audit for Financial Matter: Internal audits are conducted by the Accounts Section of the College and Accounts Department at Head Office and the Chartered Accountant. In the finance committee meeting they discuss regarding Verification of Audited statements Budget proposal for the next financial year Income and expenditure for the current year Implementations/follow up for the suggestion given by the committee members Any variation of fee structure (examination fee) and remuneration for conducting exam will be placed before the committee for approval. External Audit for Finance Matter: Books of Accounts are prepared as per statutory requirement and audited annually by External Qualified Chartered Accountants. Methodology of audit: Vouching of all bank and cash transactions, Ledger scrutiny, analysis of fixed assets register, cash book, advance register, checking of bank reconciliation statement, scrutiny of all documents relating to purchase of fixed assets.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 5

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

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

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

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has classified each department as a separate cost centre and all the expenses incurred are debited. In the beginning of each year, every department furnishes revenue and capital budget which will be reviewed and approved by the management GB. Budget is reviewed by treasurer, secretary and principal on a quarterly basis. Whenever any deviation occurs in the budget, respective HODs have to address the issue and give justification so that subsequently the same will be approved. Following this procedure, unnecessary purchases are avoided and the available funds are effectively utilized. After the tuition fee collection, the institution will keep a fund that will be required for another 45 days as liquid money and the rest will be kept as fixed deposits according to the requirement. Due to this practice the college is able to earn an additional income as interests. To control all the above operations the institution maintains good stewardship. Alumni

association motivated for contributing financially for the development of students by sponsoring various activities such as workshops, seminars. Techfest and etc.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Institute has established recently the Internal Quality Assurance Cell with the following composition. IQAC Committee: Chairman: Principal of the College Convener: Academic coordinator of the College Members: All Heads of the Departments and two or three members from Industry/ Institutions. The policy of the institution with regard to quality assurance is: Fixing quality parameters for various academic and administrative activities. Monitoring the organization of class work and related academic activities. Conducting Internal Quality Audits periodically to verify the effectiveness of measures taken in reaching the quality parameters. Documenting various programs/ academic activities leading to quality improvement and reviewing their effectiveness in quality improvement/ sustenance All the decisions of the IQAC were approved by management for implementation and 90% of them were actually implemented. The following suggestions of the external members of IQAC have been implemented. Conduct of Industry related Certification Programmes. Conduct of faculty enablement programmes in collaboration with premier academic institutions Students and alumni contribute to the effective functioning of the IQAC? The student members of Class Monitoring Committees offer their observations / views for enhancing teaching – learning process and conduct of various co-curricular / extra-curricular activities in the institute Alumni are very active and productive in analyzing the requirements of external environment and attributes of the other colleagues and communicating the remedial measures to be taken up at institution level. Alumni are sensitizing the students by sharing their views in several interactive sessions with students and staff etc, every year. Staff contribution: The IQAC constituted different sub committees in which most of the staff members are involved in formulating and executing the decisions of IQAC. The decisions of IQAC are widely communicated to staff members through circulars/ notices. Academic System: IQAC is the main academic body to monitor and control all the academic related activities, including the preparation of academic calendar. IQAC is also responsible for faculty training in the usage of teaching tools in multimedia and The evaluation of student feedback, peer evaluation and effective counselling. Administrative System: By forming various administrative related Committees with defined duties and responsibilities of various activities. The student representation in college committees will strengthen the administrative system. Internal and external audit system for college accounts along with the computerization of all office functions Faculty is being deputed to various training programmes related to quality assurance procedures and standards. Best practice 1: Outcome Based Education Objectives of the Practice: To focus classroom instruction on the accomplishments i.e. skills/competencies those students must demonstrate when they exit. To provide instruction in order to enable students to understand the interrelationships among the social and cultural bases of human behavior. To equip students with knowledge of research methods appropriate to investigations in engineering and socio-cultural settings. To provide students with sufficient opportunities to practice using the new knowledge and skills that they gain, so that, under the faculty's guidance, they can explore and experiment with their new learning, correct errors, and adjust thinking. The Context The outcome based education model prescribes a core curriculum and other basic requirements. It defines the basic parameters for the outcomes of the program and more on specific outcomes and objectives. It requires the measurement of outcomes, looking for evidence that these measurements have been used to foster a quality improvement process. It is student centric and focuses on the outcomes achieved by the students. All stake holders are consulted prior to curriculum development: Faculty, Students, Industry, Management, Alumni, Parents, Government, Special interest groups. It encourages continuous improvement in curriculum. It assesses graduates in knowledge, skills and attitudes to be industry ready. The Practice The JBREC has introduced Outcome Based Education which focuses on measuring student performance based on the resources that are available to the students. OBE gives recognition to the students for the knowledge, skills and attitudes they have acquired. The college clearly defines vision, mission, objectives, outcomes and

strategies. The college implements OBE based learning in all the programs by defining respective program objectives, program outcomes and program specific outcomes. All the courses in each program are defined with a set of course objectives and outcomes. Each faculty will prepare course file for each course which contains Department vision, mission, course syllabus, individual time table, program objectives, program outcomes, various mapping matrices, unit plan, lesson plan, course plan, unit wise material, direct and indirect assessments, student grading sheet, surveys/feedbacks collected from students and CO-PO attainment sheet. Each faculty take responsibility as a mentor, counselor, facilitator, guide, assessor, evaluator, learner, and finally as a teacher in OBE system. The college collects the feedback from the students on course structure, infrastructure, faculty, information resources, evaluation, and on the overall OBE system, to establish quality and continuously improve the program. Correlation between vision, mission, PEOs, POs, COs & COs The assessment of student learning begins with educational values and is most effective in understanding of learning as multidimensional, integrated, and revealed in performance over time. The course outcomes were prepared by the action verbs of blooms taxonomy. The assessment of course outcomes are as follows: Direct assessment: Internal Mid Examinations and Assignments: Two Mid Examinations are conducted for students as prescribed by the university norms. There shall be 2 midterm examinations (each for 25 marks), along with 2 assignments in a similar pattern as above [1st mid shall be from 2.5 units, 2nd shall be from remaining 2.5units], and the average marks of the two examinations secured (each evaluated for a total of 25 marks) in each subject shall be considered as final marks for the internals. Each question in the mid exam is mapped to the course outcomes. It is expected that a student should score at least 80% of Maximum marks of the course for the attainment. End Semester Examination: For theory subjects the distribution shall be 25 marks for Internal Evaluation and 75 marks for the End Examination. It is expected that a student should score at least 40% of Maximum marks of the course for the attainment of course outcomes. The marks scored by the students in Internal Examinations, Assignments and End Semester exams are used to assess the attainment level of the whole course and the course outcome attainment level. Labs: For Labs, there shall be a continuous evaluation during the year for 25 internal marks and 50 end examination marks. Out of 25 marks for the Internal, day to day work in the Laboratory shall be evaluated for 15 marks and internal examination shall be evaluated for 10 marks conducted by the concerned laboratory Faculty. The end examination shall be conducted with external examiner and laboratory teacher. Evidence of Success The college has clearly stated all program outcomes, program specific outcomes and course outcomes for all programs. The faculty, industry and alumni are actively involved in preparing program outcomes, program specific outcomes and course outcomes of all programs in the college. The course outcomes of all the programs are made known to the students and staff by displaying in the website of the college. Individual copies of the regulation book are distributed to all the students which contain details of the course outcomes. Regulation books are also available in the library for student access. Orientation program for all the new students is conducted every year at the beginning of the academic year to educate about all course outcomes. At the beginning of the academic year all the faculty members will prepare the course files and laboratory manuals. Problems Encountered and Resources Required OBE is also called performance based education it emphasize in measuring out comes rather than inputs. OBE organize everything in a Educational system with a clear picture of curriculum, instruction and assessment to make sure the learning ultimately happens. OBE is an approach of planning, delivering and evaluating instruction that requires administrators, teachers and students to focus their attention and efforts on the desired results of education. OBE is underpinned by three basic premises: All students can learn and succeed, but not all in the same time or in the same way. Successful learning promotes even more successful learning. Institutes and faculty control the conditions that determine whether or not students are successful at institutional learning. OBE oriented teachers think about the individual needs of each student and give opportunities for each student to achieve outcomes at a variety of levels. Though it is claimed the focus is not on inputs, yet OBE is criticized for being used to justify increased funding requirements, increased graduation and testing requirements, extra burden on faculty, students and educational institutions, additional preparation, home work and increasing the amount of time spent by students, parents and faculty in supporting learning. Best practice 2: ELSDM Globarena E-Mentoring System (GEMS) is a high impact comprehensive learning solution to impart employability skills to upgrade student career prospects both for employment and higher education. GEMS prepare students to be job-ready through self-learnable programmes and online mentor interaction. Programmes are well researched, meticulously developed and continuously updated

File Description	Document
Link for Additional Information	View Document

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

Response:

The following methods are considered for formulating the policies on Teaching -Learning Process The intra semester and end semester feedbacks on all the subjects are taken from the students for every semester. The feedback is analyzed and evaluated on the scale of 10 and every teacher is provided with a copy of feedback for making necessary corrections. Further, teachers are counseled by the head of the department, Principal and Director if required. The academic coordinator also receives the feedback by interacting with a selected group of students from each class. Monitoring is also done through class monitoring committees (CMCs) to assess the uniformity in syllabus coverage, and also the quality of teaching. Annual review meetings are conducted to evaluate the knowledge and ability of the faculty in teaching, the quality of course material and assignments prepared by the faculty are assessed internally and suitable suggestions for enriching the course materials. Evaluation procedures and feedback The evaluation of faculty by the students through feedback forms is done twice in a semester. This feedback is analyzed and appropriate suggestions are given to the faculty by the HOD concerned and the Principal to see that they rectify the short comings. The feedback form mainly focuses on the various teaching skills of the faculty members, like presentation, communication, knowledge, content covered, innovative practices and laboratory work. The head of the institution interacts with few students of each class and takes the feedback on the teachers about the effectiveness of their classes and learning material provided. Performance and self-appraisals are taken from the faculty at the end of every academic year and their performance is evaluated. Based on the evaluation report faculty is counseled or penalized and their annual increments are sanctioned. Syllabus: JNTUH prescribed syllabus will be followed. Extra content shall be given based on the skills in demand for employment. Academic Calendar: Number of instructional days, contact hours per week to be followed as directed by JNTUH. Additional teaching hours

File Description	Document
Link for Additional Information	View Document

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

Response: 3.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	4	3	7	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Develop, strengthen, and implement academic programs that are responsive to the JBREC mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce. Enhance institute infrastructure to accommodate increase in intake, research, economic development, technology development and transfer; contribute to an enhanced quality of life in the region; and facilitate sustainable domestic and international economic development and competitiveness. Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally. Improve academic interaction and participation of institutes / universities of national and international eminence in order to facilitate learning, innovation and research. Continuous and involved participation in teaching learning process and research leading to joint mini and micro satellite mission with the participation faculty and students

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 14

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	1	2	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The institution has produced around 30% employment to woman. This is one way empowering woman. The Institution has introduced Gender Sensitization course for all branches under guidance of Jntuh. Safety and security: Women Empowerment Cell (WEC) has been constituted to empower and safe guard the rights of female members; faculty staff and students of the Institution. The WEC works to promote gender sensitivity in the Institution and produce harmonious atmosphere on the campus. It organizes workshops and sensitization programmes both for staff and students by eminent Psychologists and social workers. The committee also addresses similar kind of issues on various occasions like Women's day, Mother's day, Father's day, Orientation day. Basic Functions of Cell: Works to promote gender sensitivity in the Institution and conduct diverse programmes to educate, sensitize both male and female members The cell notifies its presence through posters, notices and interactive sessions and also creates awareness among the students and faculty on the repercussions they face, if they resort to harassment of any kind. It organizes workshops and sensitization programmes both for staff and students by eminent Psychologists and social workers. To look into the issues of women empowerment & protection and women safety and equitability of gender. Try to strive for women empowerment and creation of gender equitable JBREC Campus. Grievance Redressal Committee (GRC) : The Statutory Committee Grievance Redressal Committee (GRC) is formed as per Clause 1 of section 23 of the AICTE Act, 1987 (52 of 1987) AICTE. The Committee has been formed in order to ensure transparency by technical institutions imparting technical education in admissions, preventing unfair practices, complaints of alleged discrimination by students of Scheduled Caste, Scheduled Tribe, OBC, Women, Minority or Disabled Categories, scholarship issues and sexual harassment and to provide a mechanism to innocent students and stakeholders for redressal of their grievances. Basic Functions of Cell Any grievance reported is scrutinized and necessary actions are always taken by the Cell. In case of emergency, the principal conducts meetings and addresses the problems immediately. When a complaint is received by the cell, it conducts an enquiry to identify the gravity of the offence. Based on the firsthand information and prime-facie evidence, the

committee submits its report to the Principal for further action. No sexual harassment complaint has been recorded so far. b). Counseling : The WEC also attend to the Grievances of the aggrieved students and attend their problems. It also provides platform for social interactions and compatibility among the students. All proceedings of the counseling shall be recorded and signatures of participants shall be taken. The Cell will provide assistance to the Faculty/Colleges/Institute for taking preventive steps in the matter of gender discrimination and sexual harassment Common Room : The Institution has established a separate room (exclusively) to take rest, if required and it is produced with other facilities required for women. For any medical assistance the doctors from our sister establishment, Bhaskar Medical college, are always available

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 50

7.1.3.1 Annual power requirement met by the renewable energy sources (In Kilowatt)

Response: 60101

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 120203

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 11.43

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 5660

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 49529

File Description	Document
Details of of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

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

Response:

Waste Management steps including: Solid waste management: 1. The Green-colored dustbins are meant for wet and biodegradable wastes. 2. Pink dustbins are meant for disposal of plastic wrappers and non-biodegradable wastes. 3. Also meant for papers and glass bottles. 4. Cleaning or emptying of the dustbins is being done on a regular basis at 10:00 to 11am and 3:00 pm every day. Liquid waste management: Liquid waste from the points of generation like the canteen, laundry, and toilet is segregated and disinfected and let out as effluent into a common drainage facility. This liquid waste effluent could trigger various infections and can cause disease outbreaks among the people, if they end up in the some local water bodies like lakes, rivers etc., So sensing this danger, we own Effluent Treatment Plants (ETPs), for treating the waste water that can eventually be reused. E-waste management: In jbrece, there is a simple process of e-waste management .At the end-of computers useful life, they are collected from different locations of the campus by designated technicians and sent to Jbrece computer center. At the center, the computers are sometimes repaired and some are likely not repaired due to the level of damage. The un-repaired are inspected by the authorities and it's open for disposal through contractors or vendors, who pay certain amount of money to dispose them.

File Description	Document
Link for Additional Information	View Document

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

Rainwater harvesting is a technology used in our campus to collect, convey and store rain water for later use from relatively clean surfaces such as a roof, land surface or rock catchment. RWH is the technique of collecting water from roof, Filtering and storing for further uses. Rainwater Harvesting is a simple technique of catching and holding rainwater where its falls. Either, we can store it in tanks for further use or we can use it to recharge groundwater depending upon the situation. RWH system provides sources of soft, high quality water reduces dependence on well and other sources and in many contexts are cost effective. RWH system is economically cheaper in construction compared to other sources, RAINWATER HARVESTING SYSTEM There is enough open space and mud paths to harvest the rain waters There is enough extent of plantation to reduce evaporative loss and soil erosion Rainwater harvesting structures to conserve rain water Swales are been constructed for harvesting rain water

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

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

Response:

Students, staff using a) Bicycle: The Institution is Providing bicycles for the attenders. implementing innovative methods to reduce vehicle fuel usage b) Public Transport The full fledged Transport department functions in college with 16 buses to provide transport facility to students and staff from various places. c) Pedestrian Friendly roads: The goal of these Pedestrian friendly roads is to preserve and enhance pedestrians and to encourage walking as an attractive means of transportation as well as for leisure, recreation and health.

PLASTIC FREE CAMPUS: Our college encourages students and staff not to use plastic bags. The security guard makes sure that no one enters the college campus with polythene bags. Students must be educated on the harmful effects of plastics. The management should conduct awareness programmes. **PAPERLESS OFFICE:** For the paperless office, our faculty using hard drive server for data sharing. For making paperless office, we are sharing documents using official emails. **GREEN LANDSCAPING WITH TREES AND PLANTS:** Environment consciousness is enshrined in the mission of the college and tree plantation is the major concern of the management to maintain the pristine purity and beauty of the college to provide a congenial atmosphere for the academic and non-academic pursuits. Felling of one tree for the construction of building to meet the growing academic requirements is replaced by planting a few trees on the campus. Green audit of the campus is carried out by the staff periodically by supervising the maintenance of the existing trees and locating places for planting new trees. Areas are assigned to NSS Volunteers and the departments for planting, watering, weeding and maintaining the plants, greens, herbs and trees.

File Description	Document
Link for Additional Information	View Document

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

Response: 0.01

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

2016-17	2015-16	2014-15	2013-14	2012-13
.15	.14	.12	.11	.09

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Resources available in the institution:

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for divyangjan	View Document

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

Response: 26

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 28

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 47

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

The Institution organized following national festivals and birth/death anniversaries of the great Indian personalities. REPUBLIC DAY 2017 NATIONAL YOUTH DAY (SWAMI VIVEKANANDA BIRTHDAY) SUBHAS CHANDRA BOSE BIRTHDAY NATIONAL SCIENCE DAY WOMEN'S DAY INTERNATIONAL DAY OF YOGA INDEPENDENCE DAY OF INDIA TEACHERS DAY GANDHI JAYANTI CHILDREN'S DAY 2017 ENGINEERS DAY Full details are attached in Any additional information file below.

File Description	Document
Any additional information	View Document

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

Response:

HUMAN VALUES Values form the basis for all our thoughts, behaviors and actions. Once we know what is valuable to us, these values becomes the basis, the anchor for our actions. We also need to understand the universality of various human values, because only then we can have a definite and common program for value education. Then only we can be assured of a happy and harmonious human society. Morals Morals are the welfare principles enunciated by the wise people, based on their experience and wisdom. They were edited, changed or modified or evolved to suit the geography of the region, rulers (dynasty), and in accordance with development of knowledge in science and technology and with time. Morality is concerned with principles and practices of morals such as: What ought or ought not to be done in a given situation? What is right or wrong about the handling of a situation? And What is good or bad about the people, policies, and ideals involved? VALUES A value is defined as a principle that promotes well-being or prevents harm.” Another definition is: Values are our guidelines for our success—our paradigm about what is acceptable.” Evolution of Human Values: The human values evolve because of the following factors: The impact of norms of the society on the fulfillment of the individual’s needs or desires. Developed or modified by one’s own awareness, choice, and judgment in fulfilling the needs. by the teachings and practice of Preceptors (Gurus) or Saviors or religious leaders. Fostered or modified by social leaders, rulers of kingdom, and by law (government) Professional ethics Profession is a commitment to a designated and organized occupation by virtue of being an authority over a body of knowledge with requisite skills acquired through specialized training. An occupation becomes a profession when a group of people sharing the same occupation work together in a morally acceptable way with members setting and following a certain ethics code. A professional is a practitioner belonging to a specific profession. Professional ethics, as opposed to personal values and morality, is a set of ethical standards and values a practicing engineer is required to follow. It sets the standards for professional practice, and is only learned in a professional school or while practicing one’s own profession. Today, it is an essential part of professional education because it helps students deal with issues they will face. The objectives of this course on ‘Professional Ethics and Human Values’ are: To understand the moral values that ought to guide the profession, Resolve the moral issues in the profession, and Justify the moral judgment concerning the profession. It is intended to develop a set of beliefs, attitudes, and habits that engineers should display concerning morality. The prime objective is to increase one’s ability to deal effectively with moral complexity in managerial practice. Alternatively, the objectives of the study on Professional Ethics may be listed as: (A)Improvement of the cognitive skills (skills of the intellect in thinking clearly) Moral awareness (proficiency in recognizing moral problems) Cogent moral reasoning (comprehending, assessing different views) Moral coherence (forming consistent viewpoints based on facts) Moral imagination (searching beyond obvious the alternative responses to issues and being receptive to creative solutions) Moral communication, to express and support one’s views to others. (B)To act in morally desirable ways, towards moral commitment and responsible conduct Moral reasonableness i.e., willing and able to be morally responsible. Respect for persons, which means showing concern for the well-being of others, besides oneself. Tolerance of diversity i.e., respect for ethnic and religious differences, and acceptance of reasonable differences in moral perspectives. Moral hope i.e., believes in using rational dialogue for resolving moral conflicts. Integrity, which means moral integrity, and integrating one’s professional life and personal convictions.

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC template)

Response:

Best Practice 1: Title of the Practice: OUTCOME BASED EDUCATION Objectives of the Practice: To focus classroom instruction on the accomplishments i.e. skills/competencies those students must demonstrate when they exit. To provide instruction in order to enable students to understand the interrelationships among the

social and cultural bases of human behavior. To equip students with knowledge of research methods appropriate to investigations in engineering and socio-cultural settings. To provide students with sufficient opportunities to practice using the new knowledge and skills that they gain, so that, under the faculty's guidance, they can explore and experiment with their new learning, correct errors, and adjust thinking.

Best Practice 2 1. Title of the Practice: Placement Based training in Engineering Education Objectives of the Practice: The main objective of this practice is to improve the academic standards and to provide all the academic facilities to the students based on today's need of the Software industry/hardware Industry into which the students enter after they complete the course. The purpose of the Training and Placement is to guide students to choose right career and to give knowledge, & skilled manpower which requirements of the Industry standards.

Best Practice 3 1. Title of the Practice: LIFE SKILLS & EMPLOYABILITY SKILLS - LIFE SKILLS HUB: Objectives of the Practice: LIFE SKILLS HUB - This Programme is intended for the purpose of "Introduction, Implementation of Life Skills & Employability Skills training for students in the main stream four year under graduation courses of Joginpally B.R Engineering College The objective of this Life Skills HUB is to enable the students to learn and practice Life Skills, Leadership skills and Employability Skills. This helps the students to be more competent in dealing with the day to day challenges and lead a positive life in order to achieve their desired Career & Personal goals. Life skills can act as a single capsule for teaching students' art of life and giving solution to most of their problems. It develops the way of seeing problems and letting to prepare to handle difficult situations. It provides intrinsic motivation for growth and progress. The main Objective of the LIFE SKILLS HUB is to transform the Students and the Institution by adapting a structured implementation strategy using experiential learning methodology, NLP techniques, Training and principles of Coaching for imparting life skills & behavioral competencies. The Underlying principle behind this program is to adapt co-creative relationship & collaborative learning strategies to allow students to come-up with more innovative learning ideas. Lab Sessions are delivered with activities, videos, real-life case studies and assessments. Supporting materials include articles, eBooks, audio & video clips, worksheets and case studies. Life skills have the ability to bring tremendous modification in engineering student's behavior and their way to approach engineering field, job market and finally their life.

Best Practice 4 1. Title of the Practice: Empowerment of Students and Teachers through Synchronous & Asynchronous Instructions (National Mission on Education through ICT (NME-ICT) of MHRD)) Objectives of the Practice: An important initiative has been taken by IIT Bombay and IIT Kharagpur to work with Engineering Colleges in the country to enhance the teaching skills of faculty colleagues in core Engineering and Science subjects. this project is called 'Empowerment of Students and Teachers through Synchronous and Asynchronous Instruction; two-week ISTE workshops are conducted during the vacation periods in summer and winter. The lecture transmission and live interaction takes place in distance mode using the AVIEW technology through internet, at the selected remote centers across the country, for each workshop, there will be a faculty to be assigned as Workshop Coordinator for that subject, who will help in conducting laboratories and tutorials at each center. The trained Coordinators then act as Workshop Coordinators during the main workshop, liaising between the participants at their Remote Centers and IIT BOMBAY and IIT KHARAGPUR. During the main workshop, the Workshop Coordinator at every center supervises the tutorials and laboratories. As a result of this Methodology Empowerment of Students and Teachers of Joginpally B.R.Engineering College, Hyderabad, India, through Synchronous & Asynchronous Instructions are utilized in the learning and Teaching methods to improve the subject knowledge and used to implement OBE model for better attainment values for Course Outcomes and Programs Outcomes for courses in the areas of Electronics and Communication engineering, Electrical and Electronics, Computer Science and Engineering and Mechanical Engineering Education at Undergraduate level.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

7.3. Institutional Distinctiveness (20) Group Insurance facility is provided to all the the students and faculty. Details of Student Group Insurance claim details are attached in Any additional information file below. Vision: The Jbrec vision is to provide safety to all students and staff. Objective of the Institute: Student Safety Insurance policies are offered to students and can be availed by educational institutions such as schools, colleges, etc. for the benefit of their students. This policy is issued under the name of the educational institution and the claim is paid out to the guardian or parent of an affected student. Once the institution purchases a Student Safety Insurance, all the students in the institution will be covered. In order to cover additional students, the institution will have to pay additional premium. Features of Student Safety Insurance Policy Cover: Under this policy, the students will be covered against loss of one or both limbs, one or both eyes, one limb and one eye, partial disablement, permanent disablement and also in the event of death. Policy Period: the Student Safety Insurance policy covers a period of 12 months. Policy Amount: This insurance policy is offered at a policy amount up to Rs. 5, 00,000 Renewal: In order to renew the policy you can approach your insurance provider before the date of expiry of the same. Claim intimation: Generally, the insurance provider has to be informed of the accident, death or injury to the insured within seven days of its occurrence. Eligibility of Student Safety Insurance Policy: All the registered students in the educational institution that avails this insurance scheme are eligible to avail the personal accident benefits offered under the same. Student Safety Insurance Policy Exclusions The following are exclusions under the policy for which you cannot make a claim: During the period of disability, the student cannot claim multiple compensations from different clauses under the policy. Payment made after claiming 50% - 100% of the Sum Assured will be excluded. Claims that exceed the Sum Assured under the policy, in the same time of availing the insurance, will be excluded. Suicide attempt, illegal/ criminal acts, injury or loss caused due to the influence of drugs or alcohol, insanity, etc. is not covered under this policy. Any claim related to pregnancy is not covered under this scheme. Any injury or loss arising out of war or nuclear activities is also excluded from the cover. Documentation The following documents will be required to claim the benefits under this life insurance policy. For Death Caused by an Accident Claim form duly filled by the concerned educational institution (school/ college, etc.) Medical bills and other documents pertaining to the treatment (originals) X-Ray and report, if any Certified post-mortem report copy Certified death certificate copy Certified copy of the Police FIR Certified copy of 2 months' attendance list from the concerned educational institution. For Injury Caused by Accident and Consequent Hospitalization Claim form duly filled by the concerned educational institution (school/ college, etc.) Claim form or medical report duly filled by the concerned medical practitioner. Medical bills and other documents pertaining to the treatment (originals) X-Ray and report, if any Certified copy of the Police FIR Certified copy of 2 months' attendance list from the concerned educational institution.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The institute is imparting technical education since one and half decade in rural area despite many constraints and serving the society.

Concluding Remarks :

The JBREC is having clearly defined vision and mission statements striving to impart good quality education. Being adopted with best practices like Outcome based education, CRT, welfare schemes to both faculty and students is expecting to fulfil the stake holder needs and aspirations. JBREC cordially invites NAAC peer team to visit the campus and evaluate, asses for accridiataion process.

NAAC