

CRITERION VI - GOVERNANCE, LEADERSHIP AND MANAGEMENT

KEY INDICATOR - 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

Vision of the Institution

To establish a pedestal for the integral innovation, team spirit, originality and competence in the students, expose them to face the global challenges and become pioneers of Indian vision of modern society.

Mission of the Institution

- To become a model institution in the fields of Engineering, Technology and Management.**
- To impart holistic education to the students to render them as industry ready engineers.**
- To ensure synchronization of institute ideologies with challenging demands of International Pioneering Organizations.**

The Mission of the institute is not only to promote Quality Management Education but also research programme culminating with technological advancements to keep pace with global educational standards. The intellectual capital of the students should be useful to the society in transforming them as vibrant leaders of Industry.

GOVERNANCE AND LEADERSHIP:

The faculties of the department are highly encouraging in participation of Institution activities such as members of Board of Studies, Academic Council, Committees, etc. The following are the various bodies and committees that are participated by the faculties for effective decision making.

1. Governing Body: Tenure (Yearly)
2. Academic Council: Tenure (Yearly)
3. Finance Committee: Tenure (Yearly Twice)
4. Planning Committee: Tenure (Yearly)
5. Class Review Committee: Tenure (Every Semester)
6. Strategic Plan Committee: Tenure (Yearly)

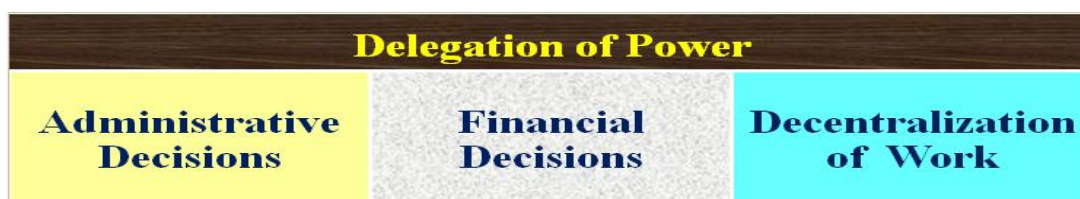
Faculty Administrative Powers

- Decentralization is in place in MRCET for faculty to play an active role in infrastructure building.
- Faculty members are encouraged to participate & lead various academic & administrative roles to deliver high quality education to our students.
- All faculty members are part of faculty council headed by the Principal.
- Faculty council is responsible to take & implement decisions in terms of course design, curriculum, pedagogy, examinations, discipline, student faculty interaction, new developments in teaching-learning infrastructural issues and various other dynamics.
- All faculty members participate, debate, discuss & give suggestions in faculty council meetings which occur on regular basis, almost two times a month.
- Faculty inputs are given due importance and faculty member's contribution is considered for continuous improvement & development of the Institute.

Faculty Financial Powers

- Institute also encourages decentralization in terms of financial powers to the Principal, Head of department and in-charges of various teams and committees.
- Conduction of faculty development programs (FDPs), Research Conferences / Seminars, Travel grant, new books etc.
- The committee's recommendations upon various financial requirements and the adequate allocations related to academic resources of the department will be accepted and approved by the Principal.
- Engagement of Resource Persons, Visiting faculty.
- Inviting Industry experts for corporate-Academic interface.
- Conduction of research conference, Seminars, student activities and Industrial visits.
- Even for Strategic development & long terms objectives, faculty inputs are encouraged.
- Recommendations for Infrastructural developments, regular maintenance in department by the faculty committee's are getting approval from Principal on Priority basis.
- Library committee is playing a very active role in enriching our Library in terms of addition of books, periodicals, e-books, purchase of new case studies, journals.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management



- The powers of decision making is delegated to Head of the institution i.e. The Principal by which the key areas like Institution administration, University compliances, Institution Strategies and Policies, Financial Matters, Research & Development, Government & Social interface and other proceedings in the office are executed for smooth functioning of the institute .
- To facilitate and maintain the efficiency to implement the above areas of activities, dedicated specialized administrative committees are formed. They are Academic Review Committee, Class Review Committee, Examination Cell, Project Review

Committee, Training Committee Placement Cell, Disciplinary Committee, Grievance Redressal Committee, Women Protection Cell, and Cultural Committee.

- The Institute has a set of well defined policies of Governance that have been framed in close consultation with the stake holders.
- These policies are communicated to faculty members at regular intervals.
- Students are briefed about these policies during the orientation in the beginning. Thereafter, faculty members remind the students from time to time regarding the importance of adhering to these policies.
- There are policies pertaining to faculty members conduct, employment process. Joining and separation policies, maternity benefit policy, leave policy, internet Policy and Performance Management standards.
- The Disciplinary Committee framed the policy regarding the anti-ragging to make the campus Ragging free zone.
- The Academic Committee prepared the policy regarding the academics of the Institution in line with the Industrial needs.
- Examination Cell has framed policy for valuation, paper setting, and proper conduction of exams, Malpractices, and results.
- Library Committee has framed the policy which would ensure the Institutional Library has all prescribed books relating to all functional areas.
- Training and Placement Cell has developed well thought out policy to make all students undergo training in soft skills and domain areas to get them placed in well reputed MNCs.

Decentralization of Power

- All faculty members are given certain administrative responsibilities.
- The delegation of responsibilities leads to transparency, faculty development and faculty enrichment.
- The institute follows delegation, decentralization and empowerment policies while entrusting the responsibilities to faculty and staff.
- In view of above, the institute plans and declares various academic committees covering both faculty and administrative staff.
- The collective decision making is encouraged at all levels.
- Decisions taken by different committees are deliberated at the level of Principal's office
- In most cases, the decisions are taken with collective wisdom.

Committees

- In addition to teaching, the faculty members are involved in Research, Training, Administration of academic matters and consultancy.
- The faculty members through various committees in coordination with fellow faculty fraternity carry out different academic activities.
- The faculty members are involved in multiple activities including teaching, research, training, admissions, administration and Industrial consultancy.
- They are mainly responsible for designing course curriculum, revision, proposal and introduction of new courses, delivery of program, and continuous assessment.
- The different academic activities are carried out by the faculty members through various committees in close co-ordination with the students.

Decentralization, delegation of power and Collective decision making

1. Academic Review Committee: Tenure (Yearly)
2. Class Review Committee: Tenure (Every Semester)

3. Cultural Club: Tenure (Every Semester)
4. Training and Placement Cell: Tenure (Yearly)
5. Examination Cell: Tenure (Yearly)
6. Disciplinary Committee: Tenure (Yearly)
7. Project Review Committee: Tenure (Yearly)
8. Grievance Redressal Cell: Tenure (Yearly)
9. Women Protection Cell: Tenure (Yearly)

KEY INDICATOR - 6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 The institutional Strategic/ Perspective plan is effectively deployed

Higher level academic committee consisting of Principals, Directors and senior professors after in-depth discussions and by considering vision, mission, quality policy, core values, social factor and SWOC (Strengths, Weakness, Opportunities and Challenges) analysis established a strategic plan with well defined objectives and mechanism for its effective implementation and monitoring.

The Institution successfully implemented strategic measures for improving academic performance through training. The department launched A to Z Programmes mainly focus on development of skills among students. All faculty has taken responsibility to design and implement the specific programmes on a specific strategic dates.

The Institution incepted regular skill enhancement events covering various domains in management practices. The students will explore business problems, critical thinking and decision-making process through management events such as PEDex Talks (Role playing), Reports and Case Study analysis, Emerging Young Executive and Young manager. Value-based leadership concepts are covered in Common Man to Great Man (CM to GM) and nurturing dynamics abilities. Events such as Human Resource Summit, Budget Talks throw a light on global business process, economic standards of a county and fiscal policy. Students lead themselves from the front and make others follow in teams during events such as Dare It, JAM, One-stop Shop, Vision to Vision and Zeal. In order to develop innovative practices and developing knowledge in events such as Business Quiz, Add Super Start, Wealth out of Waste and Unique Selling Proposition are initiated. Overall skill projection of basis of life long practices is developed from events such as Start-ups, Industrial visits, graduation-day ceremony, Know You Career (KYC) and LEAD.

Plan of action for effective academic semester proceedings

Departmental Action Plan

Departmental Action Plans	Period	Remarks
Course choices from faculty members	2-3 weeks prior to the commencement of semester	Course choices are requested from faculty members for the forthcoming semester.
Work Load Distribution	2-3 weeks prior to the commencement of semester	Allotment of courses is done by the HOD based on the faculty members' specialization or based on the expertise on a particular Course.
Timetable Uploading	1 week prior to the commencement of	Time table is prepared by the Time-table committee and the same is uploaded in the

	semester.	University ERP.
Course File	1 week prior to the commencement semester	Course files are collected from the faculty members for their respective courses
Commencement of first spell of Instruction	As per academic calendar	Distribution of preface to the students to give orientation about the subjects.
Completion of 1 unit	4 weeks from commencement of classes.	Covers the theoretical concepts of the related subjects and classroom activities for personality development.
Completion of 2 ½ units.	8 weeks from commencement of classes.	Conducting classroom test for completed portion and preparing them for Mid I exams by discussing important questions.
Mid I exam	As per academic calendar	Question papers are collected from subject faculty and sent to exam branch through HOD.
Commencement of second spell of instruction	As per academic calendar	Evaluation of answer scripts and Gap analysis for assessment of performance of students.
Workshops and seminars	10 th week from commencement of classes	Conducting workshops to enhance the soft skills of students and improve presentation skills.
Completion of 5 units	15 th week from commencement of classes	Syllabus coverage and case study analysis based pedagogy for understanding the theoretical concepts.
Model papers discussion	16 th week from commencement of classes	Previous years question papers are discussed with the students and prepare them for End exams.
Mid II exam	As per academic calendar	Question papers are collected from subject faculty and sent to exam branch through HOD.
Preparation holidays	As per academic calendar	Course handouts and model papers of the related subjects are distributed to the students.
Conduct of End semester exams	As per academic calendar	Conducting exams
Address by HOD to the students	Last day of the exam	Address by HOD to the students regarding the upcoming academic activities of the next semester.

Support to Weak and Bright Students

Category	Method of categorization	Extra care taken for students
Weak students	Current CGPA <6	<ul style="list-style-type: none"> Identify the courses in which student is weak. Additional time is provided by the faculty member for better understanding. Extra counseling to motivate students and guide students for better preparation. More test and assignment are given. Mentors are facilitated to understand personal and professional difficulties of students.
Bright	Current	<ul style="list-style-type: none"> Supplementary assignments are provided to develop skills

students	CGPA>7.5	<p>on complex problems solving.</p> <ul style="list-style-type: none"> • Fast learners are given practical applications scenario to implement in the laboratory. • Extra classes for advance topics. • Special guidance to publish papers and carried out innovative projects. • Allowed to take up fast track programme to complete the MBA Program in two years.
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6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup appointment and service rules, procedures, etc.

ORGANIZATIONAL STRUCTURE

- Governing Body
- Chairman / Secretary.
- Principal
- Administrative
- Academic
- Accounts
- Library
- Advisory
- Committee
- Head Clerk ALL HODs Accounts Librarian & Office Section

GOVERNING BODY

The Governing Body is a group of persons constituted for the purpose of administering institutional development activities. As far as Decision making process is concerned, Board members are giving relevant guidelines for Academic affairs, Faculty Recruitment, Infrastructure, Budget and promotional matters.

Identity:

- The Governing Body of the institute is the blend of Corporate Professionals, Academicians, Practicing Managers, Management Members and highly qualified Administrators.
- The Institute believes that Governing Body is significant to review its policies, procedures and strategic objectives for the well being of the stakeholders in attaining the Institute's strategic intent.
- To keep all the above issues aligned with the expectations of industry and academia, we have given importance to constitute the Governing Body in the following composition.
- The Governing Body shall have at least eleven members including the Chairman and the Member-Secretary. The Registered Society / Trust shall nominate six members including the Chairman and the Member-Secretary, and the remaining five members shall be nominated

ACADEMIC COUNCIL

The Academic Council will be solely responsible for all academic matters, such as, framing of academic policy, approval of courses, regulations and syllabi, etc. The Council will involve faculty at all levels and also experts from outside, including representatives of the university, industry and the government. The decisions taken by the Academic Council will

not be subject to any further ratification by the Academic Council or other statutory bodies of the university.

FINANCE COMMITTEE

The Finance Committee will advise the Governing Body on financial matters and shall meet at least twice a year. Finance Committee will propose the budget of the institution for construction, purchase of books, consumables etc., depending upon the finance available. The Committee formulates and approves the budget estimates department-wise for purchase of lab equipments, consumables and non-consumables, year to year. The Committee estimates the probable inflows and outflows for the Institution and arrives at the budget.

PLANNING COMMITTEE

The Planning Committee is very important for establishing a path of progress for the institution from time to time. It should also monitor the progress from time to time. The Committee plans major things such as addition of new UG/PG programme and/or applying for additional intake for the existing programmes. It also plans the building required in the campus as also the need for adding facility to the students to concentrate on their education.

CLASS REVIEW COMMITTEE

The vital function of this committee is to maintain close rapport with the students. The committee will observe, understand the feelings and discuss difficulties experienced by the students in both teaching and any other matters for finding corrective measures. The co-curricular and extra-curricular activities will be discussed with the members for selecting, scheduling and conduction of the programs. This enhances the motivation and improves the performance of the students

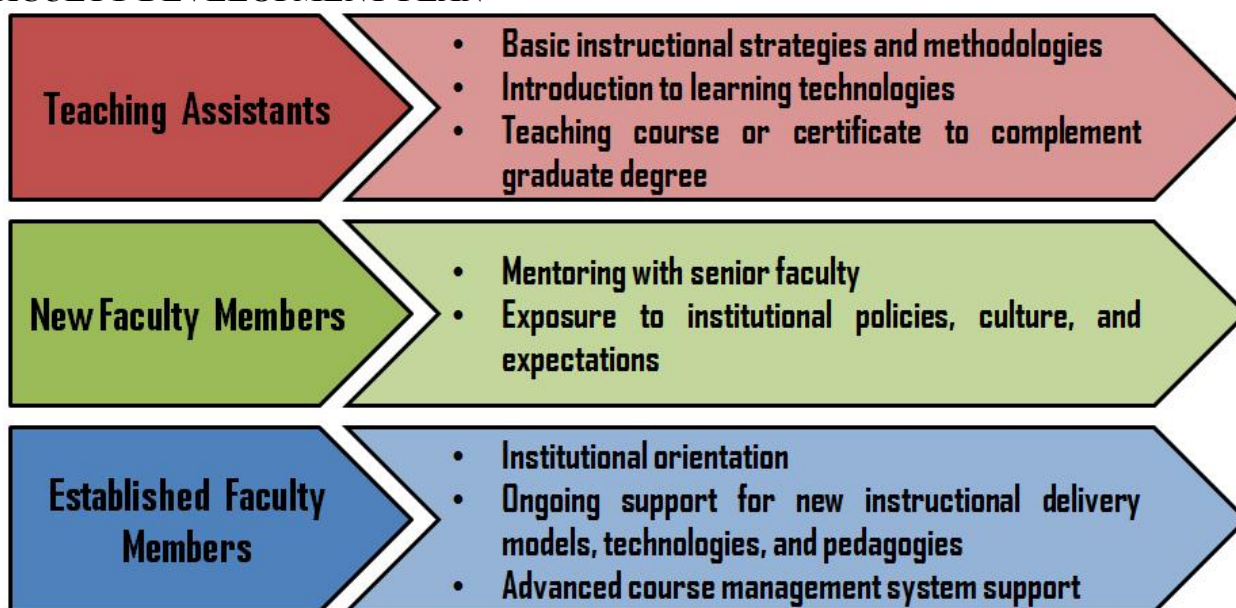
SERVICE RULES

<https://mrcet.com/downloads/Service%20Rules%20-%20MRCET.pdf>

POLICIES

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FACULTY DEVELOPMENT PLAN



Duties and Responsibilities of Head of Department	Head of Department is overall responsible for establishing an ideal learning environment and promoting the departmental activities to achieve its objectives.
Duties and Responsibilities of Year Coordinator	Year Coordinator is responsible for the efficient conduct of all academic activities pertaining to curriculum and student development.
Duties and Responsibilities of Class In-Charge	The Class Coordinator is answerable to Head of Department for following duties. The class coordinator has to ensure about maintenance of student list and their database in the Class Teacher Book.
Duties and Responsibilities of Mentor	The Mentor is responsible for the batch of students assigned for the entire academic year and is answerable to the HOD
Duties and Responsibilities of Examinations In-Charge	Examinations In-charge is overall responsible for the evaluation system.
Duties and Responsibilities of Training and Placement In-Charge	Training and Placement Officer is responsible for the student training active to enhance their skills for better career opportunity.

6.2.3 Implementation of e-governance in areas of operation:

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

All of the above

KEY INDICATOR - 6.3 FACULTY EMPOWERMENT STRATEGIES

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

The College Management provides the following welfare activities to the staff:

- Transport facility
- Health care
- Provident Fund
- Reprographic facility
- Dress code for class IV and supplied free of cost to the employees

The welfare activities to the students:

- Transport
- Free Medical Aid
- Canteen
- Reprographic facility etc

6.3.2 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Conference/ workshop attended for which financial support provided

Name of the Faculty	Department	Name of conference/ workshop attended for which financial support provided
2016-17		
Dr. B. Jyothi	ECE	International Conference Communication, signal Processing, Computing and Information Technologies(ICCSPCIT-2016)
K. Mallikarjuna Lingam	ECE	International Conference Communication, signal Processing, Computing and Information Technologies(ICCSPCIT-2016)
D.Asha	ECE	International Conference Communication, signal Processing, Computing and Information Technologies(ICCSPCIT-2016)
Dr.GS Naveen Kumar	ECE	International Conference Communication, signal Processing, Computing and Information Technologies(ICCSPCIT-2016)
Dr. Deva Prasad	MECH	AIMTDR – 2016
Dr.SeshaTalpaSai	MECH	AIMTDR – 2016
Dr.S.Shanthi	CSE	2nd IEEE International Conference on Next Generation Computing Technologies (NGCT - 2016)
Dr.S.Shanthi	CSE	IEEE Region 10 Conference (TENCON) 2016, Malaysia
Mr.G.Ravi	CSE	International Conference on Communications, Signal Processing, Computing and Information Technologies (ICCSPCIT-2016)

6.3.3 Number of professional development/administrative training programs organized by the Institution for teaching and non teaching staff during the year
Data Requirement:

Professional Development Programme Organised for Teaching Staff

Title of the professional development Programme organised for teaching staff	From (DD.MM.YY)	To (DD.MM.YY)
2016-17		
Three days Faculty Development Programme on “Best Practices in Teaching”	27.04.2017	29.04.2017
Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	30.01.2017	04.02.2017
Two Days Workshop On “Android App Development”	14.10.2016	15.10.2016
Two days workshop on Hadoop	22.07.2016	23.07.2016
CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	16.07.2016	16.07.2016
Analog and digital CMOS IC design flow using mentor graphics	09.06.2016	10.06.2016
Two days Faculty Development Programme on “Cloud Computing”	08.06.2016	10.06.2016

Professional Development Programme Organised for Non-teaching Staff

Title of the administrative training Programme organised for non-teaching staff	Department	From (DD.MM.YY)	To (DD.MM.YY)
2016-17			
Analog and digital CMOS IC design flow using mentor graphics	ECE	09.06.2016	10.06.2016

6.3.4 Number of teachers undergoing online/ face-to-face Faculty Development Programmes during the year
(Professional Development Programmes, Orientation/Induction Programmes, Refresher Course, Short Term Course etc.,)

2016-17

Name of the Faculty	Title of the Programme	Department	From (DD.MM.YY)	To (DD.MM.YY)
Ch. Sirisha Rani	Two-day faculty development program (FDP) on Innovative Teaching Techniques	H&S	20.06.2017	21.06.2017
M. Jyothsna	International Conference on Transformations in Engineering Education (ICTIEE 2017)	H&S	06.01.2017	08.01.2017
Dr. V. Neeraja	International Conference on Transformations in Engineering Education (ICTIEE 2017)	H&S	06.01.2017	08.01.2017

M Nani Kishore	International Conference on Transformations in Engineering Education (ICTIEE 2017)	H&S	06.01.2017	08.01.2017
Mr. T. Srinivas	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Prof. P. Sanjeeva Reddy	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Dr. S. SrinivasaRao	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mr. K.Murali Krishna	Two week ISTE STTP on CMOS mixed signal RF VLSI Design	ECE	30.01.2017	04.02.2017
Mrs.B.Jyothi	Two week ISTE STTP on CMOS mixed signal RF VLSI Design	ECE	30.01.2017	04.02.2017
K. Mallikarjuna Lingam	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mr. G. S.Naveen Kumar	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mr. M. Ramanjaneyulu	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mrs.P.Anitha	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mr. M.Arun Kumar	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mr. M.Sreedhar Reddy	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Mrs.P.Swetha	Two week ISTE STTP on CMOS mixed signal and radio frequency VLSI design	ECE	30.01.2017	04.02.2017
Ms. D.Asha	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mrs. M.Anusha	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design” - Teaching assistant	ECE	30.01.2017	04.02.2017
Mr. K.Suresh	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design” - Teaching assistant	ECE	30.01.2017	04.02.2017

Mrs. N. Saritha	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mr. T. VinaySimha Reddy	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mr. K.D.K. Ajay	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mr. R.Chinnarao	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mr. V. Shiva Raj Kumar	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mrs. K. Swathi	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mr. T. Srinivas	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
CH.Kirankumar	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
K.L.N.Prasad	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
E. Mahendar Reddy	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
V. Lokeshwari	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
HimaBindu.M	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Rajani.S	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design”	ECE	30.01.2017	04.02.2017
Mr. N. Ramesh	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design” - Teaching assistant	ECE	30.01.2017	04.02.2017
Mr. O. Saidulu Reddy	Two –Week ISTE STTP on “CMOS Mixed Signal and Radio Frequency VLSI Design	ECE	30.01.2017	04.02.2017
V. Lokeshwari	Five day FDP on PROTOCOLS & Architectures for wireless sensor networks	ECE	28.11.2016	02.12.2016

K. Mallikarjuna Lingam	Advanced Programming Techniques with MATLAB	ECE	16.09.2016	16.09.2016
Mr. G. S.Naveen Kumar	Advanced Programming Techniques with MATLAB	ECE	16.09.2016	16.09.2016
Mrs. N. Saritha	A one Day workshop on “Advanced Programming Techniques with MATLAB”	ECE	16.09.2016	16.09.2016
Mr. K.D.K. Ajay	A one Day workshop on “Advanced Programming Techniques with MATLAB”	ECE	16.09.2016	16.09.2016
Mr. T. Srinivas	A one Day workshop on “Advanced Programming Techniques with MATLAB”	ECE	16.09.2016	16.09.2016
V. Lokeshwari	Advanced Programming Techniques with MATLAB	ECE	16.09.2016	16.09.2016
Prof. P. Sanjeeva Reddy	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Dr. S. SrinivasaRao	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
K. Mallikarjuna Lingam	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Mr. G. S.Naveen Kumar	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Mr. M. Ramanjaneyulu	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Mrs.P.Anitha	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Mr. M.Arun Kumar	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Mrs.P.Swetha	CAS/PhD forum organized by IEEE CAS/EDS chapter, Hyderabad	ECE	16.07.2016	16.07.2016
Ms. D.Asha	CAS Ph. D Forum, Organized by IEEE CAS/EDS chapter, Hyderabad Section	ECE	16.07.2016	16.07.2016

KEY INDICATOR – 6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.4.1 Institution conducts internal and external financial audits regularly

The institution always monitors the effective and efficient use of available financial resources for the infrastructural development and teaching learning process. Each and every paisa spent for the development is properly auditable by the chartered accountant.

The College has a governing body consisting of university AICTE nominee, management representatives and other industry and Academic members. Every financial year budget proposals including Income & Expenditure details being submitted by the college to the governing body for their consideration and approval. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building infrastructure and other maintenance expenses. In the college there is an internal (Financial Committee) constituted which would examine the budget proposals, receipts, bills and vouchers and supporting documents for the year. The financial committee after they scrutiny they may advice concerned departments for any possible improvement.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

- Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management.
- College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.
 - As the institution is self financed and sponsored by the society and the institution being already 14 years old, the complete civil infrastructure is already in place and hence the total tuition fee collected from the students is more than adequate to run the institution including recurring & non-recurring expenditure.
 - New renovated Blocks were allotted in order to improvise the quality standards of Management Education for ever demanding facilities like Training Facilities, Board Room, HOD Room, Labs, Modern Seminar Hall, and class rooms with relevant Furniture, Beautification, Hostel Facility and advertisement expenses for promoting different programmes and activities of the Institute.
 - Adequate budget has been allocated towards various Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programmes and subsidized transport for the entire course.
- The expenses will be monitored by the accounts department as per the budget allocated by the management.
- The depreciation costs of various things purchased in the preceding years are also worked out.
- The budget utilized for recurring and non-recurring expenditure under the following heads:
 - Salaries – Salaries has been disbursed as per AICTE norms.
 - The budget has been utilized for conducting and organizing Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programmes and subsidized

transport for the entire course as per the recommendations of the HOD's based on the curriculum requirement.

- Administrative Expenditure - budget has been utilized in meeting day to day expenses in running the institution.

Internal audit Process:

All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process is being followed for the last five years.

External:

The College has submitted the budget proposals and income & expenditure statements to the Audit Committee for the necessary audit.

External Audit Committee has visited the college for the purpose of verification of income & expenditure details and committee will authorize the income & expenditure account for that particular financial year.

Audit Objections:

There are two major areas in our college where audit objections are expected these are in the case of

- a) The Computer & Software, Due to rapid technological advancements in the field of computer systems & software the existing equipment is getting obsolescent very fast requiring changes in the systems configurations/versions for their up gradations. Because of this fact college has been requesting the audit committee to revise the depreciation applicable for this fixed asset which would reflect realistic worth of these fixed assets.
- b) Library Books, Learning Resources and Equipments. As our college is affiliated to JNTU the curriculum is normally being revised with a frequency of 2-3 years. Hence the library books, learning resources and lab equipment are getting obsolete because of the revision of syllabus. To-accommodate this rate of depreciation needs to be enhanced significantly to meet the requirement.

Link:

Audit Statements

<https://mrcet.com/AuditStatements.html>

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the year (not covered in Criterion III and V) (INR in Lakhs)

Data Requirement:

Name of the Non-government funding agencies/individuals/ philanthropists	Funds/ Grants received (Rs.)
2016-2017	
Solar Semiconductor Private Limited Non-government agencies)	35,000

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

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

As our college is self financing institution, affiliated to JNT University, we get the income mainly from tuition fee receipts, as fixed by State Government. The college is also receives amount through bank loans to meet the expenditures for running the institutions. The expenditure mainly consists of salary payments, laboratory infrastructure & building infrastructures and maintenance. For meeting the expenses if there is any deficit of funds, the same is met by the funding from CMR Educational Society which runs our institutions.

Optimum utilization of funds is ensured through:-

- Technical Fests
- Management Fests
- HR Summit
- Industry interaction
 - Industrial Visits
 - Guest faculty from industry
- Seminars and awareness
 - Prototype displays
 - Artificial Intelligence
 - Robotics Lab
 - Electronic Devices & Circuits
 - Embedded Systems
 - EDP
 - Start-ups Programmes
- Training Programmes
 - Skill Enhance Programmes
 - Placement
- Transportation
 - Purchase of New Vehicles
 - Repairs & Maintenance
- Innovation Cell
- International Conferences
- FDPs/Refresher Courses
- Virtual Training Platforms (Office 365)
- Licensed Software
- Library Software
- Purchase of new Books as per revised syllabus
- Sports equipment and Ground maintenance

KEY INDICATOR - 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 visible in terms of –

Incremental improvements made for the preceding year with regard to quality (in case of first cycle)

Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

MRCET attempts to chisel out the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

The IQAC at MRCET was constituted on 16th September, 2015. Since then, it has been performing the following tasks on a regular basis:

1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in the MRCET Computer Centre, or through email to the Coordinator, IQAC at iqac@mrcet.ac.in.

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities:

- (a) Annual Quality Assurance Report
- (b) Self-Study Reports of various accreditation bodies (ISO 9001, UGC 12b, NAAC, NIRF, NBA)
- (c) Performance Based Appraisal System for Career Advancement Scheme (CAS)
- (d) Stakeholder's feedback
- (e) Process Performance & Conformity
- (f) Action Taken Reports
- (g) New Programmes as per National Missions and Govt. Policies

IQAC is involved in improving Standards in different spheres of academic and administration as follows:

- Encourage the faculty to attend Faculty Development Programs, Orientation Programs.
- Motivating the students to undergo online certification programs and career guidance programs.
- Conducting student training programmes for increasing the chance of employability

- Feedback is taken from the parents during Parents meet and during the study period of their children.
- Does continuous assessment of students through examination results, curricular and co-curricular activities. Through faculty SAR and feedback reports from the students the quality of the faculty is measured.

Contribution of IQAC in enhancing awareness about Student Support Services

- The students are thoroughly aware of available services for them like Canteen, Library and Reading rooms, Hostels, Games and Sports, Transportation, Healthcare, Computing, Internet facilities, NSS, NCC etc. and they are actively participating and using all such Services.
- Students are trained by CRT programs for increasing the chances of employability and by T-HUB cell for improving their entrepreneur skills.

COMPREHENSIVE STUDENT MONITORING SYSTEM

Objectives:

The objectives of the comprehensive student monitoring system are:

- To monitor the students regularity & discipline
- To enable the parents to know about the performance & regularity of their wards.
- To counsel and direct the students to achieve the intended goals.

The college has an effective and automated Student Information System for recording student's attendance as well as performance in the internal Exams being conducted in each semester. Following is the procedure followed to enhance the performance of the students.

- The teacher takes students attendance in every class during the first five minutes, and after the class completion enters the list of absentees in the academic activity register to enable the head of the department to monitor the students in each period of the day.
- Daily attendance report sent to parent as a message.
- The class in-charges prepare the monthly attendance of the students for each section and send the information to the parents of defaulters through proper channel.

The following measures are being taken for improvement of the attendance of the Students:-

- The concerned teacher enquires and counsels the student if he is absent for two continuous classes.
- The class-in charge enquires and counsels the student if he is continuously absent for more than two days and directs him to HoD for necessary action.
- The HOD warns the student if he is absent continuously for more than one week and informs the parents about his irregularity.
- The HOD calls the parents of a student if he is absent continuously for more than two weeks, enquires the reason and advises them to take care of their ward.
- The HOD forwards the details of a student to the Principal for further action if he is absent continuously even after informing his parents.
- The HOD and the class in-charge counsel the students regularly, assist them insolving their personal & academic problems and give career guidance.

- The teachers identify the slow learners of the class and assist them in improving their performance by providing required help.
- Every student participates in the events conducted in the college or other college with the prior permission of the concerned HOD.

Evidence of Success:

- Improvement in attendance of the students speaks volumes regarding steps taken for monitoring the students.
- Decrease in detention rate justifies the mechanisms adopted for monitoring the students.
- Enhancement in performance of the students due to regular monitoring and discipline in the college is an evidence of success of the practice.

The following are the students support and progressions during the academic year 2019-2020:

- 1) Every Department uploads complete digital material and question bank to the college website for students to improve their respective academics.
- 2) Institution uses ENTERPRISE RESOURCE PLANNING (ERP) software, provides login credentials to the students that facilitates to know their respective internals, external exam results, cumulative attendance reports and placement details respectively.
- 3) A new computer lab was inaugurated in this 2019-2020 Academic Year, which is used to conduct CAMPUS RECRUITMENT TRAINING (CRT) programs respectively.

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The institution follows the academic calendar which is released by the Affiliating University. The same calendar will be published in the prospectus and website of college before the beginning of every academic programme. This calendar will help the students, parents and teachers to plan for their academic year. Each department in the college functions according to the teaching plan, course plan prepared at the department level. The course work is distributed to each and every faculty member by the head of the department. The faculty members follow a lesson plan which consist the details regarding institutional objectives to be achieved, details of contents to be covered, the types of teaching aids and the logistics to be used inside the class room.

IQAC provides the development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution. It also imparts knowledge through team work and persistent efforts. It also promotes art of infrastructure through the collaborations with research and consultancy. These activities also promote good relationship with the industries and society in appointing experienced and expert faculty to upgrade their expertise in their concerned areas. It also guarantees timely, efficient and progressive performance of academic as well as financial tasks.

A. Adherence to Academic calendar

The institute has a well-defined standard operating procedure to develop the academic teaching plans and it follows a well-defined academic calendar. The activity calendar shows the start and end of each semester stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation.

Each Department prepares its own action plan in alignment with to University academic calendar University prior to the commencement of the semester. Action plan includes major routine tasks for timely execution of the teaching/learning and other academic activities such as, Periodical Project presentation, conducting Meeting, Periodical student feedback, etc. for smooth execution of Teaching & Learning process.

Plan of action for effective academic semester proceedings

Step 1: Course subject choices from faculty members

The faculty is given a chance to give their subject options prior to the commencement of the semester. This practice of the institute gives faculty an option to decide on the subjects which they are strong at and prepare for the same.

Step 2: Work load Distribution

Based on the options given by the faculty and also the faculty expertise in their respective subjects chosen, the Head of the institution allots subjects to the faculty.

Step 3: Uploading time table

The year coordinator prepares the time table considering the subjects allotted to the faculty. The time table reflects the distribution of each subject for each section, name of the subject faculty and duration of each class period.

Step 4: Semester Course file

The subject faculty prepares the course plan by defining the course goals, determine the content of the course and also develop teaching methods and tools.

Step 5: Summer vacation

Vacation slot is prepared by Head of the Department to enable the availability of the few faculties in the department for academic purpose.

Step 6: Commencement of Classes

The subject faculty distributes preface to the students to give orientation about the subjects. The preface covers the objective of the subject, course outcomes of each unit and the reference books to be followed.

Step 7: Conducting Midterm examinations

First Midterm examinations are conducted after 8 weeks of commencement of classes and second midterm after 16 weeks of the semester. Midterm question papers are collected from subject faculty and sent to exam branch through HOD.

Step 8: End of the second spell of instructions and commencement of end examinations

Model papers are discussed with the students and special classes are taken for clarification of doubts (if any). End semester examination time-table is circulated and posted on the notice board for information to the students. Preparation holidays are given to the students and end Semester Examinations are conducted.

Step 9: Commencement of next semester

On the last day of the examination the Head of the Department addresses all the students and briefs them about the commencement of the next semester. Students are given instructions and also a glimpse of the upcoming academic activities of the next semester.

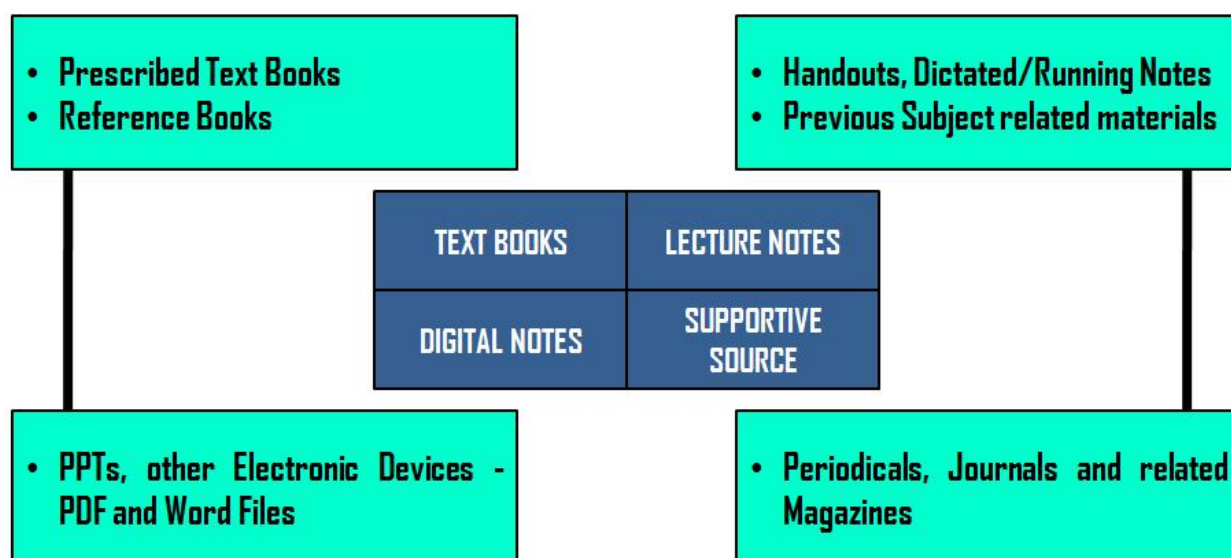
B. Improving instructional methods and using pedagogical initiatives

Pedagogies play an important role in delivering of content and it varies with the audience. Course allocation is made based on the choice/ expertise of the faculty members one month before the commencement of semester. Once the courses are allocated, the faculty members prepare a detailed course plan, assignments questions, quiz questions etc. for a particular course. Course handout and materials are prepared keeping in mind the lesson plan and course outcomes. Course handout and any other related material are uploaded on the Learning Management Systems (LMS). Faculty members use various pedagogical methods for effective teaching learning process. A well-defined process for course allotment and load distribution is adopted at the department level. Three to four choices are solicited from the faculty members.

Various pedagogical initiatives to achieve the outcomes of teaching are:

1. Citing real world examples for application based courses
2. Power point presentation
3. Access to study material in website
4. Case studies & result analysis
5. Project based learning
6. Research based learning (ARA, BBP, SDA, IE)
7. Workshops
8. Expert talks
9. Group discussions/tasks
10. Use of LCD projectors and provision for interactive teaching learning.
11. Assignments based problem solving
12. Laboratory/ video based demonstration

Types of Teaching Material



Effectiveness of the Programme Design

Step 1: Subject Division

The subjects are to be divided into two categories, which are theoretical and mathematical. Then, the faculty members are requested to give their preferences (at-least 3 subjects) in each category. With that list, the HOD finalizes the subjects by considering the specialization of the staff, experience and other workload of staff etc.

The subjects are allocated well in time so that the faculty can prepare the course plan consisting of course delivery methods, assessment plan, assignment frequency. And the same is monitored by the HOD before commencement of the class. Weekly progress is also monitored and reported.

Step 2: Time Tables

The time table is framed by the Department Timetable Committee consisting of 2 senior Associate Professors and it has to be approved by the HOD. The primary requirement of the timetable is to ensure that it enables students to complete core units in a course level, to satisfy course rules and to complete elective combinations that are specified by course regulations to fulfill the requirements of the award.

Step 3: Session Plan

A Session plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful Session plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help the teacher in determining, the kinds of teaching and learning activities he/she uses in the class, while those activities will define how to check whether the learning objectives have been accomplished.

Step 4: Lecture Notes

Lecture Notes provide a record of the lecture content. It is prepared for all the courses by the concerned faculty members who are teaching the specific courses. It helps the students to learn and remember the ideas and facts presented. Reorganized or edited notes may form the basis for integrating all course materials and information. Notes encourage the students to take an active thinking part in the lecture and to do reference. It is also important to specify the references at the end of each topic for clarity and information.

Step 5: Assignments

Periodical Assignments are given by the faculty in the respective subjects for their knowledge improvement and evaluation.

Framing of Assignments:

- Consider the learning objectives.
- Design assignments that are interesting and challenging.
- Double-check alignment.
- Provide information about the appropriate format and presentation (e.g., page length, typed, cover sheet, bibliography)
- Indicate special instructions, such as a particular citation style or headings
- Specify the due date and the consequences for missing it
- Articulate performance criteria clearly
- Indicate the assignment's point value or percentage of the course grade
- Provide the students (where appropriate) with models or samples

Step6: LCD Projector

The LCD is one of the most frequently used tools in education and training today. It may be facing a challenge from the data projector, but it is still more flexible and useful for all except uninterrupted, rehearsed presentations. The LCD is usually under

the control of the teacher: this means that it is by default an instrument of teacher-centered instruction. The teachers can develop its use as a tool of session management. Switching it on, for example, is likely to send the message, "Now get ready for some input from me", and can be used to curtail discussions which are veering off the point.

Step 7: Websites

The list of Websites that have to be referred for a specific topic are specified by the faculty for student's reference and perusal.

Step 8: Students Handbook

Students are given the Course Material for reference and also soft copy of the notes is forwarded by the faculty. The course material consists of the lecture notes and previous question papers. The material is also uploaded in the college website so that students can download and refer whenever required.

Step 9: Content Delivery

Content delivery is the most essential aspect in the entire of teaching process, it enables the teachers to initiate innovative and best teaching practices so as to match the course outcomes. The department initiates and encourages the teaching fraternity to enhance several tools for the effective results.

1. Audio Visual Aids:

They are very powerful teaching tools. AV aids should be used to enhance the lecture by offering clarification of material in the lecture, and are particularly useful for students whose preferred learning style is visual.

2. Black board Teaching:

The Black board Learning System allows instructors to post course information and course materials, readings and assignments and provides functionality for basic discussion and other collaborative tools (from Blackboard).

3. Regular assignments:

Assignments help the students to better understand, analyze and improve the presentation of the given topic in the concerned subjects. As per JNTU curriculum, assignments are a part of program curriculum as per R13 regulation. But right from the inception of the department, assignments are included in the program curriculum to improve the students understanding capabilities.

4. Continuous Evaluation:

Student's academic performance is to be evaluated continuously and update to the students and parents to put them in the right direction in order to achieve their goals.

5. Tutorials:

As per JNTU curriculum, tutorials are a part of program curriculum. The main purpose of having tutorials for most of the core engineering subjects is to apply the concepts of the concerned subjects learned in the regular classes and able to solve complex engineering problems related to that subject.

6. Beyond the Syllabus

The outcome of any program is to mould and nurture the student who can be an all-rounder in all aspects be a successful engineer. This is possible if few additional instruments are added to bring the best of every student inherent intellectual talents. The following is the co- curricular activities designed by the department:

- i. Student Seminars
- ii. Seminars by Experts
- iii. Industrial Visits
- iv. Workshops

- v. Indian and International Context of Course Material
- vi. Personality development Programs (PDP)
- vii. Personal Effectiveness (PE)
- viii. Summer Internship Program (SIP)

C. Methodologies to support weak students and encourage bright students.

Faculty members identify the list of weak and bright learners of their respective courses. Broadly the identification based on student's assessment through Quizzes conducted after completion of 50% of each unit. Students are also assessed through lectures and lab classes, assignments, Mid-I and Mid-II results. The mentors regularly monitor the progress of their mentees. The class teachers along with mentors assess the progress of the students after every midterm exam and the parents are intimated on the same.

Support to Weak and Bright Students

Category of learners	Method of categorization	Extra care taken for students
Weak students	Current CGPA <6	<ul style="list-style-type: none"> • Identify the courses in which student is weak. • Additional time is provided by the faculty member for better understanding. • Extra counseling to motivate students and guide students for better preparation. • More test and assignment are given. • Mentors are facilitated to understand personal and professional difficulties of students.
Bright students	Current CGPA >7.5	<ul style="list-style-type: none"> • Supplementary assignments are provided to develop skills on complex problems solving. • Fast learners are given practical applications scenario to implement in the laboratory. • Extra classes for advance topics. • Special guidance to publish papers and carried out innovative projects. • Allowed to take up fast track programme to complete the MBA Program in two years.

Outcomes of action taken for weak students:

Based on the extra care/ initiatives taken for slow learner students the academic performance gets improved. The actions taken by the institution is proven to be effective with respect to the following points:

- Improvement in students' academic performance/technical skills.
- Improvement in quality of Projects and presentations in seminars.
- Improvement in personality development of individual student.
- Enhances the scope for career advancement of each student.

Support to Bright Students:

Bright students are found on the basis of their class performances, involvement in classroom, internal assessments and grades. The following facilities are there for bright students to apply their learning on various platforms:

- Extra assignment to enhance complex problems solving skills.

- Extra counseling to motivate students to take up advanced study or take-up projects
- Involve fast learners for peer tutoring the slow learners or junior students
- They are encouraged to finding the solution of complex problem/innovative projects.
- They are given open ended/challenging lab based problem
- Bright and diligent students are motivated and inspired to get university ranks.

D. Quality of Class Room Teaching

The teaching by the faculty in the class, with the effectiveness is signified with learning outcomes. The faculty who motivate, differentiate, make content relevant and leave no student behind are more important. Activating a student oriented rather than a task-oriented classroom requires more of connect, a professional relationship with the student. Critical thinking must be one of the prime qualities of the student as it is among the first causes for change.

Efforts to keep students engaged in the class room

- Recap of previous lecture
- Outlines of current session.
- Learning goals and focusing on related course outcomes of session
- Revision of lecture
- Legibility in writing on the board (letter size and thickness)
- Delivery pace and its balance with clarity
- Board Planning & Management - with static part holding important concepts.
- Use of ICT tools in the classroom
- Clarity in used terms and abbreviations
- Use of English for instruction
- Illustration and use of relevant and real-life examples
- Linking lecture with previous and next lectures

E. Student feedback of teaching learning process and action taken

Purpose of Student feedback

In the pursuit of continued academic program quality and excellence and framing the curriculum to suit the academic and industry front, the students will play a very vital role and it emerges the following.

Student feedback should be a key feature of any Institutes' quality management processes and has two main purposes.

1. The enhancement of the student experience
2. To assure the Institutes 'standards and quality of its provision

Our Institutes Procedure to obtain Student Feedback

The following principles were set out by the Student Feedback and delineate the basis for obtaining and using student feedback within the Institution.

- Students will have the opportunity to have their views represented in decisions which may affect them. This is achieved through the Student representation on various Institute Committees.
- Students at our Department have the right to have their views carefully considered and to receive information on results of the feedback provided and any action taken as such.

- Enhancing the student experience relies on improvement being made during the period of study for students whose views are listed.
- Students are expected to adopt a responsible and thoughtful attitude when providing feedback.
- Methods of collecting student feedback should seek to ensure that the student is able to express their views freely without fear of being disadvantaged and that the method of collection and analysis is free from the risk of distortion and manipulation.
- Methods of collecting student feedback should be appropriate to both purpose and situation.

Student feedback within the Department will be pursued through a strategic approach to the collection of student views. The framework will make ensure that student opinion is gathered in a structured way throughout the department and avoid duplication.

Student Council (SC): The SC has been established with the objective of involving students, the primary stakeholders in Quality sustenance and enhancement of the Institution. The SC comprises of students from various programs. The SC has been established on 15th September 2017. The SC meetings are held every fortnight. And wide range of issues were discussed and acted upon. The meetings generated ideas for enhancing Quality culture such as promoting ethical values, learning innovations, establishing clubs for tapping talent, promoting reading habits, eco-consciousness, etc.

The Feedback mechanism has been designed to be comprehensive in terms of its coverage of various areas of assessment and also the stakeholders. Feedback is collected from students, parents, alumni, industry/Institutions, Academic peers and Faculty .

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

All of the above