Self Study Report (SSR) for National Assessment and Accreditation Council (NAAC) Accreditation

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Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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Preface

Executive summary

SWOC

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PREFACE

Geethanjali College of Engineering and Technology (GCET) was established in the year 2005, sponsored by Teja Educational Society. Geethanjali College of Engineering and Technology is recognized by AICTE and approved by State Government. GCET received permanent affiliation from Jawaharlal Nehru Technological University-Hyderabad, Hyderabad (JNTU-H) in less than ten years of its existence. Subsequently, the college has been granted “Autonomous” status by UGC.

GCET offers B.Tech (UG) Programmes in CSE, ECE, EEE, ME, and CE Disciplines. It also offers PG programmes in M.Tech (CSE), M.Tech (ES), M.Tech (VLSI-SD), M.Tech (Power Electronics) and MBA.

GCET is recognized under section 2 (f) & 12 (B) of the UGC Act, 1956 vide letter No. F. No. 8-485/2014 (CPP-I/C) dated 13 January 2015 by University Grants Commission, New Delhi. Presently, the college is under the category "Non-Government Self Financed" colleges providing quality education in various specializations in Engineering up to Master’s degree to make it eligible to receive central assistance.

GCET was established with a vision to disseminate knowledge and skills to students, who eventually contribute to the well being of the people of the nation and global community. GCET inculcates the spirit of high ambitions, healthy attitudes, discipline and multi-dimensional excellence in the students and strive hard to mould them to scale new heights. The value-based technical education provided by the college in a congenial and conducive environment expands the horizons of the students.

The college was established with an initial intake of 240 students in three (3) Disciplines namely, ECE, CSE, and IT. Currently the student intake is 996 with five UG programs and five PG programs.

GCET is pleased to submit Self Study Report (SSR) of the Autonomous College for accreditation. The SSR of the college has been prepared as per the norms of National Assessment and Accreditation Council (NAAC) applicable to “Autonomous Colleges”.

Dr. Udaya Kumar Susarla
Principal
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Cheeryal (V), Keesara (M), Medchal Dt. TS-501301
1. List of Acronyms Used

AICTE : All India Council for Technical Education
B.Tech. : Bachelor of Technology
CACG : College Academic and Career Guidance
CACHE: Centre for Advancement of Career and Human Excellence
CE : Civil Engineering
CSE : Computer Science and Engineering
CSI : Computer Society of India
DHE : Department of Higher Education
DST : Department of Science and Technology
DW : Disabled Welfare
EAMCET: Engineering Agriculture Medical Common Entrance Test
ECE : Electronics and Communication Engineering
ECET: Engineering Common Entrance Test
EDC : Entrepreneur Development Cell
EEE : Electrical and Electronics Engineering
EWS : Economically Weaker Sections
F : Female
GATE / CAT : Graduate Aptitude Test in Engineering / Common Admission Test
GCET : Geethanjali College of Engineering and Technology
GPF : General Provident Fund
HODs : Heads of Departments
ICET: Integrated Common Entrance Test
ICT : Information and Communication Technology
IEEE : Institute of Electrical and Electronics Engineers
IETE : The Institution of Electronics and Telecommunication Engineers
ISR : Institutional Social Responsibility
ISTE : Indian Society for Technical Education
JNTUH : Jawaharlal Nehru Technological University-Hyderabad
LIDAR : Light Detection and Ranging
MBA : Master of Business Administration
M : Male
ME : Mechanical Engineering
MW : Muslim Welfare
MM : Muslim Minority
NAAC : National Assessment and Accreditation Council
NEN : National Entrepreneur Network
NSS : National Service Scheme
OBC : Other Backward Communities
OHP : Overhead Projector
OPAC: Online Public Access Catalog
PGECET: Postgraduate Engineering Common Entrance Test
PG : Post Graduate
SC : Scheduled Castes
SIRO : Scientific and Industrial Research Organization
SSR : Self Study Report
ST : Scheduled Tribe
SWOC : Strengths, Weaknesses, Opportunities and Challenges.
TEQIP : Technical Education Quality Improvement Programme
TIME : Triumphant Institute of Management Education Pvt. Ltd.
TSCHE: Telangana State Council for Higher Education
UG : Under Graduate
UGC: University Grants Commission
2. Executive Summary

Geethanjali College of Engineering and Technology (GCET) was established in the year 2005, with JNTUH as the affiliating University. The college was granted “Permanent Affiliation” in Jan-2015. Three of its UG programs, namely, B.Tech ECE, B.Tech CSE, and B.Tech EEE were accredited by NBA for a period of three years in July 2015. B. Tech CSE and B. Tech ECE were first accredited in July 2012. The college was conferred with autonomous status by UGC with effect from Academic Year 2016-17 for a period of six years.

The college offers UG programs in CE, ME, ECE, CSE and EEE disciplines and PG programs in ES, VLSI-SD, PE, CSE specializations and MBA. It has a total sanctioned intake of 840 students for UG programs and 156 students for PG programs. All programs are self financed and are covered under UGC Autonomous status. All programs are offered under CBCS and semester system. A brief summary of SSR, criteria-wise is given below:

CRITERION I: Curricular Aspects

In the process of curriculum design and moving forward towards the objective of preparing students who would be able to contribute significantly for the development of our nation in particular, and the world in general, the Governing Body (GB) of the college, the College Academic Council (CAC), and Board of Studies of each department perused the curriculum, guidelines and academic regulations prescribed by the affiliating University, JNTUH and other reputed institutions including a few well known universities abroad. The main frame of the program and course structure and the syllabi are within the framework of the norms stipulated by UGC and AICTE. The defining element of this document is "Choice Based Credit System (CBCS)".

The curriculum was designed to taking feedback from all stake holders and facilitate students obtain liberal education, which has the potential to broaden their perspective and transform the world. The curriculum offers various designated courses namely, Hard Core, Soft Core, Basic Sciences Core, Engineering Sciences Core, Social Sciences and Humanities Core along with Professional Electives, and Open Electives. These courses are introduced with an objective of enabling the students to go for further specialization in their chosen field of interest.
Some of the mandatory non-credit courses suggested by AICTE have been taken as credit based mandatory courses by the institute to ensure seriousness of participation amongst the students in these courses. The proposed curriculum is structured with five theory and three laboratory courses from second year first semester onwards up to fourth year first semester except in one semester, while in First year, five theory and four laboratory courses to facilitate more practical oriented teaching and learning with an emphasis on local and global needs. The introduction of Open Elective courses along with Foreign Language promotes the philosophy of liberal education. Academic flexibility is maintained through a wide range of courses offered across departments. Another noteworthy feature is introduction of employability skills courses.

CRITERION II: Teaching-Learning and Evaluation

Teaching - Learning

Teaching-Learning is based on outcome based education, which is student centric. Program educational objectives and program outcomes are clearly articulated. Courses are designed to meet these program objectives and outcomes. Course outcomes are then clearly written along with assessment methods which would be used to gauge the learning of the students.

The theory courses predominantly follow lecture method that promotes analytical thinking, comprehension and reasoning. The lab courses provide experimentation, analytical thinking, creativity and innovation to a little extent and help develop required skills for an in-depth understanding and comprehension of the course.

Faculty members of the college adopt various teaching methods in addition to lecture method. Class room teaching is supplemented with additional learner-centric activities such as case study analysis, seminar, simulation exercises, problem solving through tutorials and assignments, and discussions.

In addition, guest lectures, field trips, and visit to some industries also help students acquire the required comprehension of the course and its application for societal development.
In some courses mini project supplements students with an ability to define a problem, use various design techniques and implementation through hands on experience, which facilitates students to explore.

Students are encouraged to use online databases and domain specific e-resources which enable them to go beyond the prescribed curriculum.

**Evaluation**

In the evaluation pattern used, continuous internal evaluation (30%) and external evaluation (70%) gauge the knowledge and skills acquired at various levels of the courses and program. For continuous internal evaluation, subjective tests, objective tests, assignments, day-wise assessment in the laboratory are taken into account. As part of subjective and objective tests, two mid-semester examinations are conducted and their average is considered.

For external evaluation, external examiners are appointed who are provided guidelines to prepare the theory Question papers such that they

- follow Bloom’s Taxonomy,
- prepare questions that clearly measure course outcomes and program outcomes,
- questions uniformly distributed across the syllabi (course description),
- provide scheme of evaluation to avoid the evaluator’s bias.

Final grades are awarded for Students’ performance, as per UGC guidelines.

Evaluation of the answer scripts are conducted through external evaluation. These evaluation reforms and continuous assessment of the process will be effectively and efficiently carried out by the experienced faculty. The Examination Branch of the institute has adequate infrastructure and experienced staff to implement the assessment and evaluation practices used by reputed institutions globally.

**CRITERION III: Research, Consultancy and Extension**

**Research and Consultancy**

GCET has an in-house R & D Centre. It has a research committee with senior faculty members to promote research culture among the faculty and students. They also give guidance to publish quality technical papers in various reputed journals and conferences. The management encourages
the faculty to take up projects which will meet the needs of industry/society. The faculty’s project proposals are reviewed by the committee before they are submitted to the funding agencies. The college has been recognized as Scientific and Industrial Research Organization (SIRO) by DSIR, Govt. of India. DST has sanctioned two projects, one for an amount of Rs. 34.5 lakhs, which has been successfully executed, and another for an amount of Rs. 21.5 lakhs, currently under execution. A few more projects are under active consideration by various funding agencies.

- Over the past four years, the faculty have published more than 450 papers in reputed national/international conferences and journals.
- Ten faculty members were awarded Ph.Ds while working in our college. Our faculty guided three Ph.D scholars who were awarded Ph.D.
- Currently, more than fifteen scholars who have registered for Ph.D under various universities are being guided.
- More than thirty faculty members are pursuing Ph.D in various reputed institutions.

Faculty members are encouraged to participate in FDPs, Conferences/Seminars to pursue research, which would eventually percolate to the students. Management supports research by awarding special incentives in the form of cash and special/sabbatical leave. The college encourages interdisciplinary research between different departments and also with external organizations. College subscribes to various reputed journals such as IEEE, Science Direct, Springer etc. to enrich research capabilities among its faculty and students. Industrial experts are invited to the institution for interaction with faculty and students to promote industry-based research. To strengthen R & D, efforts are underway to establish linkages with Osmania University and JNTUH, Hyderabad.

College has an incubation centre, though it is in its infancy stage. The objective of this centre is to deliver the knowledge/ technology to the needs of appropriate organizations/society. The college also signed MoUs with reputed organizations to partner in project execution and to strengthen research/academic knowledge. The college is rendering consultancy services to industry.

Extension
As part of institutional social responsibility, the college helps the neighborhood community network through NSS cell of the college. It conducts book distribution campaign for
underprivileged government school children, distributes basic amenities for the Mid-day meal scheme, conducts Blood Donation Camps, organizes various health camps, and visits to old-age homes/orphanages in the nearby villages.

**CRITERION IV: Infrastructure and Learning Resources**

The college has excellent infrastructural facilities. It develops the infrastructure as per the norms of AICTE and the affiliating University. Enhancement of the infrastructure is made as and when new programs are started or when the intakes of the programs are increased. Our policy, in this regard is driven by the need to promote good teaching learning environment. Some of the recent initiatives taken include of use ICT for academic purposes including teaching and learning, providing internet access to students and faculty, developing laboratories as per changing curriculum requirements.

The college conducts general medical check-up for students and staff. Eye camps, dental camps and health survey are organized by our NSS unit. Emergency medical assistance is provided at a nearby hospital with which the college has a tie-up.

Dedicated facilities for promotion of interest among students in sports and cultural activities are made available. A qualified physical director oversees the sports and games activities. A sports committee makes arrangements for students to participate in various sports and games events-Intra mural, Inter-college and University tournaments.

The college has a literary club and a fine arts club to encourage students to participate in literary and cultural activities. These clubs help to bring out the latent talents of the students and hone them. These facilities also serve to enhance the aesthetic sense of the students and promote their holistic growth.

The college library is the centre piece of our physical infrastructure. The library is housed in a building having a total area of 1110 Sq.m and has a seating capacity of 250. It has a huge collection of books, journals and e-journals. The library deploys the following tools to provide access to its collections: OPAC, Electronic Resource Management Package (ERMP) for e-journals, Federated searching tools to search articles in multiple databases, library website and In-house/remote access to e-publications.
The college has comprehensive IT policy in place. It has 1208 computer systems available for students, the computer-student ratio being 1:4 for B. Tech programs, 1:2 for M.Tech programs and 1:2 for MBA program. The campus also has Wi-Fi connectivity. The college has developed digital library to augment the quality of teaching learning process. The digital library has 1300 e-journals, 2587 e-books, among others. The college makes use of National Knowledge Network (NKN) connectivity and NPTEL video lectures are made available to students.

The campus facilities are properly maintained to provide the right physical ambience. A designated officer of the college oversees the maintenance operations. A team of three supervisors, provided by our contracting agency supervises the maintenance of three buildings of the college.

**CRITERION V: Student Support and Progression**

GCET gives utmost importance for student support and mentoring. As soon as a student joins the college, a mentor diary is opened. This diary will be used throughout his stay in the college. A faculty will be allotted as Mentor for a batch of 15 students in each semester. The mentor will meet the mentee on continuous basis in that semester and update the data in the diary. The mentor identifies the strengths and the weaknesses of the student and suggests for improvements. The parents of the mentee will be contacted whenever it is required.

An Induction program will be conducted for the fresh students in the college as soon as the admission is completed. Student handbook and course structure with academic regulations book will be given to each student at the time of admission. This gives the information to the student on Academic and administrative procedures in the college.

Online Feedback is taken from the students twice in a semester and based on this feedback, the teaching learning methods are modified, like information to the faculty regarding the methods of teaching, special classes to the students for updating the subject knowledge etc.

The unique feature of GCET is CACHE (Centre of Advancement of Career and Human Excellence) which provides career guidance to the students. Also, as a part of the curriculum, soft-skills training is being provided to 2nd and 3rd year students, by the well known organization M/S TIME (Triumphant Institute of Management Education) to prepare them to face the interviews in a better way.
Training and Placement Cell of GCET provides special training to 3rd year students to face entrance tests and placement interviews. The placement rate is continuously increasing, with more and more number of companies visiting GCET and selecting students.

**CRITERION VI: Governance, Leadership and Management**

GCET’s governance is decentralized. It has a Governing Body (GB). GB consists of experts from the members of the eminent academia, industry, society and community. GB offers guidelines to the College Academic Council (CAC). CAC comprises Principal, all the Department Heads (HoDs), Deans, members from academia, industry, expert nominees from the affiliating university, JNTUH, Hyderabad. CAC constantly oversees all the academic matters pertaining to college and directs the academic departments accordingly. Every academic department has got Board of Studies (BoS) which frames curriculum based on inputs received from all stake holders of the college. BoS is assisted by Department Assessment Committee (DAC) and Program Assessment Committee (PAC). DAC implements the curriculum to the letter and spirit as per the design enunciated by BoS. On the other hand, PAC, one for each program administered by the department, implements curriculum with the help of Program Coordinator, Course Coordinators, and faculty. Assessment is conducted with the active coordination of the Controller of Examinations (CoE) of the College. Further, the departments are also organized into various Specialization Groups chaired by a Professor, as a Faculty Mentor, who is supported by two or three Associate Professors as Group’s Lead Faculty; all the other faculty members of a specialization group are faculty mentees. The specialization groups ensure implementation of effective teaching-learning process and evaluation mechanisms. These specialization groups also facilitate participation in research activities by the faculty within the group and across the groups.

**IQAC**

IQAC of the college monitors all the activities of the college. The quality of education is measured and tested by self-evaluation and external quality evaluation methods, which are incorporated in the said evaluation pattern. IQAC continuously monitors the teaching-learning, evaluation and other quality aspects of the functioning of the college while providing feedback. Thus the institution continuously monitors its progress based on quality initiative, quality assessment, quality sustenance and enhancement. Transparency is maintained at every level of functioning by the Management, Administration, Staff, Students, and other stake holders to provide credibility and ownership.
CRITERION VII: Innovation and Best Practices

Students of the college are encouraged to carry out in-house projects by providing requisite financial assistance and the faculty expertise. To promote and inculcate creativity and innovation in the students, college conducts project exhibitions annually. College has an Entrepreneurship Development Cell (EDC). EDC regularly invites experts who are successful entrepreneurs to educate and motivate students to be budding entrepreneurs. College recently established an incubation centre, which although is in its infancy, is helping and guiding budding entrepreneurs. About half a dozen projects were developed during the past 4 academic years.

The College adopts outcome based education.

A. Outcome Based Education, Assessment, and Continuous Improvement

The college firmly believes in providing Outcome Based Education (OBE) clearly focusing and organizing everything in an educational system around "what is essential for all students to be able to do successfully at the end of their learning experiences".

B. Centre for Academic and Career Guidance

It is the conviction of the college that students who have been closely monitored and mentored have always performed far better than others who were not monitored didn't undergo mentoring. With this strong belief in mind, the college has established a "Center for Academic and Career Guidance (CACG)". The centre provides professional and confidential assistance in a supportive atmosphere and offers advice on an individual basis on academics and allied issues. Several graduates received admissions abroad in universities of repute such as Purdue, University of Colorado, Boulder, etc. Several were placed in industries of repute and the placements have been on the rise in the last three years.
3. SWOC ANALYSIS

Introduction
The Strengths, Weaknesses, Opportunities, and Challenges (SWOC) analysis provides a framework for educational administrators to focus better on serving the needs of their Institutions.

GCET has recently carried out a series of surveys (e.g., employers, graduating senior students, alumni, members of professional bodies, parents and faculty members) to obtain feedback on some key issues related to its engineering programs, facilities, and policies. These survey results, along with available external evaluations and observations regarding developments of different dimensions of the institution (academics and administration), are used to develop a detailed SWOC analysis for the whole college, students, faculty, and facilities.

Strengths

Most Prominent
1. Permanent Affiliation - provides opportunities to its stakeholders and establishes itself and excels as the provider of quality engineering education through acquired UGC 2 (f) and 12 (b) status and thereby attaining autonomous status for the college.
2. Qualified and Experienced Faculty
   • Strong work ethics
   • Commitment to quality
   • Positive outlook
   • Perseverance in face of adversity
3. Management’s Motto
   • provide service to the people
   • outreach to the public

Moderately Prominent
4. Infrastructure
   a. State of the art computing facilities (Hardware and Software)
   b. High-speed campus network with wi-fi facility
   c. State–of-the-art labs across disciplines
   d. E-learning facilities in the classrooms
   e. Excellent transport facilities (for faculty, staff and students)
   f. Good sports facilities
5. Excellent HR Policies with motivational initiatives for faculty, staff and students
6. Quality of Teaching Learning Process
   ➢ Fairly Good quality of students
   ➢ Student centered learning
   ➢ Imparting skills to enhance employability
   ➢ Creative and innovative teaching pedagogy by senior and middle level faculty
   ➢ Student clubs - Fine Arts club, Robotics club, Environmental club, NEN, Technical Associations, etc.
7. Growing Research Culture Among Faculty
   - Well motivated middle level faculty pursuing research
   - In the last four years, TEN faculty have been awarded PhD.
   - One faculty member completed defense and waiting for award of Ph.D
   - Three faculty members submitted thesis and are waiting for defense
   - More than 300 research papers published by faculty in national and international refereed journals
   - and conferences in various departments
   - About 30 faculty members are pursuing research actively

8. Recognition as Scientific and Industrial Research Organization (SIRO)
   The college has been recognized as "Scientific and Industrial Research Organization (SIRO)" by
   Directorate of Scientific and Industrial Research (DSIR), New Delhi, in March 2011 for three years.
   The status of the same has been extended by Three more years till March 2017.

9. Good Industry Linkage and MoUs, Tie-ups with Foreign University Prominent Industries
   - Tech Mahindra
   - Dark Horse Consulting
   - Zenopsys
   - Data 64 solutions
   - University of Illinois at Spring Field, Chicago

10. Fairly Good Campus Placements
    - 250+ placements - batch graduated in 2014
    - 280+ placements - batch graduated in 2015
    - 380+ placements - batch graduated in 2016
    - 400+ placements (as on Date:25-Feb-2017) - batch graduating in 2017

11. Accreditation
    - Three B.Tech Programs, namely, CSE, ECE and IT eligible for Accreditation were accredited by
      National Board of Accreditation (NBA) in September 2012. Two programs namely, B. Tech in
      CSE and ECE are re-accredited and B. Tech in EEE accredited in July 2015 for three years.

Weaknesses
Most Prominent
1. Less Motivation among Younger Faculty - Due to abundant opportunities available in the industry
   and with the result, low percentage of youngsters embracing teaching profession.
   Reasons
   - Higher Monetary benefits
   - Diversity in job profiles
   - Awareness towards foreign education

Operational Plan in Vogue
Mentor (Senior Faculty Member) – Mentee (Junior Faculty Members) System providing rich exposure
of teaching pedagogy. The junior faculty members are also encouraged to take up research work under
the close supervision of senior faculty. This practice has proved to be a driving force for the junior
faculty members and there is a gain in the momentum. Few PhDs and quality publications have resulted
out of this rich exercise.

2. Lack of on campus Residential Accommodation – faculty, staff and students prefer to stay in city
   (personal and professional reasons)
3. Operational Plan in Vogue
   • Hired accommodation in close vicinity for those interested
   • Excellent transportation facilities at staggered timings as per requirements
   • Resulted in quality student activities and faculty research output

4. Less Industry Institute Interaction – Reason - far away from the city

Opportunities
1. Grant of Autonomy
   An opportunity to initiate new programs such as
   • PG (M. Tech)
   • PG Diplomas
   • Skill Based Certificate Courses - Enhancing Employability and Enhancing Skills for Personnel of Industry

Revision of UG Curriculum – Introduction of New Subjects
   • Aptitude Skills
     o English Language Skills
     o Logical Reasoning
     o Quantitative Aptitude
     o Soft Skills
   • Foreign Language
   • Banking and Non Banking Finance courses
   • Professional Ethics, Human Values and IPR

2. Flow of Research Funds – Recognition as SIRO by DSIR facilitates funding for research activity resulting in faculty motivation, growth and retention

3. Engineering and IT hub - Scope for future growth due to the close proximity to
   o The largest campus of the second biggest IT company of India (Infosys) - under construction
   o Raheja Mindspace – IT Park (Already available)

4. Establishment of Faculty Development Center
   • Mushroooming growth in Engineering Colleges
   • Great demand for qualified and passionate faculty members
   • Availability of Senior and Passionate faculty members at GCET acting as Mentors
   • Already Providing Training to Various Other Engineering Colleges on Accreditation aspects through Osmania University Nodal Center, under which our college is NBA Training Center
   • Strong Platform to Share Rich Expertise and Best Practices of Teaching Pedagogy

Challenges
   Most Prominent
   • Mushrooiming growth of Engineering Colleges
   • Impact of Globalization
   • Entry of Foreign Universities

   Moderately Prominent
   • Government Restrictions on Fee Structure

   Less Prominent
   • Lack of Awareness of Emerging Technologies
SECTION B: PREPARATION OF THE SELF-STUDY REPORT

1. Profile of the Autonomous College

1. Name and Address of the College

| Name : | Geethanjali College of Engineering and Technology |
| Address : | Sy.No. 33 & 34, Cheeryal (V), Keesara (M). Medchal (D) |
| City : | Pin : 501 301, State : Telangana |
| Website : | http://www.geethanjaliinstitutions.com |

2. For communication

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman</td>
<td>Sri.G R Ravinder Reddy</td>
<td>9391199932</td>
<td>9866395845</td>
<td><a href="mailto:greddy1962@yahoo.co.in">greddy1962@yahoo.co.in</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Dr. S. Udaya Kumar</td>
<td>---</td>
<td>9866308257</td>
<td><a href="mailto:uksusarla@gmail.com">uksusarla@gmail.com</a></td>
</tr>
</tbody>
</table>

3. Status of the Autonomous College by management

I Government
II Private √
III Constituent College of the University

4. Name of University to which the College is affiliated

| JNTUH |

5. Date of establishment, prior to the grant of ‘Autonomy’ : 30/06/2005
b. Date of grant of ‘Autonomy’ to the College by UGC: 19/04/2016
6. Type of Institution:
   a. By Gender
      i. For Men
      ii. For Women
      iii. Co-education
   b. By Shift
      i. Regular
      ii. Day
      iii. Evening
   c. Source of funding
      i. Government
      ii. Grant-in-aid
      iii. Self-financing
      iv. Any other (Please specify)

7. It is a recognized minority institution?
   Yes
   No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

8. a. Details of UGC recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month and Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2(f)</td>
<td>13/01/2015</td>
<td>----</td>
</tr>
<tr>
<td>ii 12 (B)</td>
<td>13/01/2015</td>
<td>----</td>
</tr>
</tbody>
</table>

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)
The Registrar,
Jawaharlal Nehru Technological University
Hyderabad – 500 076
Telangana

Sub: Recognition of College under Section 2(f) & 12 (b) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter no. GCET/2002/2014-15 dated 10.10.2014 received from the principal, Geethanjali College of Engineering & Technology, Cheeryal (V), Kesara (M), Ranga Reddy Dist. – 501 301, Telangana on the above subject and to say that it is noted that the following college is unaided/self financed and permanently affiliated to Jawaharlal Nehru Technological University, Hyderabad. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (b) & 12 (b) of the UGC Act, 1956 under the head ‘Non-Government, self financed Colleges teaching upto Master’s Degree’:

<table>
<thead>
<tr>
<th>Name of the College</th>
<th>Year of Establishment</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geethanjali College of Engineering &amp; Technology, Cheeryal (V), Kesara (M), Ranga Reddy Dist. – 501 301, Telangana.</td>
<td>2005</td>
<td>The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing &amp; unaided, would be eligible to receive UGC’s support only in respect of teachers &amp; students related schemes as per the decision of the Commission dated 8th July, 2011.</td>
</tr>
</tbody>
</table>

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Chiranj Dass)
Under Secretary

Copy to:
1. The Principal, Geethanjali College of Engineering & Technology, Cheeryal (V), Kesara (M), Ranga Reddy Dist. – 501 301, Telangana.
3. The Secretary (Higher Education), Government of Telangana, Block D, Ground Floor Secretariat, Hyderabad, (Telangana).
4. The Joint Secretary, UGC, South Eastern Regional Office (SERO), P.B. No. 152, A.P.S.F.C. Building, IV Floor, S-9-194, Chirag Ali Lane, Hyderabad - 500 001, (Telangana).
5. Publication Officer, (UGC-Website), New Delhi.
6. Section Officer (F-D-III Section) U.G.C. New Delhi.
7. Guard file
b. Details of recognition/approval by statutory/regulatory bodies other than UGC 
(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

<table>
<thead>
<tr>
<th>Under Section/ clause</th>
<th>Day, Month and Year (dd-mm-yyyy)</th>
<th>Validity</th>
<th>Recognition/Approval details Institution/Department/ Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>JNTUH</td>
<td>17.01.2017</td>
<td>A Y 2016-17</td>
<td>UG: CE, EEE, ME, ECE, CSE, PG: ES, VLSI, PE, CSE, MB</td>
</tr>
<tr>
<td>JNTUH (Permanent affiliation)</td>
<td>20.01.2014</td>
<td>5 years up to AY 2018-19</td>
<td></td>
</tr>
<tr>
<td>NBA</td>
<td>01-07-2015</td>
<td>3 years up to 30.06.2018</td>
<td>CSE, EEE, ECE, CSE, departments</td>
</tr>
</tbody>
</table>

(Enclosed the Certificate of recognition/approval)
No.D1/1290/2017

Date: 17.01.2017

This is to certify that Geethanjali College of Engineering and Technology, Cheeryal (V), Keesara (M), Ranga Reddy District is affiliated to Jawaharlal Nehru Technological University Hyderabad / Kukatpally, Hyderabad, since its establishment in 2005. Presently the College is offering UG & PG courses for the academic year 2016-2017 as approved by the University/AICTE as detailed below:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Course</th>
<th>Duration</th>
<th>Permanent/Temporary Affiliation</th>
<th>Period validity for the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Tech Civil Engineering</td>
<td>4 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>2.</td>
<td>B.Tech Computer Science and Engineering</td>
<td>4 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>3.</td>
<td>B.Tech Electronics &amp; Communication Engineering</td>
<td>4 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>4.</td>
<td>B.Tech Electrical &amp; Electronics Engineering</td>
<td>4 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>5.</td>
<td>B.Tech Mechanical Engineering</td>
<td>4 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>6.</td>
<td>M.Tech Computer Science and Engineering</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>7.</td>
<td>M.Tech Embedded System</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>8.</td>
<td>M.Tech VLSI System Design</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>9.</td>
<td>M.Tech Power Electronics</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>10</td>
<td>MBA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Dr. N. Yadaiah
Designation: REGISTRAR

(With Name, Designation, Seal and Signature)
JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD
(Established by Andhra Pradesh Ordinance No. 30 of 2008)
Kukatpally, Hyderabad – 500 085, Andhra Pradesh (India)

PROCEEDINGS OF THE
Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal

Date: 20-01-2014

Sub: JNTUH – UAAC – Grant of Permanent Affiliation to “Geethanjali College of Engg & Technology, Cheeryal, Keesara (M), Ranga Reddy Dist” from the academic year 2014-15 to 2018-19 - Orders Issued

Read: 1. Letter No.GCET/JNTUH-AAAC/172/2013-14, dt: 20-12-2013 received from the Principal, Geethanjali College of Engg & Technology.
2. UAAC/Aff/FPC-Inspection-Permanent / Temporary Affiliation/2014, dated 23-12-2013
4. The approved Guidelines in the EC of JNTUH in its Tenth meeting, dated 14-12-2012.

ORDER:

1. The Principal, “Geethanjali College of Engg & Technology, Cheeryal, Keesara (M), Ranga Reddy Dist” has submitted an application for grant of Permanent Affiliation by JNTUH from the Academic Year 2014-15 vide (1) read above. The University has constituted a Fact Finding Committee to examine the proposal for considering the grant of Permanent Affiliation of the College vide (2). The Fact Finding Committee has inspected the college and submitted its report to the University vide (3). Based on the existing Guidelines for Permanent Affiliation vide (4) and the minutes of Standing Committee for Affiliation vide (5) the College is fulfilling the requirements for grant of Permanent Affiliation.

2. In this connection, the Vice-Chancellor is pleased to grant Permanent Affiliation to “Geethanjali College of Engg & Technology, Cheeryal, Keesara (M), Ranga Reddy Dist” to offer UG, PG Degree Courses in the following disciplines with the intake shown against each for 5 years from the Academic Year 2014-15 to 2018-19.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Course</th>
<th>Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Science &amp; Engineering</td>
<td>240</td>
</tr>
<tr>
<td>2</td>
<td>Information Technology</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>Electrical &amp; Electronics Engineering</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Electronics &amp; Communication Engineering</td>
<td>240</td>
</tr>
<tr>
<td>5</td>
<td>Mechanical Engineering</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>MBA</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>M.Tech- Electronics and Communication Engineering</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>M.Tech-Embedded Systems</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>M.Tech- Computer Science and Engineering</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>M.Tech-Software Engineering</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>M.Tech- VLSI System Design</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>M.Tech- Computer Science (2nd Shift)</td>
<td>18</td>
</tr>
<tr>
<td>13</td>
<td>M.Tech- Machine Design (2nd Shift)</td>
<td>18</td>
</tr>
</tbody>
</table>

Contd. 2
The Permanent Affiliation is subject to the following conditions:

1. The Management shall follow the norms of UGC, AICTE and the rules of Affiliation of JNTUH, Hyderabad in all respects.
2. The Management shall follow the Academic Regulations and Examination Schedules of JNTUH, Hyderabad.
3. The appointment of the Principal shall be ratified by the University.
4. The College shall have 85% of the faculty ratified by JNTUH.
5. The University will monitor the existing courses and inspect all the new courses / increase in the course fee every Academic Year before the start of the examination process.
6. During the first six years of Permanent Affiliation, the college needs to submit annual reports along with Application for Inspection and Affiliation Fees and does, if any, satisfy the standards and norms set by the University for Affiliation.
7. Affiliation and Inspection Fee docs. If any, shall be cleared before receiving these proceedings.

To,
The Director/Principal, Geethanjali College of Engg & Technology, Cheeryal, Keesara Mdl, Ranga Reddy Dt.

Copy to:
The Chairman/Secretary, Geethanjali College of Engg & Technology, Cheeryal, Keesara Mdl, Ranga Reddy Dt.

The P.A. to Chairman, A.P. State Council of Higher Education, JNTU Old Campus, Masab Tank, Hyderabad-500009.

The Secretary, A.P. State Council of Higher Education, JNTU Old Campus, Masab Tank, Hyderabad-500009.

The Secretary, University Grants Commission, New Delhi – 110002.

Copy to the PA to the Vice-Chancellor.

Copy to the PA to the Registrar.


Copy to DAP, JNTUH, Hyderabad.

Copy to the Director of Evaluation, JNTUH, Hyderabad.

---

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
9. Has the college been recognized
   a. By UGC as a College with Potential for Excellence (CPE)?
      Yes [ ] No [X]
   b. For its contributions / performance by any other governmental agency?
      Yes [ ] No [X]

10. Location of the campus and area:

<table>
<thead>
<tr>
<th>Location*</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq. mts.</td>
<td>40, 469</td>
</tr>
<tr>
<td>Built up area in sq.mts.</td>
<td>23, 220</td>
</tr>
</tbody>
</table>

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)
11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex  
- Sports facilities  
- * play ground  
- * swimming pool  
- * gymnasium  
- Hostel  
- * Boys’ hostels  
- * Girls’ hostels  
- Residential facilities  
  * for teaching staff  
  * for non teaching staff  
- Cafeteria  
- Health centre –  
  * First aid facility  
  * Inpatient facility  
  * Outpatient facility  
  * Ambulance facility  
  * Emergency care facility
Health centre staff –

* Qualified doctor  Full time  Part-time ✓
* Qualified Nurse  Full time ✓ Part-time

* Other facilities
  o  Bank  ✓
  o  ATM  ✓
  o  post office
  o  book shops

•  Transport facilities
  * for students  ✓

  * for staff  ✓

  •  Power house  ✓

  • Waste management facility : ✓

12. Details of programmes offered by the institution : (Give data for current academic year)

<table>
<thead>
<tr>
<th>SI No</th>
<th>Programme level</th>
<th>Name of programme /course</th>
<th>Duration (years)</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned/approved Student intake</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UG</td>
<td>B.Tech (CSE)</td>
<td>4</td>
<td>10+2</td>
<td>English</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>2</td>
<td>UG</td>
<td>B.Tech (ECE)</td>
<td>4</td>
<td>10+2</td>
<td>English</td>
<td>240</td>
<td>239</td>
</tr>
<tr>
<td>3</td>
<td>UG</td>
<td>B.Tech (EEE)</td>
<td>4</td>
<td>10+2</td>
<td>English</td>
<td>120</td>
<td>111</td>
</tr>
<tr>
<td>4</td>
<td>UG</td>
<td>B.Tech (ME)</td>
<td>4</td>
<td>10+2</td>
<td>English</td>
<td>120</td>
<td>114</td>
</tr>
<tr>
<td>5</td>
<td>UG</td>
<td>B.Tech (CE)</td>
<td>4</td>
<td>10+2</td>
<td>English</td>
<td>120</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>PG</td>
<td>M.Tech (ES)</td>
<td>2</td>
<td>B.Tech</td>
<td>English</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>PG</td>
<td>M.Tech (CSE)</td>
<td>2</td>
<td>B.Tech</td>
<td>English</td>
<td>30</td>
<td>17</td>
</tr>
</tbody>
</table>
13. Does the institution offer self-financed Programmes?

Yes [✓] No [✗]
If yes, how many?
B. Tech, M. Tech and MBA

14. Whether new Programmes have been introduced during the last five years?

Yes [✓] No [✗]
If yes

<table>
<thead>
<tr>
<th>Number</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>S. No</th>
<th>Under Graduate/Post Graduate</th>
<th>Course</th>
<th>Year of Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PG</td>
<td>M.Tech Power Electronics</td>
<td>2014</td>
</tr>
<tr>
<td>2</td>
<td>UG</td>
<td>B.Tech Civil Engineering</td>
<td>2014</td>
</tr>
<tr>
<td>3</td>
<td>PG</td>
<td>M.Tech VLSI System Design</td>
<td>2012</td>
</tr>
</tbody>
</table>
15. List the departments: (Do not list facilities like library, Physical Education as departments unless these are teaching departments and offer programmes to students)

<table>
<thead>
<tr>
<th>Science and Humanities:</th>
<th>Under Graduate</th>
<th>01</th>
<th>817</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering:</td>
<td>Under Graduate</td>
<td>05</td>
<td>2202</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>03</td>
<td>60</td>
</tr>
<tr>
<td>Management Studies:</td>
<td>Post Graduate</td>
<td>01</td>
<td>97</td>
</tr>
</tbody>
</table>

16. Are there any UG and/or PG programmes offered by the College, which are not covered under Autonomous status of UGC? Give details.

No

17. Number of Programmes offered under (Programme means a degree course like B. A, M. A, B. Sc, M. Sc, B. Com etc.)

   a. annual system
   
   b. semester system

   c. trimester system

18. Number of Programmes with

   a. Choice Based Credit System

   b. Inter/Multidisciplinary Approach

   c. Any other (specify)

19. Unit Cost of Education

   (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

   (a) including the salary component

   Rs. 91,235/-

   (b) excluding the salary component

   Rs. 42,000/-
20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?

Yes [x]  No [✓]

If yes,

a. How many years of standing does the department have? NA

………. years

b. NCTE recognition details (if applicable)  NA

Notification No.: ……………………………………

Date: …………………………… (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately? NA

Yes [x]  No [x]

21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education?

Yes [x]  No [✓]

If yes,

a. How many years of standing does the department have? NA

………. years

b. NCTE recognition details (if applicable)  NA

Notification No.: ……………………………………

Date: …………………………… (dd/mm/yyyy)
c. Is the department opting for assessment and accreditation separately? NA

  Yes  X  No  X

22. **Whether the College is offering professional programme?**

  Yes  ✓  No  X

If yes, please enclose approval / recognition details issued by the statutory body governing the programme.
**CERTIFICATE**

Date: 17.01.2017

No.D1/1290/2017

This is to certify that Geethanjali College of Engineering and Technology, Cheeryal (V), Keesara (M), Ranga Reddy District is affiliated to Jawaharlal Nehru Technological University Hyderabad since its establishment in 2005. Presently the University is offering UG & PG courses for the academic year 2016-2017 as approved by the University/AICTE as detailed below:

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<td>2016-17</td>
</tr>
<tr>
<td>7.</td>
<td>M.Tech Embedded System</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>8.</td>
<td>M.Tech VLSI System Design</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>9.</td>
<td>M.Tech Power Electronics</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
<tr>
<td>10</td>
<td>MBA</td>
<td>2 years</td>
<td>Temporary</td>
<td>2016-17</td>
</tr>
</tbody>
</table>

Name: Dr. N. Yadaiah
Designation: REGISTRAR

(Competent Authority)

(with Name, Designation, Seal and Signature)
To,
The Principal Secretary
Hrishi Educational Cen., of Telangana,
D Block, 157 Telangana Secretariat.

Subject: Extension of approval for the academic year 2016-17

Ref. Application for the extention of approval for the academic year 2016-17

In terms of the provisions under the All India Council for Technical Education (Grant of Approval for Technical Institutions) Regulations 2012 notified by the Council vide notification number F.No.27-38/APEL/2012 dated 27/06/2012 and norms standards, requirements and conditions prescribed by the Council from time to time, I am directed to convey the approval to

<table>
<thead>
<tr>
<th>Village/Town</th>
<th>Name of the institution</th>
<th>Address</th>
<th>Permanent Id</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheeryal</td>
<td>Geethanjali College of Engineering and Technology</td>
<td>Cheeryal Village, Kesara Mandal, Ranga Reddy District, Andhra Pradesh, Hyderabad, Telangana, 501381</td>
<td>1-989/295</td>
</tr>
</tbody>
</table>

The above-mentioned institution has applied for the intimation for the following courses with the intake indicated below for the academic year 2016-17

<table>
<thead>
<tr>
<th>Program</th>
<th>Course</th>
<th>Intake for the year 2016-17</th>
<th>Intake for the year 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Technology</td>
<td>Computer Science and Engineering</td>
<td>32</td>
<td>30</td>
</tr>
</tbody>
</table>

The Principal
Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Position</th>
<th>Full Time</th>
<th>Jawaharlal Nehru Technological University, Kukatpally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geethanjali College</td>
<td></td>
<td>Embedded Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power Electronics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>VLSI System Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Science and Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electrical and Electronics Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronics &amp; Communication Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mechanical Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters in Business Administration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above mentioned approval is subject to the condition that GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY may

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation: Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 31-35.AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

Note: Validity of the course details may be verified at www.aicte-india.org

Dr. Arvind S Pant
Vice - Chairman, AICTE

Copy to:
1. The Regional Officer,
   All India Council for Technical Education
   First Floor, old BICARD Building
   Jawaharlal Nehru Technological University
   Musab Tank, Hyderabad-500076

2. The Director Of Technical Education,
   Telangana

3. The Registrar,
   Jawaharlal Nehru Technological University, Hyderabad

4. The Principal / Director,
   GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Once in a year Fact Finding Committee from JNTUH inspects our facilities and academic activities before granting affiliation for that year. JNTUH has been extending affiliation every year since 2005-06 when the first-affiliation was granted.

24. Number of teaching and non-teaching positions in the College

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Sanctioned by the UGC/University/state Government Recruited/Yet to recruit</td>
<td>27</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Sanctioned by the Management / Society or other authorized bodies Recruited/yet to recruit</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*M – Male  *F – Female
25. **Qualifications of the teaching staff**

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent teachers</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>D.Sc / D.Litt.</td>
<td>----------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>21</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>M.Phil</td>
<td>1</td>
<td>--</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PG</td>
<td>6</td>
<td>--</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Temporary teachers: **NIL**

26. **Number of Visiting Faculty/ Guest Faculty engaged by the College.**

   **NIL**

27. **Students enrolled in (admitted to) the College during the current academic year, with the following details:**

<table>
<thead>
<tr>
<th>student</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Students from the same state where the college is located</td>
<td>643</td>
<td>316</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NRI students</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Foreign students</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>643</td>
<td>316</td>
</tr>
</tbody>
</table>

* M - Male   * F – Female
28. Dropout rate in UG and PG (average for the last two batches)

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>0.6%</td>
<td>Nil</td>
</tr>
<tr>
<td>PG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29. Number of working days during the last academic year. 270

30. Number of teaching days during the last academic year 186

31. Is the College registered as a study centre for offering distance education

Programmes for any University? Yes [x] No [✓]

If yes, provide the

a. Name of the University NA

b. Is it recognized by the Distance Education Council? NA

Yes [x] No [x]

c. Indicate the number of programmes offered. NA

32. Provide Teacher-student ratio for each of the programme/course offered.

<table>
<thead>
<tr>
<th>Program</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE</td>
<td>1:8.9</td>
<td>-</td>
</tr>
<tr>
<td>CSE</td>
<td>1:13.3</td>
<td>M. Tech (CSE) 1:12</td>
</tr>
<tr>
<td>EEE</td>
<td>1:9.47</td>
<td>M. Tech in Power Electronics (1:12)</td>
</tr>
<tr>
<td>ECE</td>
<td>1:13</td>
<td>M. Tech in VLSI-SD (1:9)</td>
</tr>
<tr>
<td>ME</td>
<td>1:10.58</td>
<td>M. Tech in ES (1:12)</td>
</tr>
<tr>
<td>MBA</td>
<td>-</td>
<td>MBA (1:8)</td>
</tr>
</tbody>
</table>

This ratio is apart from the faculty who handle courses of “Science and Humanities”. The faculty strength of Science and Humanities is 54.
33. Is the College applying for?

Accreditation: Cycle 1 [✓]    Cycle 2    Cycle 3    Cycle 4

Re-Assessment: [ ]

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: …………………… (dd/mm/yyyy) Accreditation outcome/results

Cycle 2: …………………… (dd/mm/yyyy) Accreditation outcome/results

Cycle 3: …………………… (dd/mm/yyyy) Accreditation outcome/results * Kindly enclose copy of accreditation certificate(s) and peer team report(s)

Cycle 1 refers to first accreditation; Cycle 2 and beyond refers to reaccreditation

Not applicable

35. a. Date of establishment of Internal Quality Assurance Cell (IQAC)

…………………(dd/mm/yyyy)

IQAC was established on 11.06.2016

b. Dates of submission of Annual Quality Assurance Reports (AQARs). –NA-

(i) AQAR for year …………… on ……..(dd/mm/yyyy)

(ii) AQAR for year …………… on …….. (dd/mm/yyyy)

(iii) AQAR for year …………… on …….. (dd/mm/yyyy)

(iv) AQAR for year …………… on……… (dd/mm/yyyy)
36. Any other relevant data, the College would like to include. (Not exceeding one page)

The Unique features of the college are:

a. Excellent library facilities that includes digital library facilities provide opportunities for self learning by students

b. The teaching learning process is based on Outcome Based Education, which emphasizes on practical orientation to learning and teaching-learning beyond the syllabus.

c. All the faculty are well qualified and highly competent in their respective specializations. The college has more than 40 PhD’s, constituting about 15% of faculty strength.

d. The college is recognized as Scientific and Industrial Research Organization (SIRO) by the department of Science and Technology, Government of India. The students have opportunity to associate themselves in research projects.

e. Over 10% faculty have industrial experience and about 8% faculty have international experience.

f. The curriculum includes foreign languages as well as Humanities as open electives and a sizeable number of students avail themselves of this facility. This ensures liberal education.

g. The college conducts Business English certificate program in collaboration with British Council of India.

h. Some of the elective courses offered by the college have laboratory component which gives better insight into practical engineering aspects.

i. The college conducts Oracle certified programming courses.

j. In first year, though our sanctioned intake for UG program is 840 consisting of 14 sections with each 60 students, we have divided these 840 students into 17 sections thereby limiting the class size to less than 50. This has greatly improved the teacher student interaction in the classroom and in the lab which has considerably enhanced teaching-learning process.

k. One/Two students per work bench in labs significantly enhance learning of students.

l. Three UG programs of the college are accredited by NBA and the college is certified to ISO 9001-2008 quality system.

m. Introduction of computational Mathematics lab for all engineering branches is a distinct feature, which considerably enhances the analytical/critical thinking and further sharpens the programming skills of students.

n. College has a nodal center of “Vivekananda Institute of Human Excellence” which provides value based education.
PART 2 - CRITERIA - WISE INPUTS

Criterion I: Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 How are the institutional vision and mission reflected in the academic programs of the College?

Mission and Vision of the Institution

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

Mission:

- To Impart adequate fundamental knowledge in all basic sciences and engineering, technical and inter-personal skills to students.
- To bring out creativity in students that would promote innovation, research and entrepreneurship.
- To preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.

Based on the Vision and Mission of the College, departments were given a questionnaire which was used as a basis to define their respective Vision and Mission. All departments have thus established their respective vision and mission. Towards achieving the vision and mission of the college, each department has proposed their programs' educational objectives and their respective program outcomes.

All the program educational objectives have, at their core, the following:

To prepare graduates

1. With a good foundation in mathematics, sciences and engineering fundamentals required to solve engineering problems that will facilitate them to find employment in industry and / or to pursue postgraduate studies with an appreciation for lifelong learning.
2. With analytical and problem solving skills to address engineering problems pertaining to development of society, inculcate professional ethics, and inter-personal skills to work in a multi-cultural team.
3. To get familiarized with state of the art technologies, stimulating creativity and innovation that would enable them to develop cutting-edge technologies of multi-disciplinary nature for societal development.

Typical program outcomes considered are graduate attributes of any engineering graduate, which are essentially the following:
1. An ability to apply knowledge of mathematics, science and engineering to develop and analyze computing systems.
2. An ability to identify, define and analyze a problem and subsequently find appropriate solution under given constraints.
3. An ability to perform experiments to analyze and interpret data for different engineering applications.
4. An ability to design, implement and evaluate systems, and processes to meet desired needs within realistic constraints of time and space.
5. An ability to use current techniques, skills and modern engineering tools necessary to practise as an engineering professional.
6. An ability to recognize the importance of professional, ethical, legal, security and social issues and addressing these issues as a professional.
7. An ability to analyze the local and global impact of systems/processes/applications/technologies on individuals, organizations, society and environment.
8. An ability to function in multidisciplinary teams.
9. An ability to communicate effectively with a range of audiences.
10. Demonstrate knowledge and understanding of the engineering, management and economic principles and apply them to manage projects as a member and leader in a team.
11. A recognition of the need for and an ability to engage in life-long learning and continuing professional development.
12. Knowledge of contemporary issues.
13. An ability to apply design and development principles in producing systems of varying complexity using various project management tools.
14. An ability to identify, formulate and solve innovative engineering problems.

All the above aspects of Program Educational Objectives and Program Outcomes are considered in the design of curriculum for various programs, and assessment methods are designed thereby paving a path to achieve the vision and mission of the college.

1.1.2 Describe the mechanism used in the design and development of the curriculum. Give details on the process (Need Assessment, Feedback, etc)

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

The Curriculum Design Model adopted by the college in the organization of its curricula is given hereunder:-
The College has constituted Board of Studies (BoS) for all departments. Each BoS consists of senior and experienced faculty of the concerned department, external subject experts from industry, academia, R & D organizations and the university which monitors the academic and other aspects governing the college. These BoS, support college's UG and PG programs in the preparation and revision of curriculum. While preparing curriculum and subsequent revisions, each respective BoS considers vision and mission of the college along with the respective department's vision and mission, then the same is put up before the College Academic Council which consists of college senior faculty members, and external experts from industry, academia, University that monitors the academic and other aspects governing the college, legal expert and other persons of eminence from society. Their inputs are taken for further revision, if any, so that the institutional vision and mission are reflected in each program offered by the college.

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

Even prior to its conferment of autonomous status, the college had been organizing and participating in Curriculum Development Workshops for quite some time and reviewing its curriculum. This involved participation of experts from Industry, R&D Establishments and Academic Peers along with its own Faculty members. After a threadbare discussion a draft on the proposed curriculum was being prepared by the concerned department of the college, and subsequently presented to the various Boards of Studies of the affiliating University.

Subsequent to its conferment of autonomous status, the college has constituted Board of Studies (BoS) for all departments. Each BoS consists of senior and experienced faculty of the concerned department, external subject experts from industry, academia, R & D organizations, members of professional bodies namely, IEEE, ASME, ASCE, etc., academic peers from reputed institutes and the university which monitors the academic and other aspects governing the college. These BoS, support college's UG and PG programs in the preparation and revision of curriculum. While preparing curriculum and subsequent revisions, each respective BoS considers the vision and mission of the college along with the respective department's vision and mission, then the same is put up before the College Academic Council which consists of college senior faculty members, and external experts from industry, academia, three senior faculty members of the university that monitors the academic and other aspects governing the college, legal expert and other persons of eminence from society. Their inputs are taken for further revision, if any so that the institutional vision and mission are reflected in each program offered by the college. The final proposals are subsequently presented to the Boards of Studies for approval, and finally after the acceptance of the proposals by the Boards of Studies, the same are put for consideration to the College Academic Council. The present curriculum bears the seal of approval of the college Academic Council, having gone through all the aforesaid stages.

In this process, inputs from Students, Alumni and Employers are also taken into consideration through curriculum feedback. The Boards of Studies comprising experts from industry, R&D and academia discuss the relevance of the current courses offered for each of the programs or disciplines. They also discuss the suggestions given by students Alumni, Industry experts and others and take appropriate decisions in framing or designing the curriculum.
Enough care is taken to ensure the attitude of the Graduate becomes positive by giving inputs which, of course, are not course related, but touch human life, at large, that is, by incorporating the course titled “Human Values, and Professional Ethics”

In the design of curriculum, students are provided ample opportunities of working in teams under various situations so that they value the benefits of cooperation and team work. This is ensured by group project and final Semester end project.

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

The curriculum is designed using the model of “Outcomes Based Education”, which Promotes Thinking Process. College has been striving hard to ensure the following:

- **LEARNING through THINKING.**
- Thinking is facilitated and encouraged by the PROCESSES that faculty use to engage students with the content, as well as by the CONTENT itself.
- The subject/course “DOES NOT EXIST IN ISOLATION”: Facilitate students make LINKS to other subjects/courses, sometimes even multidisciplinary approach.
- Curriculum helps students “LEARN HOW TO LEARN”, as students appreciate “thinking process” and "enjoy learning" thereby students become self explorers, who ultimately contribute to “Technological Advancements” for “Societal Development”.

**1.1.3 How does the college involve industry, research bodies, and civil society in the Curriculum design and development process? How did the college benefit through involvement of stakeholders?**

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

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

**Curriculum Designers always:**
- Assess the needs of the students, employers, industry, and R & D establishments in achieving the desired curriculum development
- Identify avenues for support, for example, IT, the library, teaching skills development, and access to teaching resources
- Provide skill development, where necessary
- Provide additional assistance or advice as appropriate
- Liaise with IT for appropriate training and assistance
- Establish networks with exemplary mentors, and benchmarks for good practice during the delivery of the curriculum
- Refer to any relevant policies of institutional and other professional bodies, governmental agencies’ policies/guidelines such as AICTE/UGC/or any other relevant bodies’ assessment guidelines and provide an overview and access to relevant empirical and theoretical literature to inform their practice.

The approach is a guided, consultative developmental process with continuous feedback until the goals are achieved and evaluated producing satisfactory results that are sustainable. The exercise is conducted periodically with a frequency of one year.

**Evidence of success of involvement of stakeholders in the design of curriculum is attributed to the following:**
- Graduated student survey results are consistently high.
- Alumni of the institute are performing very well in their chosen field of interest.
- Employers/recruiters of the graduated students continue to recruit more graduates on a sustainable basis.
- Activities and programs are constantly benchmarked with other institutions of higher repute.
- All learners and faculty enjoy national and international networks for benchmarking purposes.
- Regular feedback from everyone concerned is consistently praiseworthy.
- Student feedback on teaching - learning, and courses is consistently very good.
1.1.4 How are the following aspects ensured through curriculum design and development?

- **Employability** - The college prepares the students for imbibing analytical thinking, problem solving skills, creativity, innovation, soft skills, programming skills, etc, which are essential for good performance in a job. These skills are imparted to the student as part of the curriculum. The students are sufficiently trained to acquire the ability to learn new concepts and apply them to various engineering problems. The institute aims to train students not only for their first job but also facilitates them to be a lifelong learner. Employability is also ensured by introducing industrial / field training and induction of professional electives in the program. Involvement of, and continuous interaction with, industry, R&D establishments and reputed Academic institutes for curriculum design as well as updating the same catering to the current trends, has been helping the institute in the industry absorbing our students for Summer training as well as for final placements to start their professional career.

Since the employer looks for a set of skills, knowledge, inputs and also positive attitude in a person that they employ, it is also ensured that the necessary skills set and knowledge inputs are given in a manner whereby the student is exposed to the above aspects mentioned so that the Graduates can be useful to the employer from day one and such Graduates contribute to the growth of the organization he / she works.

GCET has been striving hard to bridge the gap between the academia and the industry. In this direction, GCET has taken a good number of initiatives including establishment of a center for Creativity and Innovation. It invited a few experts from reputed academic institutions and industry to join the college as faculty members and has been fairly successful on this front. These faculty who have come from industry have been helping students in the design and development of creative and innovative projects.

- **Creativity and Innovation** - College encourages hands on learning by introducing mini projects in most of its courses and quite often students are motivated to find innovative solutions while working on these projects. It is our fond hope that some of these projects will lead to start ups in the near future. In fact, the institute has recruited a handful of
faculty who have worked in industry for nearly two to three decades and they have been quite helpful in nurturing students in the execution of creative and innovative projects.

- **Research** - The goals of the institute are implemented by a novel institutional structure, which is as follows:
  - Each department is divided into four or five divisions, with each division Chaired by a Senior Professor.
  - Divisions are divided as per various specializations in the department.
  - Faculty involved in teaching courses falling under a division are grouped under that particular division.
  - Along with the senior Professor, a few other senior faculty of that division act as lead faculty and act as mentors to other faculty of that division and guide them in their academic pursuits.
  - In each Group, two / three faculty members may be identified as lead faculty, by the Group Head and information passed on to the HoD.
  - Group Head and the lead faculty would act as Mentors for other faculty members of that group and ensure the teaching-learning process is highly effective in the corresponding courses of that group / specialization.
  - Lead faculty and other faculty of a group may interact very closely with the group Head on all academic / research matters belonging to the courses of the group.

The structure mentioned is as follows:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Group (Professor)</td>
<td>Head of Group (Professor)</td>
<td>Head of Group (Professor)</td>
<td>Head of Group (Professor)</td>
</tr>
<tr>
<td>Lead faculty</td>
<td>Lead faculty</td>
<td>Lead faculty</td>
<td>Lead faculty</td>
</tr>
</tbody>
</table>

**Associate / Assistant Professors (Mentees)**

The structure promotes

- A healthy mentor – mentee relationship among faculty
- More learning opportunities for junior faculty (mentees)
- Creation of a fairly good talent pool in various areas / specializations of the department
- Establishment and conduct of creative and innovative experiments in the lab courses
- Value added teaching – learning process through development of curriculum that promotes creativity and innovation in the students and faculty
- Research culture
- Better assessment and evaluation of students’ performance
- Establishment of a second rung leadership in various specializations
- Smooth administration / functioning of the department

1.1.5 How does the college ensure that the curriculum developed address the needs of the society and have relevance to the regional/national developmental needs?

With the above departmental organizational structure, an innovative curriculum, a problem/project based pedagogy and an environment of inquiry all built carefully so as to have relevance to the regional / national aspirations and developmental needs of the society, the college has been ensuring that these needs are addressed.

The institute is, therefore, structured as research centers and not just simply departments. Hence, the curriculum has flexibility allowing even the undergraduates to do developmental work involving creative and innovative ideas. With some of the courses having mini projects and presentations, there is an environment of questioning and inquiry, development of interpersonal skills, effective communication skills, and healthy discussion on issues of professional ethics with humane touch. The institute conducts extension activities to spread the research culture and ethics to the best of its abilities.

Further, the curriculum is designed keeping in view its program educational objectives and program outcomes with more emphasis on problem solving skills, application of knowledge and skills to the development of cutting edge technologies for societal development thereby addressing the needs for regional and national progress.
1.1.6 To what extent does the college use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the college been instrumental in leading any curricular reform which has created a national impact?

The college uses various guidelines including ACM/IEEE, ASME, ASCE, AICTE guidelines for framing its curricula.

The curriculum is designed to facilitate students obtain liberal education, which has the potential to broaden their perspective and transform the world. The curriculum offers various designated courses namely, Hard Core, Soft Core, Basic Sciences Core, Engineering Sciences Core, Social Sciences and Humanities Core, Professional Electives along with Open Electives such that it ensures balance among these courses. These courses are introduced with the objective of enabling the students to go for further specialization in their chosen field of interest, if they so desire. Some of the mandatory non-credit courses suggested by AICTE have been taken as credit based mandatory courses by the college to ensure seriousness of participation amongst the students in these courses. The curriculum is structured with five theory and three laboratory courses from second year first semester onwards up to fourth year first semester to facilitate more practical oriented teaching and learning with an emphasis on local and global needs. The support of the college management, which has been forthcoming for the provision of all the required facilities, including establishing additional labs and infrastructure is unstinted and commendable. The introduction of Open Elective courses along with Foreign Language promotes the philosophy of liberal education. Academic flexibility is maintained through a wide range of courses offered across departments.

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1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

- Core / Elective options
- Enrichment courses
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses

a. Core / elective options

Academic flexibility is maintained through a wide range of courses offered across departments. Core courses are categorized into the following:

- Basic Sciences Core
- Engineering Sciences Core
- Humanities and Social Sciences Core
- Engineering Core
- Soft Core Electives
- Professional Electives
- Open Electives

Basic Sciences Core - The basic science and mathematics courses provide the necessary foundation for the engineering science courses. Engineering science core courses provide a strong fundamental basis for advanced study and subsequent specialization in engineering. Humanities and social sciences core courses provide effective oral and written communication skills and create an awareness of our cultural heritage and contemporary society.

All the core courses lay emphasis on concepts and principles. It involves teaching of courses in Basic Sciences, Humanities and Social Sciences and Engineering Science. Attention is also paid to develop communication skills in English language.

Basic science and Engineering science core courses facilitate

- Scientific thinking process
- Manifestation of scientific attitudes and generation of scientific interest
- Communicating effectively using scientific language and reasoning
Demonstration of awareness of social and historical aspects of science
Understanding of scientific investigations that use a variety of methods and do not always use the same set of procedures; understanding that there is not just one “scientific method.”
Understanding of scientific inquiry, characterized by a common set of values that include logical thinking, precision, open-mindedness, objectivity, skepticism, reliability of results and honest and ethical reporting of findings.
These values function as criteria in distinguishing between science and non-science.

**Engineering core, soft core electives and professional electives courses**
The Professional courses lay emphasis on analysis, design, and professional practice. An in-built flexibility is provided to encourage students to specialize in streams of their choice through a system of soft core electives and professional electives. Over and above these electives, further flexibility in courses is provided through open electives, a few of these enhance employability. Design philosophy and practice are developed throughout the curriculum so as to relate analysis and design for various engineering problems pertaining to society and provide solutions for the same. Application of modern engineering and computational tools is required and therefore, is emphasized in a vast majority of courses. The college strives to foster among its students a strong desire and capacity for continuous learning as well as self appraisal to develop sterling human & professional qualities and a strong sense of service to society through designed, curricular, co-curricular activities and congenial campus environment.

**b. Enrichment courses**
Courses in humanities and social sciences are incorporated to develop appreciation of the impact of science and technology on society. Some of these courses are Environmental studies, Human Values, Ethics, Disaster Mitigation and Management, and Anthropology.
In addition, courses namely, Advanced English Communication Skills, Logical Reasoning, Quantitative ability, Banking and Insurance, Entrepreneurship facilitate higher employability. All these courses are aimed at promoting employability, value education and citizenship roles.

**c. Courses offered in modular form** - All courses are offered in modular form

**d. Credit transfer and accumulation facility**
The college follows semester system with credits earned in each semester. A student has to fulfill the required credits for award of the degree. College earnestly follows "Choice Based Credit
System (CBCS)” with a large amount of flexibility (in choices) available to the student, both in terms of courses to choose from and in sequencing of compulsory or core courses.

For Undergraduate programs, the college provides credit transfer facility. Students from other colleges can join the college if they have obtained credits for the courses and have accumulated the same in the courses offered by the college. Similarly, students of the college may also accumulate credits and get transferred these credits transferred to other college(s). Application with supporting documents is to be made to the college for this. Decision is taken on each case after examining the documents. The institute does not accept transfer students for postgraduate programs.

e. Lateral and vertical mobility within and across programs and courses

No, the monitoring university and the state government do not permit this kind of mobility.

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If ‘no’, explain the impediments.

No. The college has not yet fully matured to attract international students and has never tried in that direction so far.

1.2.3 Does the college offer dual degree and twinning programs? If yes, give details.

No.

1.2.4 Does the college offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

Yes. All the programs administered by the Institute are self-financing programs.

1.2.5 Has the college adopted the Choice Based Credit System (CBCS)? If yes, how many programs are covered under the system?

Yes, college has adopted Choice Based Credit System for all the programs from the academic year 2016-17 after receiving "Autonomous Status” from UGC.

1.2.6 What percentage of programs offered by the college follows:

- Annual system
- Semester system
- Trimester system

Annual system: None

Semester System: All programs offered by the college

Trimester System: None
1.2.7 What is the policy of the college to promote interdisciplinary programs? Name the programs and what is the outcome?

The college firmly believes that engineering education itself is interdisciplinary. There is no engineering without creativity. Creativity is a key factor in a well-rounded design process; without creativity, there is no design. There are a number of practical methods for promoting creativity in design pedagogy, particularly, at the undergraduate level, including an interdisciplinary approach. However, an interdisciplinary approach has not been fully officially integrated into the college curriculum yet. We have made a beginning in creating an awareness about the importance of an interdisciplinary approach to engineering education and its benefits, described creativity traits, and drawn the links between an interdisciplinary approach and creativity. Design educators from various reputed institutions were invited to facilitate us in this approach by participating in a couple of workshops. The fundamental goal of these workshops was to find out how the integration of an interdisciplinary approach can effectively encourage creativity in the design of curriculum and pedagogy at the undergraduate level.

Design as a discipline keeps on evolving and thus design as a field is interdisciplinary in its nature. Hence, one needs to constantly re-define design education and, consequently, propose new pedagogical methods. Currently, design is considered as a combination of applied mathematics, applied science to solve engineering problems.

It is our earnest belief that an interdisciplinary approach to curriculum structure is the one in which the faculty integrate information, techniques, concepts, and theories from various disciplines and other fields of study to advance students’ capacity to understand issues and propose new solutions that may extend beyond the scope of any level of imagination.

It is our conviction that interdisciplinary approach promotes the following in students:

➢ Students improve conceptual and critical thinking

An interdisciplinary approach provides students a greater breadth of tools with which to communicate. Students become better thinkers, conceptually and technically, when they are pushed in diverse directions. The ability to analyze and conceptualize is as important as having technical skill.
Students have a better perspective of design as
An interdisciplinary approach to design is extremely beneficial in developing a holistic understanding of design. Incorporating interdisciplinary thinking, theory, and skills, which are completely transferable in the educational system, gives graduating students an opportunity to move into a range of disciplines in design. It also provides them with a wider understanding of the role of design in problem solving, and gives more focus to the process rather than to specific solutions. As a result, students gain a better understanding of the interdisciplinary nature of design.

Students develop skills that are transferable across disciplines
Students gain a broad exposure to materials from art and design, interactive technology and programming, cognition, art, social sciences, media and games - they experience an education that goes beyond the one focused solely on practical art and design education. Additionally, students get have a chance to brainstorm solutions with students and professionals of other disciplines and thereby get a broader perspective on how design relates to the greater community.

Students become better designers
An interdisciplinary approach is very helpful in creating good designers. To “design” is to “create an experience” and the better the designer understands the human experience, the better the output. Creating experiences is different from gaining the skill set that young designers learn at college, which is quite the same wherever one studies. Students can hone their skills and expand their knowledge on design history and theory, etc. but what will distinguish them as creative and good designers is additional learning outside of their discipline.

Students can be more motivated working on interdisciplinary projects
The interdisciplinary approach can also be more motivating for students to carry out projects involving various disciplines. Students learn different ways of thinking and how to work more efficiently, both with others and independently, to create effective design work.

Interdisciplinary approach promotes creativity by reducing imitation
With regard to encouraging students to actively engage in broad critical and contextual thinking and problem solving abilities.
Interdisciplinary approach provokes more experimentation
Students would work in a more experimental situation when involved in interdisciplinary projects. They will be able to focus their work in a more conceptual way, allowing form to follow idea rather than vice-versa.

Interdisciplinary approach improves communication skills
When students are asked to work with other disciplines, they are more likely to communicate their ideas in a more effective and comprehensible way, which can benefit any project.

Interdisciplinary approach encourages to go beyond design discipline
Often students stay in their comfort zone if the project is very limited and can only be applied to one specific discipline. Most interesting results often happen when students go outside of their chosen field. They can see solutions to problems that are not normally not noticed. The use of interdisciplinary projects encourages students to explore other worlds and merge them into original and unique projects.

Interdisciplinary approach helps to determine own areas of interest
Approaching a project with a process that incorporates interdisciplinary research and visual experimentation can offer more avenues for students to find personal engagement with the project, encouraging them to insert more of their own experiences and interests. This engagement often seems to result in enhanced creativity and innovation.

However, since the college has been granted "Autonomous Status" only from the academic year 2016-17, it is in the process of designing its curriculum across disciplines involving an interdisciplinary approach.

1.3 Curriculum Enrichment
1.3.1 How often is the curriculum of the college reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?
Curriculum enrichment is an important feature of holistic curriculum design. It provides exciting and varied opportunities for students to broaden their interests or build upon existing activities.
The college follows a continuous review system of the curriculum. Periodic reviews of the curriculum is carried out every two years. However, minor reviews also take place every year. While framing the curriculum, feedback from industry, alumni and other stakeholders are taken into account. As such, the system has an in-built flexibility for the changes. A formal major review of all the programs is completed once in every two years. The minor changes in the curriculum, based on the feedback from the stakeholders, are implemented by providing additional topics/experiments for theory courses/lab courses as the case may be. The inputs from all the stakeholders from industry regarding the course contents to be taught is considered in this revision process. At least one person from industry is always invited to the Board of Studies meeting of each department.

The college prepares the students to take up a job, and industry specific skills that are needed will be acquired by the student as and when needed through value added courses by way of additional topics in the curriculum. The students are sufficiently trained in the ability to learn new concepts and apply them. The institute aims to train students not only for their first job but make them lifelong learners.

Curriculum is enriched through mini projects/student conferences/symposiums and innovative clubs in the college.

Students are also introduced to engineering as a profession that requires not only technological skills but also an ethical orientation, of the need for lifelong learning, and of the importance of Humanities courses.

1.3.2 How many new programs at have been introduced at UG and PG levels during the last four years? Mention details.

UG Program - B. Tech in Civil Engineering
PG Program - M. Tech in Power Electronics
- Inter-disciplinary - None
- Programs in emerging areas - None
1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a major syllabus revision?

The existing programs are revised both reactively as well as proactively. The need is identified from the feedback from the students and/or analysis of data of their performance. Periodic design changes are effected to offset the obsolescence of the design or if a need for change is realized. All the steps as required for initial design and development are followed for effecting and incorporating changes. Review is carried out and changes are documented. Records of the results of the review are maintained.

All the UG and PG programs were revised in 2016 and prior to that in 2013. Minor changes are effected as and when needed with the approval of the senate. The revision process follows the same approval process as described for new programs.

Strategy adopted for the revision of existing programs is to keep watching the latest developments in the industry and their requirement.

- Feedback from employers.
- Instruction from the regulatory bodies such as AICTE and UGC.
- Assessment of regional needs
- Trend analysis.
- Societal and Industrial projections.
- Evaluation of availability of experts, expertise, training, tools and techniques.
- Review on affordability and utility as well as feasibility.
- Addressing the global challenges.
- Feedback from Alumni

College has boards of studies for each department. Each board of studies takes into consideration the respective department's vision and mission which are aligned with institutional vision and mission, and all the aspects mentioned above, while preparing curriculum and subsequent revisions and put up before College Academic Council which consists of senior faculty members of the college and external members. Their inputs will be taken for further revision, if any. 10–15% of the syllabus in every elective course will be revised based on the latest development in the field. Once in 5 years, major revision of curriculum will be taken up.
1.3.4 What are the value-added courses offered by the college and how does the college ensure that all students have access to them?

Some of the value added courses offered by the various departments of the college are given below.

i. Intellectually designed communication skill development courses exclusively for rural students.

ii. Subject-wise technical skill-enhancing courses with experts in the field both from academia and industry.

iii. Foreign language courses taught by native experts for interested students.


v. Precision engineering, Advances in Robotics.


vii. Next generation wireless technology, Data mining for web intelligence.

viii. Cloud computing and services, Green computing, E-learning techniques, Information retrieval and management.

ix. Power quality, Energy audit and demand side management, Virtual instrumentation.

x. SCADA and PLC applications: Power plant instrumentation, PID tuning.
   - All the interested students get the opportunity to attend the above programs as they are arranged during the weekends, summer/winter vacations.
   - During the working days, they are offered after the college hours.
   - The alumni are also involved in the conduct of such programs.
   - The infrastructure facilities available in all the departments are made accessible to the students during the conduct of the programs.

1.3.5 Has the college introduced any higher order skill development programs in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The following skill development programs are introduced by the college, as outlined by the National Skills Development Corporation.

- Engineering Design (CAD/CAM) for Mechanical Engineering students
- Robotics and Mechatronics for students
- CNC Machining Skill Development Techniques
- Software training for students
- Total Quality Management for senior faculty
1.4 Feedback System

1.4.1 Does the college have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Course end survey forms are distributed to all students for the purpose of course evaluation. Course evaluation reports are considered to update the course content. In addition, graduate surveys are conducted towards the end of the graduation of the student. Both the above mechanisms are used for updating the curriculum with the permission of Board of Studies and the college academic council.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback

The college has entered into MoU with a few international Universities. One of the objectives of MoU is to facilitate graduates from the college to get admission into Masters and possible financial assistance. Further, a few interested faculty members of the college may apply for Doctoral program and get admission with possible financial assistance, if any.

Faculty members of the university visiting India are invited to deliver lectures in the FDPs, and also short term value added courses for students of the college. They may also give feedback on the curricula and syllabi. Discussions are also held by the faculty members with regard to the pedagogy for improvement of teaching-learning process.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

- Alumni surveys are conducted during alumni interaction at the alumni association meeting held every year
- Whenever any alumni visits the college, feedback is taken
- Further, college website invites alumni to provide feedback through online.
- Feedback from industry, R & D establishments, professional bodies also are obtained

The data is analyzed and their suggestions are considered and placed before the Board of Studies for discussion and for possible incorporation in the curriculum.
1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the college in ensuring the effective development of the curricula?

In the regulation, curricula and syllabi of all academic programs of the college is revised once in every two years with the help of program assessment committee of each program, initially, and later in the departmental assessment committee and BoS of each department. The BoS includes expert members not only from academics but also from relevant industries, R & D establishments, and members of professional bodies. The recommendation of BoS is taken up for discussion, finally placed before college academic council for discussion and approval. Taking into account the requirements of the various industries, current developments in the fields of science, engineering and technology and the specific needs of the society, new courses are included in the curricula. Moreover, provision is made to include professional elective subjects every year, in the emerging area of science, engineering and technology. There is also a provision in curricula to offer specialized elective subjects, tailor made to enhance the knowledge of students in some of the emerging fields, as and when required.

Any other information regarding Curricular Aspects which the institution would like to include.

1. Flexible and Choice Based Credit System to learn soft core elective courses, professional elective courses and open elective courses offered across the departments.
3. Periodic revision of curriculum.
4. Value added courses.
5. Courses on communication skills / Professional ethics / Environmental Engineering, and Employability Skills.
6. Tutorials for all analytical subjects.
7. Library hour / Association Activity hour in the time table.
8. Technical seminar
9. Mini Projects in many courses
10. Design experiments in many laboratory courses thereby stimulating creativity and innovation in students.
Criterion II: Teaching - Learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?

The seats available for a given program is divided into two categories viz., category ‘A’ seats and category ‘B’ seats

Admission to category ‘A’ seats (70% of the sanctioned intake) is made by the Telangana State Council of Higher Education (TSCHE)

Admission to category ‘B’ seats (30% of the sanctioned intake) which fall under the Management quota, is made by the college as per the guidelines issued by TSCHE.

For ‘A’ category seats, TSCHE issues the notification in the newspapers and invites applications for admission to various colleges affiliated to JNTUH. The list of colleges with the number of seats available for B.Tech/M.Tech and MBA programs in each college is uploaded on its website.

The notification for admission to ‘B’ category inviting applications for admission is issued by the college in the form advertisement in the newspapers. Web portal is also created by the college and online applications are facilitated. The college management follows the procedure laid down by the TSCHE for the admission process. After completing the admission process, the college submits the list of admitted candidates to TSCHE, which scrutinizes the list and approves it, after ensuring that the prescribed procedure had been followed by the college.

Thus, the college ensures publicity and transparency in the admission process.

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D programs by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) other followed by the College?

ADMISSION TO CATEGORY ‘A’ SEATS (Refer section 2.1.1)

I. Eligibility for admissions to 1st year B. E /B. Tech programs

   I. The candidate should have passed the Intermediate Exam (10 +2) with Mathematics, Physics and Chemistry as compulsory subjects or any other examination of any other University or Authority accepted by the Director of Technical Education, as equivalent.

   II. The candidate should have qualified in the common entrance test conducted by the Telangana State Government —EAMCET. Ranks are allocated based on the performance in the test.
III. The candidate should belong to the state of Telangana / Andhra Pradesh. The candidates should satisfy local / non – local status requirements as laid down in the Telangana / Andhra Pradesh Education Institutions (Regulation of Admission) order, 1974 as subsequently amended.

2. Eligibility for admissions to 2nd year BE/B.Tech programs under Lateral Entry scheme
   I. The candidate should have passed the Diploma in Engineering/Technology, awarded by the State Board of Technical Education, Telangana, or its equivalent

   II. The candidate should have qualified in the Engineering Common Entrance Test (ECET) conducted by the Telangana State Government. Ranks are allocated based on the performance in the test.

   III. The candidate should belong to the state of Telangana / Andhra Pradesh. The candidates should satisfy local / non – local status requirements as laid down in the Telangana / Andhra Pradesh Education Institutions (Regulation of Admission) order, 1974 as subsequently amended.

3. Eligibility for admission to M.Tech programs
   I. The candidate should have passed the appropriate qualifying examination ie., B.Tech/A.M.I.E/M.Sc./M.C.A or equivalent examination

   II. Candidates should qualified have in the common entrance tests (GATE), or (PGECET) conducted by Telangana State Government

   III. The candidates should satisfy local/non-local status requirements as laid down in the relevant G.O. of AP/TS Government

4. Eligibility for admission to MBA program
   I. The candidates should have passed the qualifying examination ie., any degree from a recognized university in India in 10+2+3 pattern.

   II. The Candidate should have qualified in the common entrance test (ICET) conducted by Telangana State Government

   III. The candidate should satisfy local/non-local status requirements of admission into category ‘A’ seats as laid down in the relevant G.O. of AP/TS Government
METHOD OF ADMISSIONS

The college admits the candidates allotted by the convenor of EAMCET/ECET/PGECET/ICET/(Admissions.) The allotments are made based on the online/e- options exercised by the candidates, the rank obtained in the entrance tests and reservation category to which the candidates belong. The online or e-option mechanism ensures transparency in the admission process.

CATEGORY ‘B’ SEATS (Refer section 2.1.1)

1. Eligibility and rules for admission to BE/B.Tech programs:
   I. The seats are filled on merit basis with candidates including from other States and union territories, who have secured rank at AIEEE (JEE-Main) and secured not less than 45% (40% in case of candidates belonging to reserved categories) of marks in the prescribed group subjects in the qualifying examination.

   II. The seats remaining unfilled from the above are filled with eligible candidates on merit basis following eligibility criteria laid down in rule (4) of G.O.Ms.No.74 as follows:
       The candidate should have passed the qualifying examination (10+2) conducted by the Board of Intermediate Education, Telangana or equivalent with Physics, Mathematics and chemistry as compulsory subjects and obtained at-least 45% marks in the above subjects taken together/aggregate marks in the qualifying examination (IPE of Telangana or equivalent)

   III. Thereafter, if any seats still remain unfilled, such seats may be filled on merit basis with candidates securing not less than 45% (40% in case of candidates belonging to reserved categories) in the prescribed group subjects taken together/aggregate marks in the qualifying examination (IPE of Telangana or equivalent)

2. Eligibility for admission: to M.Tech Program
   I. Education Qualification / Eligibility criteria
      a. The candidate should have passed the appropriate qualifying examination ie.,
         B.Tech/A.I.M.E./B.Planning/M.Sc./M.C.A or equivalent examination.
      b. The candidate should secure the following percentage of marks in the Qualifying examination.
         
         | Percentage | Category                  |
         |------------|---------------------------|
         | 50%        | For all candidates        |
         | 45%        | The candidates belonging to reserved categories: |
II. The candidate should have secured a rank at common Entrance test, PGECET conducted by the Telangana State Government or secured a GATE score.

3. Eligibility for admission to MBA Program
   I. Education Qualification:
      a. The candidates should have passed the qualifying examination i.e., any degree from recognized university in India in 10+2+3 on the date of his/her admission into MBA programme.
      b. The candidate should have secured the following percentage of marks in the qualifying examination.
         
         50% - For all candidates
         45% - The candidates belonging to reserved categories

   II. The candidate should have secured a rank at common Entrance test, ICET conducted by the Telangana State Government or All India Common Entrance Test.

METHOD OF ADMISSION
The following procedure as prescribed by TSCHE is followed for admission of candidates.

1. The college notifies the details of the courses offered with intake, schedule of admission in popular news dailies one each language i.e., English, Telugu and Urdu. A copy of this advertisement is displayed on the college notice board and also on the college website.

2. Applications forms for admissions are made available in the college or can be downloaded from the website

3. The applications received are scrutinized and a merit list of eligible candidates is prepared and uploaded on the web portal of the college.

4. While preparing the merit list, the order of preference to be followed as per the TSCHE guidelines is taken into consideration.

5. The list of admitted candidates is forwarded to TSCHE for approval.

6. The competent authority in TSCHE verifies the list and if found in accordance with the rules and procedures prescribed by TSCHE, approves the same.
2.1.3 Does the college have a mechanism to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes, a mechanism exists to review the admission process annually.

Preparation for Admissions

1. Every year, well before the admission time, an updated prospectus of the college is published.
2. Help desks are set up in the college administrative office to disseminate information regarding admission to various programs.
3. Special career guidance program for the prospective aspirants of professional courses is conducted every year inviting industry and other experts to address the aspirants.
4. The college regularly participates and disseminates information to interested public in career guidance exhibitions organized by collaboration with reputed media partners, wherein it puts up a stall in educational exhibition/fair organized by media in which admission process, eligibility criteria, job opportunities etc., are explained by the experienced faculty from the institution and also present to the audience the nature and scope of every engineering program.
5. Advertisement given in regional newspapers.

Review of Admission Process

1. The College has an Admission Committee which meets in the month of May and reviews the entire admission process and analyzes the quality of intake in the previous years.
2. A report of comparative statement for the past few years is submitted to the College Academic Committee, which in turn reviews the same and recommends to the management on the process for the academic year ahead.
3. Appropriate interventional measures suggested by the college management are taken to further improve the quality of admission.
4. Some of the meritorious students are given free education by the management. These students often got higher CGPA.
2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories

- SC/ST
- OBC
- Women
- Different categories of persons with disabilities
- Economically weaker sections
- Outstanding achievers in sports and extracurricular activities

Our college follows the admission policy framed by the Telangana State government. Under the rules governing admission, the minimum qualifying marks in the common entrance test for admission and the minimum qualifying marks in group subjects in the intermediate Public exams are less for SC/ST students than for other community students.

1. The admission rules also provide for reservation for the SC/ST, OBC, Woman, Physically challenged, Achievers in sports, NCC etc categories of students.

2. Over and above these facilities, scholarships are given to the above categories of students, based on their family’s annual income.

3. The scholarship facility is extended to students belonging to other communities, not covered above, including minority communities who are economically weak.

2.1.5 Furnish the number of students admitted in the College in the last four academic years.

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<th>Year 1 Female</th>
<th>Year 2 Male</th>
<th>Year 2 Female</th>
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<tr>
<td>Total</td>
<td>684</td>
<td>361</td>
<td>606</td>
<td>309</td>
<td>527</td>
<td>353</td>
<td>551</td>
<td>293</td>
</tr>
</tbody>
</table>
2.1.6. Has the College conducted any analysis of demand ratio for the various programs offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease. The college has conducted an analysis of demand ratio for various programs, the results being as follows:

The process of admission to various UG & PG programs is explained under sec 2.1.2. The counseling for admission is conducted by TSCHE online and seats are allotted by merit and the choice excised by the students. No details of the number of students excising their choice in favor of our college and their preferential order is available.

As there are large number of engineering colleges in Telangana State, the number of seats filled is an important factor in assessing the demand for admission to any college. The table given below gives the number of students admitted as against the sanctioned intake of our college.

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Courses Admitted</th>
<th>Total Sanctioned Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1200</td>
<td>1000</td>
</tr>
<tr>
<td>2018</td>
<td>1300</td>
<td>1100</td>
</tr>
<tr>
<td>2019</td>
<td>1400</td>
<td>1200</td>
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</table>

It is observed from the table that the demand for UG courses in our college has been growing steadily and the overall admissions compared to the total sanctioned intake is the highest in 2017.

This reflects the growing popularity of our college among the students. It is also observed that ECE, CSE branches enjoy higher demand followed by Mechanical, EEE, and Civil branches. As regards PG courses, the demand has been reducing. This trend can be explained by the fact that the rules of attendance and evaluation have been tightened by the State government. This trend has resulted in our closing certain courses.
## Demand ratio analysis

<table>
<thead>
<tr>
<th>S. No</th>
<th>Program</th>
<th>Course</th>
<th>Students’ Intake</th>
<th>Student’s Admitted</th>
<th>Demand Ratio</th>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>UG</td>
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<tr>
<td>3</td>
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<td><strong>239</strong></td>
<td><strong>99.5</strong></td>
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<td>EEE</td>
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<td>111</td>
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<tr>
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<td></td>
<td>MECH</td>
<td>120</td>
<td>114</td>
<td>95</td>
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<td>2015-16</td>
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<td>240</td>
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<td>2014-15</td>
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<td>1.</td>
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<td>9.</td>
<td>PE</td>
<td>18</td>
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</tbody>
</table>

2014-15

- **MBA**: 60, 53, 88.33
- **ES**: 30, 27, 90
- **ECE**: 18, 14, 77.77
- **VLSI**: 18, 15, 83.33
- **SE**: 18, 6, 33.33
- **MD**: 18, 9, 50
- **CSE**: 30, 24, 80
- **CS**: 18, 10, 55.55
- **PE**: 18, 14, 77.77

2013-14

- **MBA**: 60, 44, 73.33
- **ES**: 30, 27, 90
- **ECE**: 18, 16, 88.88
- **VLSI**: 18, 18, 100
- **SE**: 18, 11, 61.11
- **MD**: 18, 13, 72.22
- **CSE**: 30, 23, 76.66
- **CS**: 18, 13, 72.22

2.1.7 Was there an instance of the college discontinuing a program in the last four years?


2.2 Catering to Student Diversity

2.2.1 Does the college organize orientation / induction program for freshers? If yes, give details of the duration of the program, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes, the college organizes orientation / induction program for freshers in the very first week of the commencement of their academic year. Duration of the program is six days. Topics/issues covered are:

1. Motivation and Goal setting
2. Characteristics of a successful student
3. Listening and Note taking
4. How to read faster and recall more
5. Career Opportunities and Career Development Plan
6. Time Management
7. Importance soft skills and writing skills
8. Importance of being creative and innovative for a successful professional career
9. Difference between studying in a junior college and professional college

A good majority of the academic committee members and some other senior faculty of the college are involved in delivering the above topics.

In the first week, a time-table is drawn wherein three (3) periods out of seven (7) periods a day are allocated for delivering lectures on these topics for each section of the students. At the end of the orientation program, feedback on the program, topic-wise is collected, analyzed, and then shared with the faculty resource persons. Subsequently, it is discussed in the college academic committee meeting. All the shortcomings, if any would be considered when the induction program is organized next.

Over and above this, Principal, senior faculty and chairman of the college address the students of all sections, section-wise at least twice a semester on the importance of getting a meritorious degree and other professional skills to be a successful professional engineer. We also invite experts from various other organizations who deliver lectures covering various topics mentioned above.

2.2.2 Does the college have a mechanism through which the "differential requirements of student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Yes, the college has a mechanism through which the "differential requirements of student population" are analyzed after admission and after the commencement of classes, there being little time gap between the end of admission process and commencement of classes.

The college identifies their strengths and weaknesses in the first three weeks of the commencement of the classes and the same is recorded in their respective mentoring manual.
A mentor is assigned to each student and the student's progress is monitored closely by the mentor, which is communicated to the parent(s) of the student. Every student's performance in each course is shared with the concerned faculty member teaching the respective course.

2.2.3 Does the college provide bridge / Remedial / add-on courses? If yes, how are they structured into the time-table? Give details of the courses offered, department-wise/faculty-wise.

Yes. The college conducts bridge courses for "Lateral Entry" students in courses, namely, Mathematics, English Language Communications Skills, and "C Programming". These are conducted after working hours in the evening.

With regard to remedial classes, feedback from students and mentors is taken and analyzed. Based on the requirements, remedial classes are conducted for a set of students whose performance is low. Of course, other students, if interested, are also allowed to attend these remedial classes. These are incorporated in the extended time table with the eighth period in the time table, allotted one course per day, thereby covering all courses.

With regard to the add-on courses, each department, based on its students' needs, conduct some add-on courses.

Add-on courses conducted by various departments are

**CSE**
- Internet of Things
- Advanced Java
- Cisco Network Administration

**ECE**
- Using Cadence Tools for VLSI design
- Application of Digital Signal Processing
- Real Time Embedded Systems

**ME**
- Robotics
- ANSYS
- Pro-E
- Auto-CAD
2.2.4 Has the college conducted a study on the incremental academic growth of different categories of students: student from disadvantaged sections of society, economically disadvantaged, physically challenged, and slow learners, etc.? If yes, give details on how the study has helped the college to improve the performance of these students.

The college fosters an inclusive academic ambience. Dean, Academics constitutes a committee drawing one senior faculty member from each department, which is referred to as "Students Performance Monitoring Committee (SPMC)". This committee conducts a study on the incremental academic growth and suggests ways to develop the academic performance of various categories of students, where needed.

A comprehensive analysis of examination results, and attendance from the first semester till the end of the course is conducted. This study helps to identify the slow learners and design the additional inputs required for students from various backgrounds. The steady increase in pass percentage, observed from the first year to the third year, reveals that the desired outcome of academic progress is realized to a reasonable extent.
Following efforts are taken to improve the performance of students:

1. Tutorials and remedial coaching are provided to close the learning gap of slow learners
2. The mentor system followed in the institution has been helping to mould students as good citizens in line with the mission of the college.
3. The mentors coach the mentees on academic and non-academic matters and monitor their all-round development
4. Parent teacher meetings, held twice a semester, have been facilitating interaction with parents and helping us to understand the need for additional training, and value added courses.
5. A healthy rapport is built between the parents and the teachers to jointly monitor the academic progress of the students
6. Parents are encouraged to approach the concerned department for clarifications at any time.
7. Departments have continuous contact with parents of slow learners in order to maintain effective support system to enable students' success
8. The department provides personal counseling to students to perform better
9. Meritorious students are given incentive in the form of scholarship which has been a great motivating factor
10. Regular motivational talks by senior faculty of the departments, Heads of the Departments, Principal, and Chairman of the college have been helping the students to perform better.

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

The college assesses the learning levels of the students after admission and designs a few courses for advanced learners as well as slow learners.

Advanced learners are identified during:

- Orientation program and need assessment
- Tutorial classes, class interactions and discussions
- Laboratory sessions
- Departmental seminars/Guest lectures
- Mentor - mentee interaction
- Co-curricular and extra-curricular activities
- Performance in the mid-term examination
- Performance in the assignments
Advanced learners are motivated to excel further through the following ways:

1. Assigned with challenging projects, a few internship opportunities and a couple of live projects
2. Encouraged to pursue add on courses
3. Motivated to enroll in foreign language classes and Business English Certificate Course
4. Encouraged to associate with faculty undertaking research, write articles and present papers in student symposia
5. Encouraged to participate in design competitions, project exhibitions and coding competitions.
6. Provided with leadership roles in academic and co-curricular activities
7. Editorial responsibilities in college magazines and newsletters
8. Encouraged to organize and participate in intercollegiate, state and national events
9. Serve as peer mentors for classmates

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

- Admissions are given for differently-abled students as per government policy.
- The college analyses the academic growth of differently abled students and provides tutorials and other remedial classes for the needy.
- The requirements of differently abled students are identified immediately after admission during orientation program and strategies are planned for their assistance.
- Special needs of infrastructure like ramp, class rooms in the ground floor are provided.
- Examination is conducted in the ground floor; scribe facilities are provided
- Special guidance and counseling is given

2.3 Teaching - Learning Process

The college firmly believes that holistic development of the students is ensured only through the four pillars of its educational philosophy, namely, Knowledge, Skills, Values and Attitude. The educational pedagogy of the college inculcates value system, integrates ICT, develops global competencies and promotes professional development with a quest for excellence. A physical and intellectual infrastructure has been established to facilitate a student centric learning often called as "learner centric" process.
2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blueprint etc.)

The institution properly plans and organizes its teaching schedule. The institution plans and executes well conceived teaching-learning and evaluation strategies that are elucidated below:

A. College Academic Plan (CAP): The college academic council meet is scheduled at the beginning of every academic year. The members of the academic council deliberate during the meet and plan and review the academic calendar being proposed, teaching-learning strategies and evaluation method of courses. The academic calendar is prepared by the Teachers’ Council at the commencement of the academic year incorporating the major events of the college.

A schedule of examinations, holidays and vacation is also prepared.

The academic calendar is incorporated in the course files CD that is issued to every student and faculty of each class. It is also uploaded in the college website.

Evaluation Schedule:

- With the college becoming autonomous institution since 2016-17, the Controller of Examination (CoE) drafts the schedule for all the components of Continuous Internal Examination/Evaluation (CIE).
- Separate schedules for conduct of mid-term examination, end semester examination and declaration of results are prepared.
- A well laid out document shall be sent for preparation of question papers to external examiners.
- Panel of Examiners is provided by BoS of each department.
- Regulations regarding valuation are decided by the respective BoS which comprises a chief examiner.
- Procedures for grievance redressal and details about transparency in evaluation are closely monitored by the Principal and CoE.

B. Department Level Department calendar and time table:

The department calendar is prepared and displayed on the notice board.

It elucidates department's specific activities.

The time table is prepared at the beginning of every semester well ahead of the start of classes.

Department Assessment Committee (DAC): The department assessment committee plans the teaching-learning strategies of various programs. The DAC, comprising senior faculty members of the department, monitors and reviews the executed plans.
For each program offered by a department, a Program Assessment Committee is constituted comprising senior faculty members teaching the program along with other senior faculty members of the department, which gives guidelines for the teaching-learning process and frequently monitors the program and reviews the same and gives inputs to BoS for updating the same whenever necessary.

In addition, for each course taught in the program, a senior faculty member who has taught the course on a fairly good number of occasions is assigned as course coordinator, who guides other faculty members teaching the same course for other sections. Coordinator frequently interacts with these faculty members oversees the progress of the student learning in the course and provides the necessary support to these faculty members.

C. Planning at individual level

Consists of course plan and work diary

Course Plan: Course plan is maintained in a course file that consists of the following:

Course File:

1. Syllabus copy of the course
2. Vision of the Department
3. Mission of the Department
4. PEOs and POs
5. Course objectives and outcomes
6. Course mapping with POs
7. Brief notes on the importance of the course, namely, course purpose:
   a. What role does this course play within the Program?
   b. How is the course unique or different from other courses of the Program?
   c. What essential knowledge or skills should they gain from this experience?
   d. What knowledge or skills from this course will students need to have mastered to perform well in future classes or later (Higher Education / Jobs)?
   e. Why is this course important for students to take?
   f. What is/are the prerequisite(s) for this course?
   g. When students complete this course, what do they need know or be able to do?
   h. Is there specific knowledge that the students will need to know in the future?
   i. Are there certain practical or professional skills that students will need to apply in the future?
j. Five years from now, what do you hope students will remember from this course?

k. What is it about this course that makes it unique or special?

l. Why does the program offer this course?

m. Why can’t this course be “covered” as a sub-section of another course?

n. What unique contributions to students’ learning experience does this course make?

o. What is the value of taking this course? How exactly does it enrich the program?

The “Course Purpose” describes how the course fits into the student's educational experience and curriculum in the program and how it helps in his/her professional career.

8. Prerequisites, if any

9. Instructional Learning Outcomes which refer to

   ➢ Specific knowledge
   ➢ Practical skills
   ➢ Areas of professional development
   ➢ Attitudes
   ➢ Higher-order thinking skills, etc.

   which faculty members expect students to develop, learn, or master during a course.

10. Class Time Table

11. Individual Time Table

12. Lecture schedule with methodology being used/adopted for each session

13. Detailed notes

14. Additional topics

15. University Question papers of previous years

16. Question Bank

17. Assignment Questions

18. Unit wise Quiz Questions and long answer questions

19. Tutorial problems

20. Known gaps, if any and inclusion of the same in lecture schedule

21. Discussion topics, if any

22. References, Journals, websites and E-links if any

23. Quality Measurement Sheets

   a. Course End Survey
   b. Teaching Evaluation
24. Student List of the section
25. Group-wise students list for discussion topics

It is a detailed schedule of teaching prepared by the respective course teacher in consultation with the course coordinator and in accordance with the format provided by the IQAC. The teachers make a presentation on the course plan depicting the teaching methodology.

**Weekly reports:** Department maintains a weekly report of each section's teaching progress. Faculty members indicate their completed teaching activity for each week. It is periodically monitored by the Course coordinator, Program coordinator, Head of the department, Dean, Academics, and Principal. It acts as a control mechanism in the efficient execution of the course plan.

2.3.2 **Does the college provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Yes. The course plan prepared by the faculty members contains information on course syllabus and course schedule. It highlights information regarding the different modules, skill development activities and topics of assignments. The department informs the students about the course outline of all the courses in a semester. It ensures timely completion of syllabus and transparency in teaching-learning process.

2.3.3 **What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?**

- The core courses of undergraduate programs predominantly follow lecture method and the lab courses provide experimentation, analytical thinking, and help develop required skills for an in-depth understanding and comprehension of the course.
- Faculty members of the college adopt various teaching methods in addition to lecture method.
- Classroom teaching is supplemented with additional learner-centric activities such as case study analysis, seminar, simulation exercises, problem solving through tutorials and assignments, and discussions.
In addition, guest lectures, field trips, and visit to some industries also help students acquire the required comprehension of the course and its application for societal development.

In some courses mini project supplements students with an ability to define a problem, use various design techniques and implementation through hands on experience, which facilitates students to explore.

Students are encouraged to use online databases and domain specific e-resources which enable them to go beyond the prescribed curriculum.

2.3.4. How is "learning" made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management

Student centric learning methods are an integral part of the pedagogy adopted by the faculty members. Experiential learning, participative learning and problem solving methodologies are used. The educational philosophy of the college envisions coalescing in the individual, academic excellence with holistic development.

The diverse interest of the students are ingeniously met by incorporating participatory learning activities that incite the attentiveness of the learner as well as provide better comprehension of concepts. Special attention is provided to various categories of learners. The faculty members encourage students to apply theory to practice and lab to field. Some of the student-centric participatory activities regularly followed by the departments are listed below.

1. Tutorials,
2. Classroom discussion
3. Case study analysis,
4. Experimentation in laboratory,
5. Mini project,
6. Technical seminar,
7. Guest lectures,
8. Participation in project exhibitions,
9. Coding competitions,
10. Simulations,
11. Demonstration on static models of various equipment,
12. Hands on experience on using various equipment,
13. Field trips,
2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?

The college frequently organizes sessions by experts and people of eminence from diverse spectra to enhance the learning experience of the students. The college policy entails two levels of interaction with people of eminence:

A. Institutional Level: It is usually conducted on the following activities:
   1. Career and Professional Development
   2. Inculcating Human Values and Ethics
   3. Soft Skills Development
   4. Enhancement of employability through campus placement training programs
   5. Entrepreneurship skills programs
   6. Mock United Nations diplomacy program

B. Department level:
   1. Conferences,
   2. Seminars,
   3. Workshops,
   4. Guest Lectures,
   5. Industry Institute Interface,
   6. Webinars
2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching?

Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

The institution has augmented its IT infrastructure on par with the latest technological development. Latest technologies are used by the faculty members for effective teaching.

1. The campus is connected through Wi-Fi, LAN network and high speed internet is made available.
2. Two Internet Service Providers ((ISPs), each 64 Mbps, Bandwidth) make data retrievable and accessible to open educational resources.
3. E-learning class rooms/laboratories are made available for interactive and student centric learning.
4. Some of the laboratories are equipped with IT instructional equipment such as LCD projectors, digital cameras and audio visual aids which enable effective teaching.
5. Additional technologies and facilities available for teaching-learning are:
   i. Subscription to e-resources and databases - DELNET, EBSCO, and INFLIBNET
   ii. Purchase of Propriety / Open source software:
   iii. Microsoft Campus License, MATLAB, PSpice, PSCAD, ANSYS, Pro-E, Oracle, Star UML, Multisim, Keil, MASM, CADENCE, Xilinx, Linux, SPSS, Weka, Auto CAD, etc.
6. R & D Lab, and creativity and innovation center are made available for students to explore.
7. Conference halls equipped with IT infrastructure for webinars and video conferencing
8. Formal linkage with institutes of national repute
9. An exclusive Language and Multimedia Lab

2.3.7 Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

Yes. the college has mentors for each group of 20 students. In addition it also has an advisor for each section / class. The college follows a mentoring system to meet the academic and personal needs of the students in the following ways:

1. Each class has a faculty advisor who interacts with the students regularly and serves as the first point of mentoring and guidance.
2. Apart from this, each group of twenty (20) students of each class is assigned to a mentor, who also teaches a course to the class of students.

3. Student engagement, academic performance and holistic development are nurtured through this interaction.

4. In addition, senior faculty members provide academic guidance and career counseling.

5. The assistance of the parents is solicited whenever necessary, during the process of guidance.

6. The Centre for Career Guidance of the college provides career counseling through invited talks.

2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Innovative teaching approaches enhance effective learning.

**Innovative Teaching Approaches** adopted by different faculty are:

1. Mini project,
2. Technical seminar,
3. Guest lectures,
4. Participation in project exhibitions,
5. Problem based learning,
6. Extensive Simulations,
7. NPTEL Videos
8. E-learning,
9. Demonstration on static models of various equipment,
10. Hands on experience on using various equipment,
11. Field trips,
12. Industry visits,
13. Role play,
14. Mind Mapping,
15. Group Discussion,
16. Webinar,
17. Internship,
18. Interaction with community

**Evaluation:** Innovative teaching methodology improved the quality of learners - enhanced interest, improved attention span, motivated self-work and prepared them to use new technology. Placements, higher % of marks scored by students in examinations, quality of better ranking students who sought admission in the college, quality of projects undertaken by students and students' participation in various project and symposia competitions have revealed the impact of innovative teaching. The outcome of the above approaches was assessed through feedback, student reports of their activities, and in their performance.

**Recognition:** The management provides support, encouragement and training for adopting innovative teaching methods. They provide required facilities and adequate improvisation of infrastructure. The teachers who initiate innovative approaches are recognized through an appreciation letter and are also encouraged to take up research projects, given incentive for publications in conferences and journals.

2.3.9 **How does the college create a culture of instilling and nurturing creativity and scientific temper among the learners?**

The learning environment is conducive to innovative, critical thinking and scientific temper among the learners through the various programs organized in the institution.

**Academic activities**
1. Project Exhibition
2. Summer project
3. Research/innovative projects
4. Field work / internship
5. Seminars on emerging areas of research
6. Industrial visits
7. Creative assignments
8. Skill development activities and value added courses
9. Entrepreneurship development
Co-curricular activities
1. Technical associations and clubs
2. Participation in fests (regional and national level)
3. Organizing events
4. Conducting exhibitions
5. Participation in women empowerment cell initiatives
6. Theatre and fine arts
7. Critical analysis of media
8. Newsletter publication

Extension activities
1. Life skills and personality development programs
2. Extension Services:
3. NSS, community service, etc
4. Health camps and Blood Donation camps
5. Social survey, awareness, and extension programs for school children and nearby villages

The college creates a conducive ambience to nurture the varied skills of students and to display their creative talents through various intra and intercollegiate fests.

2.3.10 Does the College consider student projects a mandatory part of the learning program? If so, for how many programs is it made mandatory?
Number of projects executed within the College
Names of external institutions associated with the College for student project work
Role of the faculty in facilitating such projects

The college integrates project/field experiences into the learning experience. In the curriculum followed, all programs, both undergraduate and postgraduate, have mandatory project work in the final year. Apart from the mandatory project work in the final year, industry oriented mini project at the end of third year, design projects through experiments in the lab are also mandatory.

In addition, a good number of students carry out some innovative projects and participate in project exhibitions conducted within the college and as well as in other reputed colleges and have won several accolades.
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Number of projects executed in the college</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE</td>
<td>18</td>
</tr>
<tr>
<td>ECE</td>
<td>62</td>
</tr>
<tr>
<td>EEE</td>
<td>19</td>
</tr>
<tr>
<td>ME</td>
<td>26</td>
</tr>
<tr>
<td>CE</td>
<td>--</td>
</tr>
<tr>
<td>MBA</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S.No</th>
<th>Department</th>
<th>Names of external institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CSE</td>
<td>• ECIL-ECIT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ISRO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DLRL/DRDO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NRSA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• DARK HORSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CMC Ltd.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NSIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SMART BRIDGE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• COIGN Technologies</td>
</tr>
<tr>
<td>2.</td>
<td>MBA</td>
<td>• ECIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• NSIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BHEL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ANGLE BROKING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HERITAGE FOODS</td>
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<tr>
<td></td>
<td></td>
<td>• KARVY</td>
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<td></td>
<td></td>
<td>• HDFC</td>
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<td></td>
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<td>• SBI</td>
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<td></td>
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<td>• ICICI PRODENTIAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HBL</td>
</tr>
<tr>
<td>3.</td>
<td>ECE</td>
<td>• ECIL</td>
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<td>• NSIC</td>
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<td>• DRDO</td>
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<td></td>
<td>• NRSC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CITD</td>
</tr>
<tr>
<td>4.</td>
<td>ME</td>
<td>• DRDL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• RESEARCH CENTRE IMANAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ECIL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CDAC</td>
</tr>
</tbody>
</table>

**Role of the faculty in facilitating such projects:** Faculty members orient the students on research methodology and serve as guides for the successful completion of projects. Some of the final year projects are done in-house, for which problem statements, design methodology, and implementation procedure are clearly illustrated by the faculty of the respective departments, while
some other projects are executed in industry for which the faculty members act as supervisors, who closely monitor the execution of these projects through frequent interaction with students and external guide who facilitates the execution of the project in industry. Faculty also facilitate evaluation of project work and organize viva-voce examination in consultation with the Head of the department and in collaboration with external experts.

2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching / learning materials? What are the facilities available in the College for such efforts?

All the faculty members are made aware of the importance of ICT and are equipped to use computer aided teaching-learning material. The efforts taken by management to update their skills are:

1. Orientation programs are conducted on using e-learning facilities.
2. FDPs are conducted on teaching, learning and evaluation methods with a session on the use of latest technology
3. Training on use of SPSS was organized consecutively during the last two years for MBA faculty
4. In-house training is provided on the use of various e-resources, databases and online journals
5. Faculty are encouraged to participate in workshops to learn latest technologies to be incorporated in teaching learning process.

Hands on training is provided to faculty on the use of MATLAB, PSpice, PSCAD, ANSYS, Pro-E, Oracle, Star UML, Multisim, Keil, MASM, CADENCE, Xilinx, Linux, SPSS, Weka, Auto CAD, etc.

Adequate ICT and technological facilities enable effective transmission of knowledge. Facilities available for ICT integration are:

a. Faculty members up to the rank of Associate Professors are provided with an individual desktop computer with seamless internet connectivity.

b. In respect of Assistant Professors, a couple of systems are made available in their workspace which are made use of.

c. Departments have LCD projectors which are made use of by the faculty

d. Seminar halls, and a few labs are ICT enabled

e. Wi-fi enabled campus
f. e- databases and resources.
g. NPTEL Videos and Digital Library facilities which can be accessed from classrooms/labs.
h. Licensed software of Microsoft, MATLAB, PSpice, PSCAD, ANSYS, Pro-E, Oracle, Star UML, Multisim, MASM, CADENCE, Xilinx, Linux, SPSS, Weka, Auto CAD, etc.

2.3.12 Does the College have a mechanism for evaluation of teachers by the students / alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?

Yes, the college has a mechanism for evaluation of teachers by the students.
1. The college firmly believes that continuous improvement of faculty is essential for the improvement of learning ambience and experience.
2. It is ensured through feedback collected by the college administration from students.
3. The statistical analysis of the feedback is discussed by the concerned Head of the department, Dean, Academic, and Principal with the individual faculty members for improvement of the quality of teaching-learning process.
4. It is used to provide a need based training for the faculty members for continuous improvement through Faculty Development Programs and in-house training on innovative teaching methodologies / practices.

2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.

1. The planned teaching-learning schedule of the institution and the monitoring mechanism ensures the completion of curriculum on time.
2. Weekly reports are collected from faculty with regard to the progress of the curriculum vis-à-vis the lecture plan prepared by the faculty.
3. Course coordinator monitors the progress of the course by frequently interacting with the faculty teaching the course and provides advice accordingly.
4. Whenever a faculty member lags behind the curriculum, that faculty member takes additional classes and completes the curriculum within the scheduled time. It is again monitored by the course coordinator, Head of the department, Dean, Academic, and Principal.
2.3.14 How are library resources used to augment the teaching-learning process?

The college encourages students to optimally use the library by:

1. Allocation of fixed library hours in the time table for all UG programs
2. Class advisors and mentors ensure that the students use library resources for their assignments, quiz, projects, technical seminars and internship reports
3. Book exhibitions are organized so that new books that arrive in the market are reviewed by faculty and students and recommendations are made to purchase some new books.
4. e-resources are made available at the library
5. Digital library facilities are made available
6. A repository for multimedia and visual aids are made available at the library

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance?

The institution ensures that human resources are continuously augmented through sustained training and capacity building to perform multiple tasks. The management ensures quality of faculty through the following measures:

1. Appointment of qualified, passionate and versatile faculty members and who are life-long self-learners, as teachers.
2. Faculty members prepare and present a course plan with clear objectives, teaching methodology and expected outcomes, which is reviewed by the department.
3. Peer/senior faculty members act as mentors, provide necessary guidance and suggestions during departmental meetings
4. Senior faculty members, HoD, Dean, Academic, and Principal constantly review the teaching methods adopted by the faculty and provide necessary suggestions.
5. IQAC assesses class room environment and student participation and provides feedback to the college administration for corrective action, if any, from time to time.
6. Teaching diary provides a summary of teaching-learning process and is reviewed by the HoD and Principal every month.

The growth witnessed by the institution in the last eleven years is primarily due to the success of its students. The quality of the institution is also revealed in the university ranks, academic/cultural achievements, improvement in placements and better quality students with better ranks secured by candidates in the entrance test, seeking admission to the college. Faculty members strive hard to
mould students, to become intellectually competent, spiritually mature and socially sensitive. A multi-pronged monitoring mechanism ensures the quality of teaching-learning process.

2.4 Teacher Quality

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?
Sanctioned Strength = 292
Teaching faculty available in the college=292
All positions are filled against sanctioned strength.
Number of faculty from outside state= 44

2.4.2 How are the members of the faculty selected?
Recruitment of faculty:
- Institute formed a Staff Selection Committee towards recruitment of staff members as per the University/State Government norms.
- The following are the composition of the committee:
  1. The Principal
  2. Dean Admin
  3. Dean Academics
  4. Heads of the Department
  5. Two expert-subject members
- The college recruits and retains the faculty who are competent, qualified, experienced and experts in their respective field of study.
- The college advertises for faculty recruitment in the state and national newspapers. The candidates are interviewed by the senior faculty members as per AICTE and University guidelines are followed for recruiting the faculty.

The faculty recruitment is done as per the affiliating university norms applicable to Autonomous colleges.

The Faculty selection process is as follows:
- The faculty requirement is projected by the Heads of departments, 6-8 months before the commencement of Academic year, taking into account the existing faculty strength in terms of specialization and cadre.
The faculty balance, in terms of experience and fresh talent, for various specializations and cadre ratio are worked out by the Principal and Chairman in consultation with the Deans and HoDs following UGC/JNTUH norms. The number of posts in each category for all the departments are sanctioned by the Governing Body, satisfying the requirements as outlined above.

Advertisements are issued in newspapers inviting applications by post or E-mail from eligible candidates to fill the sanctioned posts. In addition, senior faculty members make use of their contacts to elicit good response from distinguished faculty working in other institutions or experts from industry/R&D organisations.

The applications are shortlisted based on the eligibility criteria and credentials.

Demo-lectures are organized in the presence of Principal, Deans and senior faculty as members of institutional selection committee.

The candidates are provisionally selected based on merit and appointments made with the approval of Chairman.

The candidates thus appointed are required to appear for interview before Staff Selection Committee consisting of Chairman of the Governing Body as Chairman of Selection committee, Principal of the college, HoD, besides two subject experts not connected to the college, and two expert nominees of the Vice chancellor of affiliating university as members. The appointments made by the college provisionally are confirmed only after the appointees are selected by the Staff Selection Committee.
2.4.3 Furnish details of the faculty

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor Male</th>
<th>Female</th>
<th>Associate Professor Male</th>
<th>Female</th>
<th>Assistant Professor Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.Sc./D.Litt.</td>
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</tr>
<tr>
<td>Ph.D.</td>
<td>20</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>39</td>
</tr>
<tr>
<td>M.Phil.</td>
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<td>--</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>PG</td>
<td>7</td>
<td>--</td>
<td>25</td>
<td>17</td>
<td>101</td>
<td>96</td>
<td>246</td>
</tr>
</tbody>
</table>

Temporary teachers

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor Male</th>
<th>Female</th>
<th>Associate Professor Male</th>
<th>Female</th>
<th>Assistant Professor Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
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</tr>
<tr>
<td>M.Phil.</td>
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<td>--</td>
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<tr>
<td>PG</td>
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<td>--</td>
<td>--</td>
<td>--</td>
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<td>--</td>
</tr>
</tbody>
</table>

Part-time teachers

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor Male</th>
<th>Female</th>
<th>Associate Professor Male</th>
<th>Female</th>
<th>Assistant Professor Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<td>--</td>
</tr>
<tr>
<td>M.Phil.</td>
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<td>--</td>
</tr>
<tr>
<td>PG</td>
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</tr>
</tbody>
</table>

Total = 292

2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

<table>
<thead>
<tr>
<th>Department</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| CSE        | NET/SLET QUALIFIED: 3.9%  
Percentage of faculty with PG as highest qualification = 100% |
| ECE        | NET/SLET QUALIFIED: 4.76%  
Percentage of faculty with PG as highest qualification = 100% |
| EEE        | NET/SLET QUALIFIED: 0  
Percentage of faculty with PG as highest qualification = 100% |
| MECH       | NET/SLET QUALIFIED: 0  
Percentage of faculty with PG as highest qualification = 100% |
| S&H        | NET/SLET QUALIFIED: 11.11%  
Percentage of faculty with PG as highest qualification = 100% |
| MBA        | NET/SLET QUALIFIED: 0  
Percentage of faculty with PG as highest qualification = 100% |
| CIVIL      | NET/SLET QUALIFIED: 0  
Percentage of faculty with PG as highest qualification = 100% |
2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

<table>
<thead>
<tr>
<th>Department</th>
<th>% of faculty who are product of the same college</th>
<th>% of faculty from other college within the state</th>
<th>% of faculty from other states</th>
<th>% of faculty from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE</td>
<td>2.9</td>
<td>91.3</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>ECE</td>
<td>3</td>
<td>71</td>
<td>24.5</td>
<td>1.5</td>
</tr>
<tr>
<td>EEE</td>
<td>4.5</td>
<td>82</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>ME</td>
<td>0</td>
<td>76.5</td>
<td>23.5</td>
<td>0</td>
</tr>
<tr>
<td>S&amp;H</td>
<td>0</td>
<td>79.62</td>
<td>20.37</td>
<td>0</td>
</tr>
<tr>
<td>MBA</td>
<td>6.7</td>
<td>86.6</td>
<td>6.7</td>
<td>0</td>
</tr>
<tr>
<td>CIVIL</td>
<td>0</td>
<td>96</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments?

If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

YES.

The College has the required number of qualified and competent teachers. There are 39 Ph.D holders, 53 Associate professors and 37 Professors. There is no problem of competency at any level. All subjects for B.Tech and M.Tech are handled by the College teachers. The following are the details of faculty selected over the last four years. In addition to, we bring in experts for the guest lectures, workshops, faculty development programs.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Faculty members appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>49</td>
</tr>
<tr>
<td>2015-16</td>
<td>120</td>
</tr>
<tr>
<td>2014-15</td>
<td>136</td>
</tr>
<tr>
<td>2013-14</td>
<td>73</td>
</tr>
</tbody>
</table>

2.4.7. How many visiting Professors are on the rolls of the College?

All the Professors of the college are permanent employees and the college is self sufficient in regard to faculty requirement. Hence, there are no visiting Professors on the rolls of the College.
2.4.8 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/ international conferences/Seminars, in-service training, organizing national/international conferences etc.)

- Faculty who have put up two years of service in the college are sanctioned one day OD per week to pursue their Ph.D (Part time).
- Faculty is sponsored to attend FDP/ SDP / Workshops regularly to enhance their knowledge and skills in the emerging areas.
- Encouragement is given for continuing research by way of applying for funded projects and receiving the grants from various research funding agencies.
- The medical leave and Earned leave facility is provided for all the staff members of the college.
- Faculty members are deputed to various conferences /seminars / workshops organized by other institutes in emerging areas by granting academic leave and bearing all the expenditures including registration fee.
- The college contributes towards Employee provident fund, gives motivational incentives for paper publications and provides research facilities in the departments to pursue their Ph.D. programmes. In fact, several faculty of middle and junior cadre have registered for Ph. D with the senior faculty of the department.
- The college also conducts a number of seminars, workshops and special lectures for the benefit of its faculty. The college has conducted a number of workshops/seminars/ conferences during the last four years.
- The institution provides personal/study loans for the faculty. It also provides the loan facility for purchasing laptops/systems for the faculty.
- The college has an Industry-Institute Interaction cell that interacts with industry on a regular basis and deputes faculty and students to visit industries and encourages faculty to guide projects that are more interdisciplinary.

**Incentives for publications in National/International journals/conferences:**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>OD</th>
<th>TA</th>
<th>Incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National Conference</td>
<td>YES</td>
<td>50%</td>
<td>Rs.1000/-</td>
</tr>
<tr>
<td>2</td>
<td>National Journal</td>
<td>-</td>
<td>-</td>
<td>Rs.1000/-</td>
</tr>
<tr>
<td>3</td>
<td>International Conference</td>
<td>YES</td>
<td>50%</td>
<td>Rs.1500/-</td>
</tr>
<tr>
<td>4</td>
<td>International Journal</td>
<td>-</td>
<td>-</td>
<td>Rs.2000/-</td>
</tr>
<tr>
<td>5</td>
<td>Workshop</td>
<td>YES</td>
<td>50%</td>
<td>Rs.500/-</td>
</tr>
</tbody>
</table>
2.4.9 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

The college provides necessary infrastructure and other required support to encourage teachers to excel in their teaching / research. An environment conducive to academic growth encourages teachers to prove their mettle. As a result, many teachers have been rewarded by various state and national level bodies.

Following faculty members of the college have received awards/recognitions at State and National level during the last four years:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of Faculty</th>
<th>Department</th>
<th>Awards/Recognitions at State and National level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Dr. S. Nagender Kumar, HOD &amp; Professor</td>
<td>CSE</td>
<td>‘Research Excellence Award’ in 2016 at Massey University, New Zealand.</td>
</tr>
<tr>
<td>3.</td>
<td>D. Venkateshwarlu, Associate Professor</td>
<td>CSE</td>
<td>‘Merit Certificate’ from Balaji Institute of Technology and sciences.</td>
</tr>
<tr>
<td>5.</td>
<td>P. Sudhaker, Associate Professor</td>
<td>ECE</td>
<td>‘Best Paper Presentation Award’ in 2014</td>
</tr>
<tr>
<td>6.</td>
<td>M. Kavya, Assistant Professor</td>
<td>ECE</td>
<td>‘Gold Medal’ from ISTE</td>
</tr>
<tr>
<td>7.</td>
<td>P. Snigdha Kamala, Assistant Professor</td>
<td>ECE</td>
<td>“Academic Excellency Certificate” in Bachelors</td>
</tr>
<tr>
<td>8.</td>
<td>C. Pavani, Assistant Professor</td>
<td>ECE</td>
<td>Certificate from ICFAI for FDP</td>
</tr>
<tr>
<td>9.</td>
<td>Dr. T. Siva Prasad, HOD &amp; Professor</td>
<td>MECH</td>
<td>‘Role Model Teacher of the year-2003’, Meckelle University, Ethiopia</td>
</tr>
<tr>
<td>10.</td>
<td>Dr. Samuel John, Professor</td>
<td>MECH</td>
<td>‘Best Teacher award – 2012’, Lord’s Institute of Engineering and Technology</td>
</tr>
<tr>
<td>12.</td>
<td>R. Sudharshan,</td>
<td>MECH</td>
<td>‘Best self Assessment Award-2002’, Srinidhi</td>
</tr>
</tbody>
</table>
13. B.Subba Rao  
Associate Professor  
Associate Professor Engineering College, Hyderabad.

14. B.Bhasker,  
Assistant Professor  
MECH  
“Automobile Workshop Appreciation Award-2012”

15. N.Rajender,  
Assistant Professor  
MECH  
“Best Faculty Award-2013” at Brilliant Engineering College, Hyderabad.

16. U.Sreecanth,  
Assistant Professor  
MECH  
“Best Faculty Award-2014” at K.N.R Institution of Science & Technology, Hyderabad.

17. P.Srilatha,  
Assistant Professor  
MECH  
“BHASWARA Appreciation Award-2015”, Geethanjali College of Engineering

18. Dr. B.Nagamani,  
Associate Professor  
S&H  
“BEST Paper Presenter Award” for her paper presented at Vasavi College of Engineering, Hyderabad. Received Cash Award for ‘Use of padlet in ELT’ in the competition conducted by ELT@I on the ‘use of ICT in Education’

19. Dr. Sudha Radhika,  
HOD & Professor  
EEE  
GCOE Scholarship for Ph.D  
M.Tech Gold Medal

2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>45</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>4</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>21</td>
</tr>
<tr>
<td>Staff training conducted by College</td>
<td>1114 (Including multiple attendance)</td>
</tr>
<tr>
<td>Staff training conducted by University/ other</td>
<td>78</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>59</td>
</tr>
<tr>
<td>Any other (please Specify)</td>
<td>2</td>
</tr>
<tr>
<td>Viva-voce:</td>
<td>2</td>
</tr>
<tr>
<td>Book published:</td>
<td>1</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
2.4.11. What percentage of the faculty have

- been invited as resource persons in workshops / Seminars / Conferences organized by external professional agencies
- participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
- teaching experience in other universities / national institutions and others
- industrial engagement
- international experience in teaching

- been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies: 12
- participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies: 87
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 337
- teaching experience in other universities / national institutions and others: 56
- industrial engagement: NIL
- international experience in teaching: 6

2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?

* Curricular Development
* Teaching-learning methods
* Examination reforms
* Content / knowledge management
* Any other (please specify)

The institution organizes academic development programmes for its faculty, leading to enrichment of the teaching-learning process twice in a year.

Curricular Development:

The institution conducts Curricular Development Programme twice in a year with external experts from industry and academia.
Teaching-learning methods:

1. The institution conducts Faculty Development Programmes for the faculty to improve the teaching learning methods twice in a year.
2. The institution conducts awareness programmes for the faculty on - Case Studies Assignments, Learning by doing, Learning through practical exploration, Training on Industrial Requirements, Role Plays, Research activities and ICT Based Teaching.
3. The institution also organizes the following programmes:
   - Orientation Programmes for newly joined faculty members.
   - Awareness workshops on Outcome Based Education.
   - Hands-on training sessions on Assessment of Learning Outcomes.
   - Awareness workshops on Accreditation process.

Examination reforms:

A programme on Examination Reforms is conducted once in a year to the faculty.

Content / knowledge management:

The faculty is educated on the content/knowledge management through an awareness programme which is conducted twice in a year. The institution maintains the content on the Management Information system.

Any other:

Skill Based Training by industrial experts is imparted to the faculty twice in a year.

2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

Faculty members are enthused and focused on experimenting and implementing new teaching methods. These methods have brought out enriching learning experience at classroom. Faculty members who adopt innovative methods are recognized in the department and appreciated through a letter of appreciation. The college provides necessary IT support and bears the expenses to implement innovation.

1. Problem based learning
2. Learning through design of experiments and then validation in the lab
3. Learning through discussion of Open-ended problems
4. Field trips
5. Internships
6. Co-curricular and Extra-curricular activities through technical associations and various clubs in the college
7. Role play
8. Learning from peers

2.4.14 Does the College have a mechanism to encourage
• Mobility of faculty between institutions for teaching?
• Faculty exchange programs with national and international bodies?
If yes, how have these schemes helped in enriching quality of the faculty?
Faculty members who are experts in diverse fields are encouraged to share their knowledge / expertise at various forums organized regionally and nationally. Some of the notable endeavors are given below:
a) Faculty members handle sessions on psycho-socio understanding of learners, classroom management, goal setting, time management, stress management, life skills, educational leadership and effective administration at various educational institutions.
b) Many faculty members are invited as resource persons by other institutions to deliver guest lectures on various advanced topics in their own specialization in engineering, application of latest technologies, emerging areas of research; some of them are chairpersons for conferences/seminars organized by other institutions

2.5 Evaluation Process and Reforms
2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?
➢ The regulations, curricula and syllabi of all the programmes offered by the college are available in the college website. The regulations contain the details of the evaluation process.
➢ The syllabus book is given to the students.
➢ Student’s attendance and their performance (results) is uploaded in the winnou software. Students and Parents can verify any information through that website.
➢ The students and faculty are informed of evaluation process, assignment tests, Mid Tests and end-of-the-semester exams through website, various circulars, and etc.
➢ The students and faculty are given the college program schedule, which contains timetable, academic calendar, internal test schedule, list of holidays etc. at the beginning of the semester.
In the orientation program conducted in the beginning of the odd semesters, faculty gives a small briefing about the examination and evaluation methods followed in the respective disciplines to the students.

- The parents are briefed about the evaluation methods followed in each discipline during the inaugural parent teacher meet and on orientation day conducted every year and during the Parents meetings.
- The institution has tied up “Winnou system” for maintaining students’ attendance and marks. At the end of the day the student attendance is updated using that software. Every parent and student is given a user id and password, so that students can see their attendance and also parents can see their ward’s attendance and performance on daily basis.
- The periodic instructions issued by the affiliating university are promptly communicated to the students.
- The evaluation methods are discussed in detail in the staff meetings / CAC meetings and the final decision taken is conveyed through circulars.
- Students are informed in the beginning of the session regarding the internal examinations.
- Students are clearly made aware of the eligibility conditions required to appear in the final exams.
- The external examination results are posted in college portal and in ‘Winnou’ software, for every semester / Year.
- Human Resource Manual books are given to the faculty members.
  - Students’ Handbooks, Parents Guide, etc to be given to them before commencement of semester.

### 2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?

As an affiliated institution of JNTUH till 2016, evaluation norms of the university were followed. CIE component giving due weightage for the two mid-term examinations, evaluative assignment are the norms followed by the college.

The evaluation process underwent a change after the introduction of autonomy during the academic year 2016-17. Reforms in the examination procedures and processes have positively impacted the examination management system.

1. Technology is effectively used in the examination management process.
2. Complete automation of examination helped in the successful execution of examination processes such as monitoring of examination fee payment, examination schedule, seating arrangement, attendance monitoring, external evaluation, register number tracking through barcode, mark data entry through barcode reading, uploading semester examination results in the campus management solutions and preparation of mark sheets.

3. Revaluation and supplementary examination were also automated to ensure the effectiveness of the examination process.

4. The automated process facilitated the analysis of students' performance course-wise with much ease and we were able to undertake necessary measures for improvement.

5. The results were published on schedule and made available in the personalized online portals of students.

6. Answer books were replaced with the answer booklet designed by the college for midterm and end semester examinations.

7. Barcode reading of registration number and total marks obtained was introduced to avoid coding - decoding hitches, nullify data entry error and faster processing.

8. Facilitated ease of mapping of course outcomes to program outcomes and checking of implementation of Bloom's taxonomy.

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

1. The college has adopted a method of assessing the academic performance of the students on a continuous basis. The evaluation comprises two components; Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The weightage for CIE component is 30% and SEE is 70%.

2. The CIE component is assessed through students' performance in course assignments, and the average of the two mid-term examinations.

3. In addition to the regular practicals, appropriate efforts have been taken in the new evaluation methodology, to include components that evaluate students' performance in experiential learning activities such as industrial visits / field visits, internships and project work.

4. It has made teaching-learning experience application oriented and improved the overall performance of the students.
2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?

The weightage for CIE component is 30% in the total marks for a particular course. CIE is further segmented as shown below:

1. CIE methodology is designed by the College Academic Committee, recommended to the Board of Studies and approved by the Academic Council
2. A systematic evaluation schedule for CIE is prepared at the beginning of the academic year and intimated to the students and faculty members. The details are provided in the student handbook/Course files/lab manuals provided to every student. Scheme of valuation / criteria for assessment is also informed to the student
3. The schedule of CIE and adherence to it ensures continuous learning through periodic submission of assignment, evaluation of seminar/lab report/mini project and other skill development activities throughout the semester.
4. HoDs conduct a meeting with their respective department faculty members and decide upon various parameters involved in the evaluation component of courses
5. The quality of student assignments, project work and other experiential/experimental activity reports are monitored by the course coordinator, HoD and CoE.
6. Marks obtained by the students are uploaded in the personal web-top and is made available to the parents
7. A grievance redressal mechanism for addressing issues related to CIE is in place

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

- The college strictly adheres to the examination schedules prepared at the beginning of academic year by the CoE in consultation with the Principal and Dean, Academics and HoDs, and approved by the College Academic Committee.
- It is informed to the students and faculty members at the beginning of the academic year.
- The schedule is given in the handbook/Course files/Lab manuals in the form of CD and also published in the college website.
- For non-autonomous batches, college adheres to the schedule of the affiliating university.
2.5.6 What is the average time taken by the College for declaration of examination results? 
Indicate the mode / media adopted by the College for the publication of examination results 
e.g. website, SMS, email, etc.

The results of the examination conducted are published through the campus management 
solution and are made available in the personal web-top of the student and as well as the 
office of CoE. They are also placed on the college website and on notice boards. The end 
semester examination results are published within eight weeks. For non-autonomous batches, 
the affiliating university decides the schedule for publishing results.

2.5.7 Does the college have an integrated examination platform for the following 
processes?

• Pre-examination processes – Time table generation, OMR, student list generation, 
  invigilators, squads, attendance sheet, online payment gateway, etc.
• Examination process – Examination material management, logistics.
• Post examination process – attendance capture, OMR based exam result, auto 
  processing, generic result processing and certification.

➢ The college manages the evaluation process, vesting powers with CoE, supported by the 
examination committee.
➢ Faculty members deputed to the examination committee at the beginning of the academic year 
  assist the CoE in the preparation and conduct of examinations.

Pre examination process

1. Detailed calendar of events pertaining to evaluation is prepared and disclosed to the 
   students and stakeholders at the beginning of the academic year

2. The CoE collects details of panel of examiners for question paper preparation, 
   valuation, conducting practical examination, requirements of the course (maps, graphs, 
   statistical tables, etc.) from the departments.

3. Applications are issued to the students for regular and supplementary examinations

4. A copy of the syllabus, question paper pattern and a model question paper are sent to the 
   external examiners for question paper preparation after getting their approval from the 
   Principal.

5. A thorough scrutiny of question papers is done by a panel of experts on the day of the 
   examination.
6. Software solution is used in students’ list generation and seating arrangement preparation.
7. Invigilators list and attendance record of students are prepared well in advance by the office of the CoE
8. A time table for mid-term examination and End Semester Examination is prepared by the CoE, approved by the College Academic Committee and disseminated to the respective departments, put up on the class notice boards and published in college website
9. Guidelines on students and invigilators role during examination is informed through circulars
10. Hall tickets are generated and distributed for eligible students
11. Seating arrangement is specified in the hall ticket and college notice board for both mid-term examinations and end semester examinations

Examination process
1. Utmost care is taken to maintain confidentiality in the preparation, scrutiny and printing of question papers
2. Answer scripts with multiple security features are printed and adequate supplies are stored
3. The invigilator gets the signature by the students in the format issued by the office of the CoE
4. Strict vigilance is maintained during the examinations to ensure the sanctity of examinations
5. Invigilators and special examination observers help to maintain a disciplined atmosphere for the smooth conduct of examinations

Post examination process
1. Efficient arrangement is made for valuation of answer scripts within the stipulated period
2. Students’ End Semester Examinations marks are captured through barcode reader
3. Consolidation of internal marks and the semester examination mark is carried out by the office of the Controller of Examinations
4. The marks are available through campus management solution and published in the personal web-top of students
5. Application for revaluation is processed and valuation is carried out, for students who apply for revaluation.
6. The office of Controller of Examinations prepares the marks lists of the students
7. Grievances, if any, are reported to the CoE and are redressed
8. Relevant statistical reports on examination results are prepared by "Students Performance Monitoring Committee (SPMC)".

2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?

College is not permitted to administer PhD programs

2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

1. The CoE has a team of full time personnel to assist him. The role of each person is assigned and clearly defined by CoE for efficient conduct of examination
2. Examination committee comprising faculty members assist the office of CoE
3. Examination section has acquired necessary facilities for sorting and storage of examination material, hardware, barcode devices, copier, etc. which makes the office of the CoE self-sufficient
4. Confidential section is established for scrutiny and coding/decoding of answer books.
5. Custodians are appointed to supervise and manage valuation
6. Adequate infrastructure facilities are provided and constantly improved for the conduct of examinations
7. Processes such as question paper preparation and submission, entry of marks, evaluation, verification and decoding are computerized
8. Transparency and security of evaluation system is ensured

2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

The college has an effective mechanism for redressal of grievances relating to examinations as given below:

1. Students can approach the course faculty and submit their queries regarding CIE
2. Students may approach the office of the CoE for resolving problems or errors, if any
3. Provision is made for students to apply for revaluation of their answer scripts
4. If there is any further grievance, students can seek the intervention of the Grievance Redressal Cell for resolution of their complaints
5. The Principal is accessible for any kind of verification and redressal

2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

2.6.1 Does the College have clearly stated learning outcomes for its programs? If yes, give details on how the students and staff are made aware of these?

1. The college believes that only outcome based education can be learner centric.
2. The graduate attributes and program specific outcomes of each program of the college are clearly articulated.
3. Further, course outcomes for each course are also clearly articulated.
4. All the departments_hour clearly stated their program educational objectives.
5. Departments also provide mapping of course outcomes to program outcomes, program outcomes to program educational objectives, which are in turn mapped to the vision and mission of the department.

Institution level
- At the institutional level, core values and guiding principles of the institution are spelt out clearly along with its vision and mission statement.
- The outline and learning outcome of the programs are published in the prospectus, the college website and the handbook.
- During the admission process the applicant is counseled regarding the outline and objectives of the opted program.

Program level
- The Department Assessment Committee together with the Program Assessment Committee guides faculty members of the department in framing clear and achievable learning outcomes for every program and course.
- Faculty members are involved in the formulation of syllabus and curriculum and are well aware of the objectives and learning outcome of the respective program and courses.
- During the orientation program, students are informed about the program, course content, outcome and benefits.
- Awareness about learning outcome is spread during department level meetings and activities.

Course level: Learning outcomes of every course is clearly defined through the objectives which are stated in the syllabus copy provided to the students.
2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

- The college firmly believes that achievement of intended learning outcome is central to the pedagogical and assessment procedures.
- The institution ensures that its various programs and activities help to achieve the stated graduate attributes and program specific outcomes.
- Hence, it is imperative to monitor learning outcomes and analyze the quality of learning and teaching.
- Hence a systematic mechanism is in force to ensure the achievement of learning outcome.
- The program educational objectives reflecting the program outcomes and course learning outcomes provided in the course syllabus are reviewed by the BoS and approved by the College Academic Council.
- Regular tests are conducted, immediately after completing a unit in almost every course. The institution evaluates the students through two internal tests.
- Learning outcomes achieved in each course at each department's respective program level along with program outcomes are monitored by the PAC and DAC, IQAC, Principal and the Management.
- To monitor the students' performance during an academic year, a class teacher is appointed in the department for each class.
- Feedback from the stakeholders enabled the institution to assess whether the learning outcomes and program outcomes are successfully achieved.
- Frequent review of curriculum delivery in line with course plan of faculty members are undertaken by the department.
- Semester-wise analysis of academic progression and incremental growth in student performance is undertaken by IQAC.
- Additional efforts are initiated to meet the gap in learning outcomes.

2.6.3 How does the institution collect and analyze data on student learning outcomes and use it for overcoming barriers of learning?

i. The institution has a mechanism in place to analyze shortcomings in the achievement of learning outcomes and suggest improvement measures.
ii. The data on student learning outcomes and program outcomes comprises academic performance, achievements and progression.
iii. This data is collected through:
Based on the data collected following efforts are taken to overcome barriers:

Table 2.6.3 Efforts taken to Overcome Barriers of Learning

<table>
<thead>
<tr>
<th>Need identified</th>
<th>Efforts undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase success rate</td>
<td>• Academic and psycho-social guidance</td>
</tr>
<tr>
<td></td>
<td>• Remedial classes</td>
</tr>
<tr>
<td></td>
<td>• Supportive study material</td>
</tr>
<tr>
<td>Enhance soft skills</td>
<td>• Communicative English course</td>
</tr>
<tr>
<td></td>
<td>• Life skills education</td>
</tr>
<tr>
<td></td>
<td>• Personality development programs</td>
</tr>
<tr>
<td></td>
<td>• Attitudinal development workshop</td>
</tr>
<tr>
<td>Improve Employability</td>
<td>• Value added on courses</td>
</tr>
<tr>
<td></td>
<td>• Advanced training in IT skills</td>
</tr>
<tr>
<td></td>
<td>• Aptitude training</td>
</tr>
<tr>
<td></td>
<td>• Internship and industry interface</td>
</tr>
</tbody>
</table>

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

Students pass percentage and completion rate of students:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Tech</td>
<td>88.08</td>
<td>80.12</td>
<td>93.11</td>
<td>86.79</td>
</tr>
<tr>
<td>M.Tech</td>
<td>31</td>
<td>44.91</td>
<td>88.31</td>
<td>78.20</td>
</tr>
<tr>
<td>MBA</td>
<td>Waiting for Results</td>
<td>80</td>
<td>93.47</td>
<td>97.95</td>
</tr>
</tbody>
</table>
Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.

- A project titled Design and Development of Multi Wavelength LASER RADAR (LIDAR) is sanctioned by Department of Science and Technology (DST), Govt. of India with an overall budget of Rs.34.58 lakhs.

- We have MOUs with tech Mahindra, Zenopsis tech Pvt Ltd, Dark Horse IT consultancy Ltd, Data 64 cyber solutions Ltd, as incubations centers and give training for students, they also evaluate student performance and offer jobs.

- We encourage students to participate in the exhibition with working models with innovative ideas. Our two teams won prizes in the recently held competition known as “Devathan”. One team executed a model “Automatic SMS generation whenever vehicle accident occurs” and the other team “QUADCOPTER based pesticide spraying system for farmers”.

- College received the following AICTE grants:
  - For the Department of ECE, Rs.5 lakhs was sanctioned for a two week FDP on “Advanced VLSI Design”
  - Rs.4.50 lakhs was sanctioned for EDC activities.
  - For the department of EEE, Rs.1 lakh was sanctioned for three day Seminar on “FACT Devices”.

- Three B. Tech programmes of the College were accredited by National Board of Accreditation, New Delhi- the first to achieve this distinction among the colleges established in and after 2005.

- College has been awarded the Best College in providing quality services in placements and is also awarded as Best TPO by Tech Mahindra for academic year 2013-2014.

- The college is the recipient of “Engineering Educator award” by University of Bradford, UK in association with Education Matters.

- College is recognized as R&D Center by DSIR (SIRO), Govt. of India.

- College is recognized as NBA training center under OU Nodal center.

- College is an authorized CISCO Academic Partner.

- College received permanent affiliation from JNTU-Hyderabad.

- College received UGC 2(f) and 12(b) status from UGC.

- College received ISO 9001:2008 certificate.

- College implemented winnou for maintenance of student attendance and result.
- College has developed its own software system to take feedback from students.
- College has **EZ school** software to maintain student and faculty details, student attendance, internal marks, external marks and evaluation etc.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. The college has in-house R&D Centre and the college has been recognized as Scientific and Industrial Research Organization (SIRO) by DSIR, Govt. of India. The college has a research committee consisting of the following members.

<table>
<thead>
<tr>
<th>Institutional Designation</th>
<th>Role in the Committee</th>
<th>Name of the Staff Member S/Sri/Ms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Chairman</td>
<td>Dr. S Udaya Kumar</td>
</tr>
<tr>
<td>Dean, R&amp;D</td>
<td>Coordinator &amp; Convener</td>
<td>Dr. R Surayanarayana Raju</td>
</tr>
<tr>
<td>Dean, Academics</td>
<td>Member</td>
<td>Dr. P Ram Mohan Rao</td>
</tr>
<tr>
<td>Head, CSE</td>
<td></td>
<td>Dr. S Nagender Kumar</td>
</tr>
<tr>
<td>Controller of Examinations</td>
<td></td>
<td>Dr. D. S. R. Murthy</td>
</tr>
<tr>
<td>Head, ECE</td>
<td></td>
<td>Dr. Vijaya Gunturu</td>
</tr>
<tr>
<td>Head, MECH</td>
<td></td>
<td>Dr. T Siva Prasad</td>
</tr>
<tr>
<td>Head, S&amp;H</td>
<td></td>
<td>Dr. G Neeraja Rani</td>
</tr>
<tr>
<td>Head, EEE</td>
<td></td>
<td>Dr. S Radhika</td>
</tr>
<tr>
<td>Head, CIVIL</td>
<td></td>
<td>Prof. S Tirupati Rao</td>
</tr>
<tr>
<td>Head, MBA</td>
<td></td>
<td>Dr. J Partha Saradhi</td>
</tr>
</tbody>
</table>

The following are the recommendations of the R&D Committee and their associated impact are furnished as below:

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify thrust areas of research in Engineering Sciences of national importance.</td>
<td>More than 30 faculty members have registered for Ph.D program in various departments. Three Ph.D scholars, guided by our faculty, were awarded Ph.D degrees.</td>
</tr>
<tr>
<td>Identify potential researchers in various departments.</td>
<td></td>
</tr>
<tr>
<td>Encourage the research teams to make project proposals for financial assistance from various funding agencies namely, DST, ISRO, AICTE, DRDO, Department of Ocean and Environment Sciences, etc.</td>
<td>Two R&amp;D Projects are sanctioned by DST and a few R&amp;D project proposals are under consideration by funding agencies.</td>
</tr>
<tr>
<td>Identify and advise various departments/ R&amp;D center to conduct/ participate in workshops, training programmes on capacity building in terms of research</td>
<td></td>
</tr>
<tr>
<td>To organize guest lectures under Institute-Industry-Interaction programmes to promote research on industry needs.</td>
<td></td>
</tr>
<tr>
<td>To consider and recommend faculty in the form of incentives, sabbatical leave, academic leave for improving their qualification and quality of research.</td>
<td></td>
</tr>
<tr>
<td>To prepare the budget requirements for in-house R &amp; D projects every year</td>
<td></td>
</tr>
<tr>
<td>To identify the requirements for modernizing the existing laboratories with additional experimental set ups/ instruments and technology for optimum utilization of the labs for research activity.</td>
<td></td>
</tr>
<tr>
<td>To review and identify the required infrastructure and support in terms of technology and computational requirements for achieving excellence in research.</td>
<td></td>
</tr>
<tr>
<td>Promote academic excellence and skills in young engineers/ students and faculty to take up R&amp;D career in different areas of Engineering Sciences.</td>
<td></td>
</tr>
<tr>
<td>Providing seed money to faculty members to promote research.</td>
<td></td>
</tr>
<tr>
<td>Providing financial assistance to the faculty members to publish/present research papers in journals/conferences.</td>
<td></td>
</tr>
<tr>
<td>Encouraging faculty members to register for Ph.D.</td>
<td></td>
</tr>
<tr>
<td>The Institution is applying for recognition as research centre under JNTUH and Osmania University, Hyderabad.</td>
<td></td>
</tr>
<tr>
<td>Signed MoUs with R&amp;D Organizations / Industries.</td>
<td></td>
</tr>
<tr>
<td>Research Centers are being established by each department to unleash talents of the young engineers and faculty to promote thought provoking process and research thinking.</td>
<td></td>
</tr>
<tr>
<td>More than 250 papers are published by faculty members in leading and peer reviewed international and national journals in the last four years.</td>
<td></td>
</tr>
<tr>
<td>More than 150 papers are published by faculty members in leading international and national conferences in the last four years.</td>
<td></td>
</tr>
<tr>
<td>Several faculty members are availing permissions for one full day per week to meet their Ph.D guides and actively pursue Ph.D Program.</td>
<td></td>
</tr>
<tr>
<td>Many faculty members received Cash incentives for their peer reviewed publications.</td>
<td></td>
</tr>
<tr>
<td>Several faculty have received financial assistance to attend workshops, seminars, FDP’s in the areas of their research.</td>
<td></td>
</tr>
</tbody>
</table>
3.1.2 What is the policy of the College to promote research culture in the College?

Research Policy of the College
As part of its commitment to the creation and dissemination of knowledge, Geethanjali College of Engineering and Technology will foster an environment of open inquiry and academic freedom in which individuals can pursue scholarly activities. To this end, the college will

- Ensure and promote the highest standards of scholarly practice and ethical conduct.
- Ensure that human research participants are treated safely and with respect.
- Ensure that teaching and research activities involving applied research are performed
- Ensure that principles of stewardship are applied to research records, protecting the integrity of the assets.
- Support and develop research and scholarship through prudent resource management and the securing of external funding

The policy of the college is to promote and encourage research which is evident in the Vision and mission statements of the college. To this end, the college has formulated an organizational structure at departments that encourages younger faculty of the college to involve themselves in active research as follows:

- Each department is divided into four or five divisions, with each division Chaired by a Senior Professor.
- Divisions are divided as per various specializations in the department.
- Faculty involved in teaching courses pertaining under a division are grouped under that particular division.
- Along with the senior Professor, a few other senior faculty of that division act as lead faculty and act as mentors to other faculty of that division and guide them in their academic pursuits.
  - In each Group, two / three faculty members may be identified as lead faculty, by the Group Head and information passed on to the HoD.
  - Group Head and the lead faculty would act as Mentors for other faculty members of that group and ensure the teaching-learning process is highly effective in the corresponding courses of that group / specialization.
  - Lead faculty and other faculty of a group may interact very closely with the group Head on all academic / research matters belonging to the courses of the group

The structure mentioned is as follows:
The structure promotes:

- A healthy mentor – mentee relationship among faculty
- More learning opportunities for junior faculty (mentees)
- Creation of a fairly good talent pool in various areas / specializations of the department
- Establishment and conduct of creative and innovative experiments in the lab courses
- Value added teaching – learning process through development of curriculum that promotes creativity and innovation in the students and faculty
- Research culture
- Establishment of a second rung leadership in various specializations

1. The research culture is promoted in many ways by the college at various levels.
2. Faculty members and students are honored with honorarium and awards for their achievement in publishing their and successful completion of research and projects.
3. Various subject experts are invited to address the faculty members and students on areas relating to research.
4. The undergraduate and post-graduate (in particular) students are encouraged to take up research oriented projects for UG project and PG dissertation.
5. All the facilities necessary for conducting the research work are provided in terms of infrastructure, manpower and extended working hours of the lab and library.
6. The students are financially supported to attend/participate in conferences and present their research work.
7. The faculty are encouraged to register for Ph.D through external registrations in IITs and other universities.
8. The faculty pursuing PhD are given a day off in a week to pursue their Ph.D program.
9. Faculty are given study leave for completing their course work in IITs/abroad in case of external registrations.
10. Faculty are provided the facilities required for carrying out the research work are made available through college funds.

11. The faculty members are further supported to apply for research grants to national and international agencies.

12. A provision for seed money funding is made available for faculty to carry out research.
   a. Under this scheme of funding the faculty are provided with seed money to develop the experimental set-up and procure necessity components required for their work.

13. The college has provides travel grants to faculty to attend a national conference once in a year and international conference once in three years.

14. In addition to this, the faculty members are financially supported to organize/attend conferences/seminars/workshops/training programs.

15. Besides, the faculty are encouraged to publish their work in peer-reviewed journals. The financial support (if required) is provided to the faculty and students.

16. Faculty, who have published their work in conferences/journals are provided financial incentives.

17. Dean, R & D and a few senior professors facilitate, faculty in conducting research, writing research proposals, regularly attending the progress seminars and giving their valuable inputs.

18. College has appointed Dean R&D to look after research related issues.

19. Research tools like SPSS and MATLAB, equipment such as Spectrum Analyzer, RF Generators (0-3 GHz) etc. are made available in the college.

20. The college has been recognized as a research centre, Scientific and Industrial Research Organization (SIRO) by Directorate of Scientific and Industrial Research (DSIR).

3.1.4 What are the proactive mechanisms adopted by the College to facilitate smooth implementation of research schemes/projects?

**Advancing Funds for Sanctioned Projects**
The college has adequate infrastructure facilities for research. The funds for the projects sanctioned have been expedited in time. The college has always advanced the necessary funds before the release of grants from external agencies.

**Providing Seed Money**
The R&D Centre invites research proposals from faculty on prioritized research areas, for which seed money is provided. Selected research proposals are forwarded to funding agencies.

**Autonomy to the Principal Investigator/Coordinator for Utilizing Overhead Charges**
The principal investigator / coordinator has complete autonomy and authority to decide regarding the utilization of the allotted research fund. However, the utilization is monitored by the Research Committee.

Timely Release of Grants
The college firmly believes that timely release of grants are always greatly helpful and facilitated the same thereby helping the researchers in carrying out the funded projects, received from DST.

Timely Auditing
The statement of expenses for projects is audited every financial year and also on the completion of the project. The financial administrator reviews them and the utilization certificate is submitted to the funding agencies. Reports are filed promptly.

3.1.5 How is interdisciplinary research promoted?

Between/Among Different Departments of the College
- The college encourages inter-disciplinary research.
- ECE and CSE students carry out projects related to embedded systems.
- Projects related to Robotics and Mechatronics are undertaken by students from various disciplines
- Various branches of engineering students undertake final year projects in the field of computer science
- Research methodology and data analysis using SPSS training are provided by Department of Management Studies to the students and faculty of other departments for their project work.
- MBA students undertake IT related projects that are guided by CSE faculty members

Collaboration with National/International Institutes / Industries.
Various departments collaborate with NIT Warangal, IIT Hyderabad, IIITH, research institutes and Industries for the purpose of curriculum development, training and research.

3.1.5 How is interdisciplinary research promoted? Between / among different departments of the College
Interdisciplinary research is promoted among various departments in the preparation of research proposals, wherein inputs are received from the faculty members of the departments that are involved and are used to strengthen the protocol. Collaboration with national / international institutes / industries
Interdisciplinary research is not promoted in collaboration with national / international institutes / industries.
3.1.6 Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?

The Research committee of the college strongly recommends active and frequent interaction with experts by inviting them to interact with the faculty members and students. The suggestion is given due weightage and all the departments have been inviting external experts for this purpose.

In accordance with the research policy statement, the college has taken the following efforts to have eminent researchers visit and interact with the teaching and student fraternity.

- Highlighting encouragement to research and related activities by students and faculty members.
- Relentless pursuit for excellence in innovation and research
- Organizing conferences/seminars with themes pertaining to latest and relevant areas of research.

The research areas and the respective faculty expertise are given in the table below.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Faculty Name</th>
<th>Area of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Electronics and Communication Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dr. R S Raju</td>
<td>Microwave Engineering</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Vijaya Gunturu</td>
<td>Electronic Instrumentation, Medical Informatics</td>
</tr>
<tr>
<td>3</td>
<td>Dr. C Venkata Narasimhulu</td>
<td>Signal and Image Processing</td>
</tr>
<tr>
<td>4</td>
<td>Dr. S. Suryanarayana</td>
<td>Image Processing</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Asa Jyothi</td>
<td>Microwave Antennas</td>
</tr>
<tr>
<td>6</td>
<td>Dr. V Satya Srinivas</td>
<td>GPS and wireless Positioning technologies</td>
</tr>
<tr>
<td></td>
<td><strong>Electrical and Electronics Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dr Sudha Radhika</td>
<td>Wind Engineering</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Rajashekar</td>
<td>Power Systems</td>
</tr>
<tr>
<td></td>
<td><strong>Computer Science Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dr. S. Udaya Kumar</td>
<td>Cryptography &amp; Security, Image Processing</td>
</tr>
<tr>
<td>2</td>
<td>Dr. D.S.R. Murthy</td>
<td>Network Cryptography, Image Processing</td>
</tr>
<tr>
<td>3</td>
<td>Dr. K. Srinivas</td>
<td>Information Retrieval Systems, DWDM, Search Engineers</td>
</tr>
<tr>
<td>4</td>
<td>Dr. S. Nagender Kumar</td>
<td>Wireless Sensor Networks; Internet of Things; Real-Time Data Mining</td>
</tr>
<tr>
<td>5</td>
<td>Dr. K. V. Ranga Rao</td>
<td>Parallel Computing, Machine learning</td>
</tr>
<tr>
<td>6</td>
<td>Dr. Ch. Ramesh Babu</td>
<td>Grid computing, cloud computing, w/w Security, image processing</td>
</tr>
</tbody>
</table>
II. Collaboration with National/International Institutes/Industries.

Various departments collaborate with NIT, Warangal, IIT Hyderabad, IIIT, Hyderabad, research institutes and Industries for the purpose of curriculum development, training and research.

A. Cadence: M/s Cadence conducted a two week FDP on Cadence software. Based on this, GCET in association with Cadence developed a VLSI lab using Cadence software with license for 24 users. This lab is being used by M.Tech and B.Tech final year students and also for their project works, extensively.

<table>
<thead>
<tr>
<th>Department</th>
<th>Lecturer</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering</td>
<td>Dr. T. Siva Prasad</td>
<td>Analysis of burnishing process</td>
</tr>
<tr>
<td></td>
<td>Dr. M. Devaiah</td>
<td>Material Science</td>
</tr>
<tr>
<td></td>
<td>Dr. S T Raj Mohan</td>
<td>Business Management</td>
</tr>
<tr>
<td></td>
<td>Dr. Samuel John</td>
<td>Industrial Engineering &amp; Management</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Dr. P.Rama Mohan Rao</td>
<td>Hydraulics &amp; Water Resources Engineering</td>
</tr>
<tr>
<td>MBA</td>
<td>Dr. J. Pardha Saradhi</td>
<td>Marketing, Finance and Taxation</td>
</tr>
<tr>
<td></td>
<td>Dr. Sita Madhavi</td>
<td>Marketing</td>
</tr>
<tr>
<td>Science and Humanities</td>
<td>Dr. G Neeraja Rani</td>
<td>Solid state Physics</td>
</tr>
<tr>
<td></td>
<td>Dr. J. Anjatiah</td>
<td>Material Science</td>
</tr>
<tr>
<td></td>
<td>Dr. B Prabhakar Reddy</td>
<td>Fluid Dynamics</td>
</tr>
<tr>
<td></td>
<td>Dr. Vemula, Suseela Triveni</td>
<td>Operation research and Health care Administration</td>
</tr>
<tr>
<td></td>
<td>Dr. J. Shankar</td>
<td>Glass ceramics</td>
</tr>
<tr>
<td></td>
<td>Dr. B. Mamatha</td>
<td>Material Science</td>
</tr>
<tr>
<td></td>
<td>Dr. A. Padma</td>
<td>Real Analysis</td>
</tr>
<tr>
<td></td>
<td>Dr. K. Venkateswarulu</td>
<td>Computational Fluid Dynamics</td>
</tr>
<tr>
<td></td>
<td>Dr. Sk. Nuslin Bibi</td>
<td>Fluid Dynamics</td>
</tr>
<tr>
<td></td>
<td>Dr. R. Sanjhee</td>
<td>Chemical Kinetics, Chemical Education and Computational Chemistry</td>
</tr>
<tr>
<td></td>
<td>Dr. J. V. Madhuri</td>
<td>Vitamin $E_{18}$ coenzyme model studies</td>
</tr>
<tr>
<td></td>
<td>Dr. A. Uma Devi</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td></td>
<td>Dr. B. Nagamani</td>
<td>Language &amp; Literature</td>
</tr>
<tr>
<td></td>
<td>Dr. S. K. Mohammed Ali</td>
<td>Ultrasonic Characteristics of Vegetable and Animal Oils</td>
</tr>
<tr>
<td></td>
<td>Dr. A. Madhusudhana Rao</td>
<td>Material Science</td>
</tr>
<tr>
<td></td>
<td>Dr. P. Kalyani</td>
<td>Real Analysis</td>
</tr>
</tbody>
</table>
B. Physictech: GCET has good relation with M/s Physitech and they supplied most of the equipment in ECE and EEE department labs. Also, Physitech conducted SDP/ TSDP program for technical staff. A few of our students are taking up major projects in this organization.

C. TIME: M/s TIME provides CRT training to 2nd, 3rd and 4th year students on regular basis. This will help in improving soft-skills for placements.

3.1.7 What percentage of faculty have utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?

Some of the faculty members have utilized Sabbatical / Study / Academic leave for their activities towards research.

About 10% of faculty members have availed sabbatical / Study/Special leave for their research work. The college has a policy to depute faculty to pursue their Ph.D. at reputed Universities/IITs/ NITs enabling them to promote research oriented mind set in the campus.

The college also provides academic leave facility to the faculty who are required to attend the courses at the respective universities where they are doing their Ph.D. under external registration to fulfill the prerequisites.

The facility given by the college has contributed to improve the quality of research in the following ways

a) Faculty have enhanced their knowledge levels in research activity and teaching learning process

b) There has been an increase in number of faculty with Ph.D qualification. With the result the image, reputation and higher grade accreditation requirements have been achieved.

c) Made the teachers to apply and get research projects from various government organizations.

d) Obtained eligibility status for establishing Research Centers in various departments of the college.

e) With the expertise in the areas of their specialization, the laboratories are modernized to carry out research activity.
List of Faculty who have availed Sabbatical Leave, Special Leaves/academic leave for improving their educational qualification and quality of research, etc.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Name of the faculty</th>
<th>No of days / Frequency</th>
<th>Nature of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mech</td>
<td>R. SUDHARSHAN</td>
<td>3DAYS / WEEK</td>
<td>Special Leave</td>
</tr>
<tr>
<td>Mech</td>
<td>B. SUBBA RAO</td>
<td>1DAY/WEEK</td>
<td>Special Leave</td>
</tr>
<tr>
<td>Civil</td>
<td>S. Hari kiran</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>Civil</td>
<td>B. Ravi Chand</td>
<td>2 days/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>Civil</td>
<td>Md. Osman Ghani</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>EEE</td>
<td>Mrs. D. Radhika</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>ECE</td>
<td>Mrs. B. Srilatha</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>ECE</td>
<td>Dr. V. Satya Srinivas</td>
<td>11 Months</td>
<td>Sabbatical Leave</td>
</tr>
<tr>
<td>ECE</td>
<td>P. Sudhakar</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>ECE</td>
<td>S. Vasu Krishna</td>
<td>1 day/month</td>
<td>Special Leave</td>
</tr>
<tr>
<td>ECE</td>
<td>G. Srilakshmi</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>CSE</td>
<td>Mr B Srinivas</td>
<td>3 Years</td>
<td>Study Leave</td>
</tr>
<tr>
<td>CSE</td>
<td>Mrs A Sreelakshmi</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>CSE</td>
<td>Mr M Raja Krishna kumar</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
<tr>
<td>CSE</td>
<td>Mrs G Lokeshwari</td>
<td>1 day/week</td>
<td>Special Leave</td>
</tr>
</tbody>
</table>

3.1.8 Provide details of national and international conferences organized by the College highlighting the names of eminent scientists/scholars who participated in these events.

The names and organizations of some of the eminent researchers participated in national/international conferences, workshops conducted by the departments/college are given below.

**Department of ECE**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Resource Person</th>
<th>Name of the Organization of the Resource Person</th>
<th>Name of the program event</th>
<th>Title of the program/event</th>
<th>Date/s on which it was conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Name</td>
<td>Designation/Position</td>
<td>Organization/Institution</td>
<td>Event Details</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mr. Vara Prasad Karamchedu</td>
<td>Director of Technical Solutions &amp; Business Development, Award Solutions Inc., UK</td>
<td>Guest Lecture</td>
<td>Network Transformation &amp; Road to 5G</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mr. Sandeep Satav</td>
<td>Scientist-F, Group Head, EMI-EMC Technology Centre, RCI</td>
<td>Guest Lecture</td>
<td>Electro Magnetic Interference and Compatibility</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dr. T P Sasikumar</td>
<td>Former Space Scientist, Chairman - Shiksha</td>
<td>Guest Lecture</td>
<td>Virtual Reality</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dr. T P Sasikumar</td>
<td>Former Space Scientist, Chairman - Shiksha</td>
<td>Guest Lecture</td>
<td>Being a Smart Engineer</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mr. R.Vikas, Technical Director</td>
<td>Techno Tran Private Limited</td>
<td>Workshop</td>
<td>Embedded System Design with Hands-on Experience</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mr. Sandeep, Technical Assistant</td>
<td>Techno Tran Private Limited</td>
<td>Workshop</td>
<td>Embedded System Design with Hands-on Experience</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mr. T Anil Kumar</td>
<td>Manager, Vision Networks</td>
<td>Workshop</td>
<td>Data Networking-Routing and Switching</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mr. G.Karthik</td>
<td>Intello Global Solutions, Hyderabad.</td>
<td>Workshop</td>
<td>Applications of DSP/DIP using lab view.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mr. P.Vamshi Krishna</td>
<td>Intello Global Solutions, Hyderabad.</td>
<td>Workshop</td>
<td>Applications of DSP/DIP using lab view.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Dr. Jey Veerasamy.</td>
<td>Erik Jonson School of Engg. &amp; Computer Science, The University of Texas at Dallas</td>
<td>Guest Lecture</td>
<td>Data Base Management Systems &amp; Programming Concepts</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Dr. S C Bhargava, Section</td>
<td>Ex. IEEE Chair, Hyderabad</td>
<td>Guest Lecture</td>
<td>IEEE and Professionalism</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Guest Name and Designation</td>
<td>Guest Institution</td>
<td>Lecture Title</td>
<td>Date</td>
<td></td>
</tr>
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<td>Signal processing</td>
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<td>Circuit to System Level Practical Microwave Education</td>
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<td>Dr. Anil Kumar Vuppala</td>
<td>IIT, Hyderabad</td>
<td>Applications of Signal Processing and Speech Processing</td>
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<td>Prof. B. Hari Kumar Bandari</td>
<td>Institute of Science &amp; Tech.</td>
<td>Antennas and Wave Propagation</td>
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<td>Dr. P. Narahari sastry</td>
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<td>Recognition application in digital image processing</td>
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<td>Dr. K. Venugopal</td>
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<td>Recent Trends in Operating System</td>
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<td>Dr. K. M. M. Rao</td>
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<td>Image Processing and Its Applications</td>
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<td>IITD</td>
<td>Nano electronics &amp; low power electronics</td>
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<td>Mr. C.R. Sarma, Professor of ECE</td>
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<td>Arduino Environment for Embedded Systems</td>
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<td>Mr. Syed Noor</td>
<td>ETS, Hyderabad</td>
<td>Motivating Students in reaching Their Goals</td>
<td>07.09.2013</td>
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<td>Dr. V.M Pandharipande, Professor and Former Vice Chancellor.</td>
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<td>Electromagnetic Theory and transmission lines with emphasis on MATLAB and ANSYS</td>
<td>22.12.2014 to 27.12.2014</td>
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<td>Dr. B L Malleshwari</td>
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<td>Mr. G Karthik</td>
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<td>Dr. T.C.Sarma</td>
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<td>FDP Latest Trends and development in Microprocessor Applications 20.02.2014 to 22.02.2014</td>
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<td>Mr.G.Vijay kumar</td>
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<td>Guest Lecture</td>
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<td>Mr. K. Katam Amarendra</td>
<td>CEO, SMART Bridge Solutions Pvt Ltd, Hyderabad</td>
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<td>BITS</td>
<td>Judge</td>
<td>BHASWARA (Tech. Symposium)</td>
</tr>
<tr>
<td>4</td>
<td>Dr.Subhananda Rao</td>
<td>VJCET</td>
<td>Guest Lecture</td>
<td>Auditorium manufacturing</td>
</tr>
<tr>
<td>5</td>
<td>Dr.Bharat B.Panigrahi</td>
<td>IIT,Hyd</td>
<td>Guest Lecture</td>
<td>Development of ductile metallic ceramics</td>
</tr>
<tr>
<td>6</td>
<td>Dr.Srinivasa Prakash</td>
<td>BITS,Hyd</td>
<td>Guest Lecture</td>
<td>New VISTAS of manufacturing technologies for automotive and energy sector</td>
</tr>
<tr>
<td>7</td>
<td>Dr.Srinivas Suri</td>
<td>MVSR</td>
<td>FDP</td>
<td>Engineering Mechanics</td>
</tr>
</tbody>
</table>

Department of Mechanical Engineering
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dept</th>
<th>Name of the Resource Person</th>
<th>Name of the Organization of the Resource person</th>
<th>Name of the program/event</th>
<th>Title of the program/event</th>
<th>Date/s on which it was conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CE</td>
<td>Mr. G. Ravi Kumar</td>
<td>BASF, Hyderabad</td>
<td>Guest Lecture</td>
<td>Advancements of Admixtures in Concrete</td>
<td>August 02, 2016</td>
</tr>
<tr>
<td>2</td>
<td>CE</td>
<td>Mr. Ram Jagadesh Director</td>
<td>JH Academy.</td>
<td>Guest Lecture</td>
<td>Civil Engineering Opportunities</td>
<td>Dec 23, 2016</td>
</tr>
</tbody>
</table>

Department of Civil Engineering

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
An R&D project funded by DST (DST File No: SR/S4/AS: 36/2009) has been completed by the department of ECE. This project aims at studying the range resolved microphysical properties of clouds and aerosols at this location (17.52°N, 78.63°E). Atmospheric aerosol particles play a vital role in the Earth's radiation which affects rain fall. They exert a net cooling influence on climate by directly reflecting the solar radiation to space and by modifying the shortwave reflective properties of clouds. Each year, increasing amounts of aerosol particles are released into the atmosphere due to biomass burning, dust storms, forest fires and volcanic activity. These particles significantly perturb the radiative balance on local, regional, and global scales.

The above study has provided information relating to the causes for respiratory problems of human beings due to increase in the presence of anthropogenic aerosols. In addition, the information revealed factors on the poor rain falls, etc.

Efforts are on way to interact with/educate the local public to ensure that no smoke is generated by firing waste, plastics, etc.

Students of ECE department have published several papers on Lidar technology and some of the papers presented have received the best paper awards in the conferences.

### 3.1.10 Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)

The details of faculty involved in research guidance and projects handled are as given below

<table>
<thead>
<tr>
<th>Department</th>
<th>Name of the Faculty</th>
<th>Ph.D Scholars Guiding</th>
<th>Ph.D Scholars Guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>Dr. C. Venkata Narasimhulu</td>
<td>6</td>
<td>----</td>
</tr>
<tr>
<td>ECE</td>
<td>Dr. Asa Jyothi</td>
<td>1</td>
<td>----</td>
</tr>
<tr>
<td>CSE</td>
<td>Dr. S. Udaya Kumar</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CSE</td>
<td>Dr. D. S. R. Murthy</td>
<td>6</td>
<td>---</td>
</tr>
<tr>
<td>CSE</td>
<td>Dr. B. V. Swathi</td>
<td>2</td>
<td>----</td>
</tr>
<tr>
<td>ME</td>
<td>Dr. T. Siva Prasad</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>7 MBA</td>
<td>Dr. J. Pardhasaradhi</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8 MBA</td>
<td>Dr. A. Sita Madhavi</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

In addition to guiding research scholars towards their Ph.D program, many faculty members are also guiding M.Tech and M.Phil. students.
### Projects Handled by faculty

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Dept.</th>
<th>Name of the Faculty</th>
<th>Title of the Sponsored Project</th>
<th>Funding Agency</th>
<th>Sanctioned Amount</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ECE</td>
<td>P.Sudhakar, Dr.M.Satyanarayana, D. Rama Krishna Rao and Ms P Kalavathi*</td>
<td>Design and Development of Multi-Wavelength Light Detection and Ranging (LIDAR) LASER RADAR and Measurement of Aerosols and Clouds in the Troposphere and Lower Stratosphere</td>
<td>DST</td>
<td>Rs 34.5 lakhs</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>ECE</td>
<td>Dr.V. Satya Srinivas</td>
<td>Investigation of Linear Combinations of GNSS Measurements to Mitigate the Effect of Ionosphere and Multipath&quot;</td>
<td>DST</td>
<td>Rs 24 lakhs</td>
<td>Under Progress</td>
</tr>
</tbody>
</table>

* JRF supported by the project.

### 3.2 Resource Mobilization for Research

#### 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

The percentage of total budget earmarked for research is 2.5% of the total annual outlay. The details are shown in Annexure: Annual Outlay for R&D

#### 3.2.2 What are the financial provisions made in the College budget for supporting student research projects?

a) For research projects the students are financially supported on need basis. Students can use college infrastructure during and after college hours.
b) Every year the institution awards Rs.10,000/- per department for the best final semester project.
c) Best innovative projects are funded by the institution for implementation.
d) Lab, library and high speed internet facilities are made available beyond working hours for students’ research.
e) Winners of i-Quest are awarded with cash and certificate of merit during the college day.
f) As and when the students approach for specific projects, the college has been giving adequate support.
Some of the details are provided in the below table.

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Academic Years</th>
<th>Amount Spent in (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2016-17</td>
<td>1,00,000</td>
</tr>
<tr>
<td>2</td>
<td>2015-16</td>
<td>1,00,000</td>
</tr>
<tr>
<td>3</td>
<td>2014-15</td>
<td>1,25,000</td>
</tr>
<tr>
<td>4</td>
<td>2013-14</td>
<td>1,59,826</td>
</tr>
</tbody>
</table>

3.2.3 Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last 4 years?

a) The college provides seed money to the faculty for conducting research activities in the institute on need basis.

b) The amount is distributed over the following heads: travel, publications, purchase of equipment and consumables.

c) The percentage of Faculty utilized Seed money for Research : 60% (for paper publications, Conferences, attending workshops and FDPs)

d) Institution provides ‘On Duty’ (OD) permission for faculty doing Ph.D. in other research centers. Each faculty member is eligible to avail Rs.5,000/- per annum to attend conferences, seminars and workshops etc. The percentage of faculty who have availed this facility is around 30%.

<table>
<thead>
<tr>
<th>Major Expenditures</th>
<th>Budget (in Rupees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>3,71,000</td>
</tr>
<tr>
<td>Travel</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Conferences / Publications</td>
<td>78,300</td>
</tr>
<tr>
<td>FDPs</td>
<td>1,97,374</td>
</tr>
<tr>
<td>Total in Rupees</td>
<td>7,46,674</td>
</tr>
</tbody>
</table>
3.2.4 Are there any special efforts made by the College to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.

The institution is ready to provide the required facilities to encourage faculty members for the completion of funded research projects and publish the output in the form of publications in peer-reviewed journals with good impact factor.

However, since the college is in its infancy none of the faculty has filed patents.

3.2.5 Provide the following details of ongoing research projects:

DST, Ministry of science and technology, Govt. of India, has sponsored the project “Investigation of Linear Combinations of GNSS Measurements to Mitigate the Effect of Ionosphere and Multipath” in 2015-16 and Dr. V Satya Srinivas is the Principal Investigator for the same. Reference: DST file No.: SR/FTP/ES-156/2014

A total amount of Rs. 21.5 Lakhs is sanctioned on 04th September 2015.

Sanction of the SERB is also accorded to the payment of Rs. 17.00 lakh only with a breakup of Rs. 15.00 lakh only under non-recurring and Rs. 2.00 lakh only under recurring to the Principal, Geethanjali College of Engineering and Technology, Cheeryal.

The details are as follows:

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Head</th>
<th>Total (in Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non Recurring – Equipments (GNSS receiver, work station, Printer)</td>
<td>15,00,000/-</td>
</tr>
<tr>
<td>2</td>
<td>Recurring -</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>General A (Consumables, contingency, Travel- Domestic)</td>
<td>3,50,000/-</td>
</tr>
<tr>
<td>B</td>
<td>General B (overhead charges)</td>
<td>3,00,000/-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21,50,000/-</td>
</tr>
</tbody>
</table>
3.2.6 How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.

The College is recognized as R&D Center by DSIR (SIRO), Govt. of India (F.No. 11/532/2011-TU-V)

Department of ECE was sanctioned 2 projects by DST, Govt of India.

a) Mr. P. Sudhakar as Principal Investigator titled “Design and Development of Multi-Wavelength LASER RADAR (LIDAR) and Measurement of Aerosols and Clouds in the Troposphere and Lower Stratosphere”. DST, Ministry of science and technology, Govt of India, File no.SR/S4/AS:36/2009. The total budget amount sanctioned was Rs. 34.5 Lakhs. The project was successfully completed. The duration of the project was 3 years and 4 months (from 03.11.2010 to 02.07.2014).

b) DST, Ministry of science and technology, Govt. of India, has sponsored for the project “Investigation of Linear Combinations of GNSS Measurements to Mitigate the Effect of Ionosphere and Multipath” in 2015-16 and Mr. Satya Srinivas, associate Professor of ECE department is the Principal Investigator for the same. Reference: DST file No.: SR/FTP/ES-156/2014. A total amount of Rs. 21.5 Lakhs is sanctioned on 04th September 2015. The duration of the project is of 3 years.

3.2.7 List details of completed research projects undertaken by the College faculty in the last four years and mention the details of grants received for such projects (funded by Industry/National/International agencies).

<table>
<thead>
<tr>
<th>S.No</th>
<th>Funding Agency</th>
<th>Title</th>
<th>Depart ment</th>
<th>Amount</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DST, Govt of India</td>
<td>Design and Development of Multi-Wavelength LASER RADAR (LIDAR) and Measurement of Aerosols and Clouds in the Troposphere and Lower Stratosphere</td>
<td>ECE</td>
<td>Rs. 34.5 Lakh</td>
<td>Completed</td>
</tr>
</tbody>
</table>
3.3 Research Facilities

3.3.1 What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?

The college offers both UG (Under Graduate– B.Tech) and PG (Post Graduate) programs in different streams so that it meets the curriculum and industrial needs including the research and management to develop state of art facility for the benefit of students, faculty members and community.

Students are provided with exclusive internet facility in digital Library to upgrade their knowledge.

   Each faculty room is equipped with computers with internet connectivity, special software namely, MATLAB, MultiSim, ANSYS, Microsoft Azure, etc. All systems in Labs and Department are provided with internet facility.

   Lab on demand from IITs are used in the systems for developing projects.

   Access to **IEEE, ELSEVIER, SPRINGER and SCIENCE DIRECT** in the digital Library is made available.

   R&D Labs are established in ECE department, CSE department and in Mechanical Department.

   Our college has modern hardware and software facilities to facilitate research, such as 3 GHz Spectrum analyzer, 3 GHz RF signal generator, OFC and communication kits, MATLAB and Scilab software, etc.

**Internet Service Providers:**

   Vainavi Communication (P) Ltd - 48 Mbps
   Excel Media (P) Ltd - 16 Mbps

3.3.2 Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

The college has subscribed to various e-journal packages. The packages cover journals with multiple accesses and download facility for all faculty, students, researchers and staff members.

Considering the importance given for R&D in our campus, all faculty and staff members utilize this facility to come out with constructive outputs in terms of publication, funded projects, consultancy and innovative products and solutions. Faculty members have been provided with login facility. The list of journals offered by each publisher is attached for ready reference.
1. Facilitate specialized journals and magazines which are required by the researchers as listed below

2. Open access facility at the library for 18hrs to the Researches

3. e-journals facility to the Researches from IEEE, British Library, Delnet, Infotrack Engg Collection And National Digital Library

4. Providing the Internet facility with band width of 15 Mbps

<table>
<thead>
<tr>
<th>A.Y.</th>
<th>International / National journals (print)</th>
<th>E-resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>218</td>
<td>5</td>
</tr>
<tr>
<td>2015-16</td>
<td>232</td>
<td>5</td>
</tr>
<tr>
<td>2014-15</td>
<td>106</td>
<td>5</td>
</tr>
<tr>
<td>2013-14</td>
<td>96</td>
<td>5</td>
</tr>
</tbody>
</table>

3.3.3 Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?
--No--

3.3.4 Does the College have a specialized research centre/ workstation to address challenges of research programmes? If yes, give details.

Apart from the curriculum requirement the college has developed over the years several research facilities for doing research and development activities in various fields.

With thrust on creating and sustaining research culture among its stake holders, the College provides all the possible support, systems and encouragement.

With special focus on Research and innovation, GCET gives high priority to promote research.

Details of supports extended are the following:

- Seed money is provided for project proposals submitted by the department to carry out initial research.
- Research committee of the college motivates and helps the faculty in preparing research proposals and on their behalf interacts with research agencies namely, DRDO, DST, ICAR etc. It helps the Principal Investigators of the ongoing projects:
  1. Interact with experts from other academic institutes and industries in the concerned fields.
2. Facilitates bilateral visits and discussions with national and international researchers, recommends the faculty for training and attending workshops and conferences in the emerging areas in which project proposals are to be submitted.

3. Extends administrative support for filling up the application, procuring and servicing of equipment and preparing Utilization Certificate for the funds received.

The details of the Research centers are as in the below table.

3.3.5 Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

The Research centers established at GCET in a few Depts. are used by the college faculty pursuing research. The research lab of ECE department was used by DRDO and IMD.

These would be made available to the other researchers and Industries as and when the need arises.
3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the College through the following:

A. Major Papers presented in regional, National / International Conferences

Table 3.4.1A: Total Number of Conference Papers Published Department wise

<table>
<thead>
<tr>
<th>Dept.</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>EEE</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>ME</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>MBA</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>ECE</td>
<td>12</td>
<td>40</td>
<td>10</td>
<td>7</td>
<td>69</td>
</tr>
<tr>
<td>CE</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>S&amp;H</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>67</td>
<td>20</td>
<td>56</td>
<td>167</td>
</tr>
</tbody>
</table>

B. Publications per Faculty

Table 3.4.1 B: Total Number of Journal Papers Published Department wise.

<table>
<thead>
<tr>
<th>Department</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE</td>
<td>12</td>
<td>39</td>
<td>19</td>
<td>24</td>
<td>94</td>
</tr>
<tr>
<td>EEE</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>ME</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>MBA</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>ECE</td>
<td>17</td>
<td>37</td>
<td>7</td>
<td>18</td>
<td>79</td>
</tr>
<tr>
<td>CE</td>
<td>1</td>
<td>11</td>
<td>17</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>S&amp;H</td>
<td>18</td>
<td>17</td>
<td>13</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>122</td>
<td>77</td>
<td>75</td>
<td>339</td>
</tr>
</tbody>
</table>


Table 3.4.1 C: Faculty Serving on the Editorial Boards of National and Int. Journal

<table>
<thead>
<tr>
<th>Department of Computer Science &amp; Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Of the faculty</td>
</tr>
<tr>
<td>Dr. S. Nagender Kumar</td>
</tr>
<tr>
<td>Name of the faculty</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Dr. Vijaya Gunturu</td>
</tr>
<tr>
<td>Dr. Vijaya Gunturu</td>
</tr>
<tr>
<td>Dr. CV Narasimhulu</td>
</tr>
<tr>
<td>Prof RS Raju</td>
</tr>
</tbody>
</table>

### Department of Science & Humanities

<table>
<thead>
<tr>
<th>Name Of the faculty</th>
<th>Name of the Journal</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. R. Sanjeev</td>
<td>World Journal of Chemical Education (USA) <a href="http://www.sciepub.com/journal/WJCE/editors">http://www.sciepub.com/journal/WJCE/editors</a></td>
<td>Associate Editor</td>
</tr>
<tr>
<td>Dr G.V. Madhuri</td>
<td>Associated Asia Research Foundation (AARF)</td>
<td>Associate Editor</td>
</tr>
<tr>
<td>Dr G.V. Madhuri</td>
<td>International Journal of Advances in Engineering and Technology.</td>
<td>Associate Editor</td>
</tr>
<tr>
<td>Dr G.V. Madhuri</td>
<td>Reviewer for European Journal of Engineering Education</td>
<td>Reviewer</td>
</tr>
</tbody>
</table>

Faculty members on the organization committees of international conferences, recognized by reputed organizations / societies.

Table 3.4.1D: Table Faculty Members on the Organizational Committees of International/ National Conferences
3.4.2 Does the College publish research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?

No.

However we have a tie up with the “Bonfring Publishers”. The papers presented in national level conference on “Latest Trends in Signal Processing, VLSI and Embedded Systems” which was conducted by Department of ECE were published in e-proceedings of Bonfring Publishers. Further, the papers were reviewed by the Editorial board of Bonfring and best papers were asked to modify and submit for International Journal Publications.

3.4.3 Give details of publications by the faculty:

A. Number of papers published in peer reviewed journals (national / international)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Details</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Peer- reviewed Publications (including multiple authors)</td>
<td>270</td>
</tr>
<tr>
<td>2</td>
<td>Monographs</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Chapters in Books</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Editing Books</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Books with ISBN Number</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Number listed in international database (e.g. Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO)</td>
<td>1</td>
</tr>
</tbody>
</table>

3.4.4 Give details of publications by the faculty:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Faculty</th>
<th>Name of the Responsibility</th>
<th>Organization/ Society</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr.R.Suryanarayana Raju</td>
<td>Member, International</td>
<td>International Conference on Cloud Computing, Technology, and Applications (ICCC TAM 2012)</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Steering Committee</td>
<td>Co-sponsored by the IEEE UAE Section held at &amp; Organized by the BITS Pilani Dubai Campus, Dubai International Academic City, Dubai, UAE</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dr.Vijaya Gunturu</td>
<td>Chair, Publications</td>
<td>International Conference on Cloud Computing, Technology, and Applications (ICCC TAM 2012)</td>
<td></td>
</tr>
<tr>
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<td>Committee</td>
<td>Co-sponsored by the IEEE UAE Section held at &amp; Organized by the BITS Pilani Dubai Campus, Dubai International Academic City, Dubai, UAE</td>
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<tr>
<td>3</td>
<td>Dr.C.V.Narashimhulu</td>
<td>Session Chair</td>
<td>International Conference on Cloud Computing, Technology, and Applications (ICCC TAM 2012)</td>
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<td>Co-sponsored by the IEEE UAE Section held at &amp; Organized by the BITS Pilani Dubai Campus, Dubai International Academic City, Dubai, UAE</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 125
<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name of the Faculty</th>
<th>Title of the Book</th>
<th>Chapters contributed</th>
<th>Title of the Chapter</th>
<th>ISBN No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Suryadeva a N.K</td>
<td>Perception and Machine Intelligence</td>
<td>Chapter in Book Smart Sensing System for Human Emotion and Behaviour Recognition</td>
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<tr>
<td>S.No.</td>
<td>Name of the Faculty</td>
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<td>Chapters contributed</td>
<td>Title of the Chapter</td>
<td>ISBN No.</td>
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</tr>
<tr>
<td>1.</td>
<td>Dr B. Nagamani</td>
<td>The heterogeneity of story writing—critical evaluation of eight Indian short story writers in English</td>
<td>Chapter in Book</td>
<td>Thematic study of Pranab Kumar Majumder’s bouquet of stories</td>
<td>87-93, 2015, ISBN No.978-93-5207-038-1</td>
</tr>
<tr>
<td>3.</td>
<td>Mr V.S.Raghav a</td>
<td>A guide book on understanding learners in the classroom for B.Ed,</td>
<td>Course book</td>
<td>Course book</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Mr V.S.Raghav a</td>
<td>Teaching English language to second language students</td>
<td>Course book</td>
<td>Course book</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Mrs K. Madhumathi</td>
<td>Osmania University External Education English B.A Hons Course Text Book.</td>
<td>lessons</td>
<td>Course book</td>
<td>-</td>
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<tr>
<td>6.</td>
<td>L. Karuna Devi</td>
<td>M.A.Distance Education—“ELT”</td>
<td>Course book for Osmania University Distance Education</td>
<td>Course book for Osmania University Distance Education</td>
<td>-</td>
</tr>
</tbody>
</table>
3.4.3.A.4. Editing Books:
Co-Guest Editor Prof. Dr. Nagender Kumar Suryadevara, Special Issue “Sensors for Home Automation and Security”, Sensors-MDPI

3.4.3.A.5. Books with ISBN Number:
1. Dr. Ramesh Babu, An Effective Checkpointing and Replication techniques for computational grid, ISBN No. 978-3-659-62544-2,

3.4.3.A.6. Number listed in International Database (Web of Science/Scopus):
Dr. S. Nagender Kumar: ResearcherID: G-6095-2016

3.4.4 Indicate the average number of successful M.Phil and Ph.D. scholars guided per faculty.

<table>
<thead>
<tr>
<th>Department</th>
<th>Name of the Faculty</th>
<th>Ph.D Scholars guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science and Engineering</td>
<td>Dr S Udaya Kumar</td>
<td>2</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Dr T Siva Prasad</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3.4.5 What is the stated policy of the College to check malpractices and misconduct in research?
Every Research Paper/Dissertation (that has been declared “Satisfactory”) shall undergo Plagiarism Check as per the University/College norms to ensure content Plagiarism below acceptable level for submission. In case of unacceptable Plagiarism levels, necessary modifications/additions should be carried out in the Research Papers/Dissertation and should be resubmitted.

3.4.6 Does the College promote interdisciplinary research? If yes, how many interdepartmental / inter-disciplinary research projects have been undertaken and mention the number of departments involved in such an endeavor.
Yes, the college encourages interdisciplinary research between different departments. Department of Electronics & Communications Engineering interacts with Department of Mechanical Engineering in the design and analysis of antennas using ANSYS software. An EMTL course with emphasis on MATLAB and ANSYS was conducted to the students and faculty.
To promote interdisciplinary research, state of art “Internet Of Things” (IOT) lab is planned to be set up to cater to the needs of entire college.

3.4.7 Mention the research awards instituted by the College.
The College management encourages the faculty pursuing Research to publish the papers in esteemed national and international journals/conferences by providing incentives.

3.4.8 Provide details of

A. Research Awards received by the faculty :

- Mr. P Sudhakar, P. Kalavathi, D. Ramakrishna Rao and M Satyanarayana , “Design of Laser Based Monitoring Systems for Compliance Management of Odorous and Hazardous Air Pollutants in Selected Chemical Industrial Estates at Hyderabad, India” ISPRS TC VIII International Symposium on Operational Remote Sensing Applications: Opportunities, Progress and Challenges, Hyderabad, December 9-12, 2014. [This presentation has been selected as the 3rd best in the Symposium]
- Dr. R.S. Raju received JC Bose Memorial Award for Best Engineering paper in 1992.
- Dr R.S. Raju received Commonwealth Scholarship award in ’82 for pursuing Ph.D. at Univ. of Cambridge, U.K.
- Dr G.V. Madhuri received National Award for teaching excellence for contributions towards education innovation in Chemistry discipline in Indo-Global Education Summit & Expo
- Dr. Vijaya Gunturu received Khosla Research Award of the University of Roorkee, Roorkee in the year 1998.
- Dr. Vijaya Gunturu received Best Paper Award winner for the Communications and Signal Processing Session of the National Systems Conference held during Jan. 1998 organized by Research Centre Imarat (RCI), DRDO, Hyderabad.
- This presentation has been selected as III best in the ISPRS Technical Commission VIII
Symposium, 09 – 12 December 2014, Hyderabad, India and Rs 1,000/- cash prize has been awarded.

Recognition received by the faculty from reputed professional bodies and agencies:

- Dr. M Satyanarayana is a member of Project Management Council (PMC) of ST (Stratosphere and Troposphere) RADAR Project funded by Department of Science and Technology, Government of India, New Delhi.

- Prof. D Ramakrishna Rao is a member of Monitoring and Reviewing Committee (MRC) of MF (Medium Frequency) RADAR Project of NARL ISRO, Department of Space, and Government of India.

- Dr. M Satyanarayana is the Chairman of the Expert Advisory Committee on “Weather Modification through Cloud Seeding” being proposed by Kerala State Electricity Board Limited, Government of Kerala, Trivandrum.

- Dr. M Satyanarayana is a Visiting Professor in the Department Opto Electronics, University of Kerala, and Trivandrum.

- Prof. E V L N Ranga Charyulu is a member of R&D and Industrial Coordination Sub-Committee, IETE, Hyderabad.

- Dr. Udaya Kumar Susarla won the “Best Teacher” award in Sreenidhi Institute of Science Technology for the year 2001-2002 and for the years 2004-05, 2005-06, and 2006-07. He is the Master trainer, NBA and Chairman of “Restructuring committee” of DEC, Ethiopia.

- Sri. D. Venkateshwarlu, Associate Professor received “Merit Certificate” from the Balaji Institute of Technology & sciences.

- Dr. S Radhika is a Recipient of Global COE (GCOE) funding from Japan Government (2009-2012) for Doctoral Studies at Tokyo Polytechnic University Japan & M.Tech Gold Medalist, Amrita Vishwa Vidyapeetham, ISTE, Life Member

- Dr. B. Nagamani received best paper presenter award in the 11th int. & 47th National ELT@I Conference conducted by Vasavi College of Engineering(Autonomous) at Taramati Baradari, Hyderabad, from 30th June-02 July, 2016

- Dr. B. Nagamani and Mrs. G. Karuna Kumari Secured first prize at National Level for Designing and Developing PADLET to teach English conducted by ELTAI as part of its Hornby Trust-funded program.
  URL: http://padlet.com/nagamanikarunasoftskills/GCET

- Dr Nagender Kumar Suryadevara, Senior Membership recognition in IEEE professional society for the research contribution.
• Dr. R. Sanjeev has received recognition as Biography included in Marquis Who is Who in the World 2013 and 2015.

• Dr. G. V. Madhuri performed Panel Judge for NCSC-2012, conducted by NCSTC, Department of Science and Technology, Govt. of India.

• Dr. Vijaya Guntur served as the Executive Committee Member of the IEEE UAE Section, Dubai, United Arab Emirates from Aug. 2008 till June 2014.

• Dr. Vijaya Guntur served as the Chairman, Publications Committee of the IEEE UAE Section, Dubai, United Arab Emirates from Feb. 2012 till June 2014.


• Dr CV Narasimhulu is serving as Executive Committee Member of IETE, Hyderabad Centre; and Chairman for Sub-Committee “Skill Development, Library and Student Matters”.

• Mr P Sudhakar is serving as Member in Technical Committee of IETE, Hyderabad.

• Mr Venkatarami Reddy is serving as Chair, Students’ activity for IEEE, Hyderabad Section.

3.4.9 State the incentives given to faculty for receiving state, national and international recognitions for research contributions.

The college deputes its teachers to attend refresher and orientation programs, conferences, seminars and training programs organized by other institutes, universities and research organizations.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>OD</th>
<th>TA</th>
<th>Incentive</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>National Conference</td>
<td>YES</td>
<td>50%</td>
<td>Rs.1000/-</td>
</tr>
<tr>
<td>2</td>
<td>National Journal</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>International Conference</td>
<td>YES</td>
<td>50%</td>
<td>Rs.1500/-</td>
</tr>
<tr>
<td>4</td>
<td>International Journal</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Workshop</td>
<td>YES</td>
<td>50%</td>
<td>Rs.500/-</td>
</tr>
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</table>

Table 3.4.9: Suitable Incentives are given for Research Contribution.

Incentives for national/international journals/conferences:
3.5 Consultancy

3.5.1 What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.

The policy of the College for structured consultancy is given below.

1. All the available infrastructural/equipment facilities will be made available for the consultancy projects, as required.
2. If new facilities are to be created, mutually agreed terms for purchase of the same would be worked out with the customer in regard to investment to be made and ownership of the equipment/facilities after the project completion.
3. The faculty consultant(s) would be spared for the consultancy work without affecting the academic commitments of the faculty; however, reduction of the academic workload of the faculty will be considered keeping in view the project completion time.
4. **Income sharing formula:**
   a. Consultancy work undertaken at customer site not involving the use of the college facilities.
      - Income from the consultancy would be shared by the college and the faculty on 15:85 basis.
   b. College infrastructural/equipment facilities.
      - The charges payable by the customer would consist of two components, one based on the cost of usage of the facilities as estimated by Cost counting Committee and the other, based on the service cost of the faculty. The charges for the first component would be allocated to the college in full and the charges for the second (service component) would be shared by the college and the faculty on 15:85 basis.
5. For the consultancy work of special nature, not covered above, policy guidelines will be framed on case to case basis.

3.5.2 Does the College have College-industry cell? If yes, what is its scope and range of activities?

The organization has constituted Industry Interactive Committee to collaborate with industries and outside organizations and to take up consultancy works.

The Industry Interactive Committee is given below:
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Institutional Designation</th>
<th>Name of the Staff Member</th>
<th>Sri/Ms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principal</td>
<td>Chairman</td>
<td>Dr. S Udaya Kumar</td>
</tr>
<tr>
<td>2.</td>
<td>Head, IT</td>
<td>Member</td>
<td>Dr. K Srinivas</td>
</tr>
<tr>
<td>3.</td>
<td>Associate Professor, EEE</td>
<td>Member</td>
<td>N V Bharadwaj</td>
</tr>
<tr>
<td>4.</td>
<td>Associate Professor, ME</td>
<td>Member</td>
<td>K Jithender Reddy</td>
</tr>
<tr>
<td>5.</td>
<td>Professor, ECE</td>
<td>Member</td>
<td>OVPR Siva Kumar</td>
</tr>
<tr>
<td>6.</td>
<td>Associate Professor, MBA</td>
<td>Member</td>
<td>K Arther Paul</td>
</tr>
<tr>
<td>7.</td>
<td>Associate Professor, MBA</td>
<td>Member</td>
<td>A I Prashanth</td>
</tr>
<tr>
<td>8.</td>
<td>Professor, MBA</td>
<td>Member</td>
<td>Dr. A.Sita Madhavi</td>
</tr>
<tr>
<td>9.</td>
<td>Professor, CSE</td>
<td>Convener</td>
<td>N Chandrakanth</td>
</tr>
</tbody>
</table>

Our institute has arranged for an external visit of Chairman, Corporate, Social Responsibility, IT Industry Mr. Bharani, CEO, **Butler America**. He visited our institution on 25th October, 2014, to advise regarding the establishment of the institute industry interface. He addressed the CSE and IT students to stress the importance on industrial training and internship programs for the students.

In the workshop held by R&D Center on “Recent Trends in Cloud Seeding Technology and Applications” our Chairman Shri. G Ravinder Reddy, Principal Dr. S Udaya Kumar and eminent speakers, Prof. M Anji Reddy, Director R&D, JNTUH, Prof B M Reddy, Emeritus Scientist NGRI, Chairman DST Panel, Prof B V S Amatya, IMD & JNTUH (Retd), Dr. P Srinivasulu, NARL, ISRO and Director of R&D Center Dr. Satyanarayana has delivered lectures on the importance of cloud seeding technology and various applications of it.

Mr. Srinivas Lolla has collaboration with our college, SAIF, CSIR-IICT, Government Polytechnic – Masab tank, and IIT, Bombay for “Fuel Enrichment techniques for higher efficiency and reduced pollution” for which the experiments are conducted by Bio Electrical and Energy Systems(Regd.).

**Salient Points of Industry Interaction by the Department of Computer Science** :

1. **Oracle Academy:**
   - GCET signed up with Oracle Academy to impart industry ready **technical certification training** (Java and PL/SQL at present) to select students every semester. These students will be evaluated after training and awarded certificates which are recognized by the industry at large.
2. **MoU with Tech Mahindra.**
   - The institution has a Campus Connect program with Tech Mahindra through which the faculty and experts from the company will bridge the gaps in the skills of the students to meet the industrial requirements. Through this program we make the students research oriented, ready for industry placements and mainly improving their technical abilities and thought process.
   - **Train-the-trainer** program is being conducted by TechM to few faculty from the Dept of CSE.
   - **Learn from Campus** Program has been conducted by TechM in association with our institution for the select students. This ensures the students are ready with basic training as soon as they are on boarded for the job.

3. **MoU with Zenopsys technologies Ltd.**
   - Dr. S. Nagender Kumar (HOD – CSE Dept) along with select students has been working on providing technical solution for Zenopsys as part of consulting work agreement. The team has provided a solution to update the NDTV Website on behalf of Zenopsys.
   - Internship programs and final project work on live industry applications are being conducted for the final year BTech and MTech students by Zenopsys technologies Ltd.

4. **MoU with BEES Consulting.**
   - Select students from the Dept of CSE have worked on creating a test bed and test the application in addition to enhancing the Swasthya Bharath application for BEES Consulting.

5. **EXCITE Program:**
   - GCET is part of the **EXCITE program** that is conducted by TASK(Telangana academy for skill and Knowledge) in association with JNTUH and HYSEA (Hyderabad Software Entrepreneur Association) for the students to work on future innovative projects.

6. **Cyber Security Conclave:**
   - The Faculty from Dept of CSE are invited every year for the Cyber Security Conclave that is conducted by HYSEA (Hyderabad Software Entrepreneur Association) in association with NASSCOM.

7. **Linkwell Telesystems Pvt. Ltd.**
   - Some of the students have worked on STARS project which is a highway accident alert system (which got 1st prize during Devthon organized by CSI on the auspices of 50th anniversary celebrations). This team worked with the Technical team from Linkwell Telesystems (Vision Tek) to develop the prototype of the solution.
8. In addition, FDPs for Faculty and Guest lectures/workshops for students are conducted on a regular basis with eminent experts from the industry (both for technical enrichment and career guidance).

The institution has MOUs with the industries namely,
- Tech Mahindra
- Oracle Academy
- Dark Horse IT Consulting Ltd.
- Zenopsys Technologies Ltd.
- Data 64 Cyber Solutions Ltd.
- Sitra Infotech Private Limited.
- Navanidhi Electronics Private Limited.
- Powertronics Limited.

The Industry- Institute interaction in MBA department is classified into the following categories:
1. Survey and Market research
2. Placements & Training
3. Entrepreneurship
4. Industrial visits
5. Guest lectures

Mr. Srikant Goud, Research Head, IMRB has given the students, opportunity to conduct surveys and market research.

Dr. A. Sita Madhavi is a freelance educational consultant. She has been indulging in corporate training and generating leads for placement. The students have been tested for their readiness through interviews conducted by Mr. Nirmal, Head Human Resource, DCB bank. Mr. V.N Arvind Kumar, Consultant & Sr. Research analyst at IT firms like Factcet and Brigade has actively involved himself in training the students to face interviews specifically in finance specialization. Mr. Santhosh Reddy, Consultant at BSE trained the students on “On Line Trading with BSE/NSE”. Mr. K. Suresh, Co founder Smart steps trained students on soft skills. Regular talks are organized by the department to encourage start ups and entrepreneurs.

Budding entrepreneurs like Kashyap Kompella and Dr. Harsha, Co founders, Valmore, shared their experiences.
Mr. Kashyap Kompella, Entrepreneurship Innovation Consultant, gave a guest lecture in “Entrepreneurship opportunities and Start Up culture”. Amateur entrepreneurs of current 2nd year were given first hand exposure to product designing, manufacturing and marketing. Ms. Harika (student) developed her own hobby into multi level marketing strategy. Students were able to showcase their business acumen.

To educate the faculty on the importance of Data analytics, Prof. Dr. M Appalaiah conducted a workshop in SPSS Work Shop in 2014. This improved their capability and expanded their skill in data analysis.

3.5.3 What is the mode of publicizing the expertise of the College for consultancy services?

Mention the departments from whom consultancy was sought.

a) By updating the profile of the expert faculty members in the college web page (along with specialization / research activity)

b) By encouraging expert faculty to deliver lectures in various conferences / symposia / workshops

c) By deputing the expert members to known industries for interactions so that an industrial tie-up could be formed leading to consultancy activity.

3.5.4 How does the College encourage the faculty to utilize the expertise for consultancy services?

Offering monetary benefits to faculty involved in consultancy as per the college policy.
Providing all the necessary support to faculty to make field and industrial visits and meet the consultancy demands.
Faculty members are permitted to utilize the infrastructure and lab facility to perform the laboratory tests and utilize the software for solving and analyzing their consultancy projects.
3.5.5 List the broad areas of consultancy services provided by the College and the revenue generated during the last four years.

Dr RS Raju Professor of ECE and Dean, R&D is rendering consultancy services to M/s VEM Technologies Pvt. Ltd., Hyderabad for making a specific microwave component for defense purpose.

In addition the college has been providing infrastructural facilities to M/s TCS for conduct of various competitive examinations.

The Revenue Generated through TCS in the last Four years is:

(i). Rs. 5,32,985/- - for the academic year 2016-17.(as on 8th Jan 2017)
(ii). Rs 12,14,152/- for the academic year 2015-16.
(iii). Rs. 8,65,745/- for the academic year 2014-15.
(iv). Rs. 9,30,004/- for the academic year 2013-14.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the College sensitize the faculty and students on Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students’ campus experience.

The college facilitates various sensitization campaigns for the faculty and students to inculcate the social responsibilities and involve them in various social movements/activities which could promote citizenship roles. Some of the outreach programs include:

a) Creating awareness among the neighborhood community on cancer and its impact.

b) A campaign on Dust Free Hyderabad was conducted to promote “Swatch Bharath Abhiyan” an initiative by Govt. of India

c) Organizing Blood donation camps for helping the needy.

d) A campaign was conducted in the neighborhood villages for promoting and encouraging the villagers towards Cashless economy
3.6.2 How does the College promote College-neighborhood network and student engagement, contributing to holistic development of students and sustained community development?

The college promotes the college – neighborhood community network through NSS cell of the college. It conducts books distribution campaign for government school children, Distribution of basic amenities for the Mid Day Meal Scheme, Blood Donation Camps, and organizes various health camps.

The college also conducts visits to old age homes, orphanages, cancer awareness campaigns etc… in the nearby villages (of Cheeryal, Thimmaipally and Anthaipally), which would create service orientation and caring attitude in the student. This makes the students inculcate holistic development and good citizenship in them.

The institution organizes open house technical expo and other events for public involvement in the academic activities of the college. These events give opportunities to students to demonstrate creativity and technical excellence.

By participating in the above mentioned events, students improve in effective team work and co-ordination skills.

3.6.3 How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

a) Students are encouraged to join the service organizations like the NSS, YRC etc at the time of their admission.

b) The faculty takes membership and supports the activities of these organizations.

c) Campaigning for membership to join these organizations is conducted at the beginning of the year.

d) The faculty coordinators conduct orientation classes to inspire students

e) Talks are given by invited speakers about the objectives and benefits of these schemes to inspire and motivate students

f) Students are informed how these activities help them in getting holistic education.
g) Students are informed how it helps them in developing a large number of contacts and thereby develop a huge network that may eventually facilitate them in shaping their career.

h) Students are given special incentives in the form of facilitating them to borrow more number of books from the library.

i) Faculty members are given appreciation letters.

j) Faculty contributions towards these activities are included in the annual Faculty Appraisal.

3.6.4 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society?

Most vulnerable groups depend on natural resources for their sustenance. Over exploitation and development of pressures often erode these resources making these communities (ST) more vulnerable and threatened leading toward livelihood insecurity.

Climate Change: The impacts of climate change will fall disproportionately on the vulnerable due to their dependence on natural systems for their livelihoods, which will lose their productive capacities in the absence of appropriate scientific and technological interventions. Science & Technology inputs will be needed for both vulnerable communities’ and ecosystems adaptation. In addition, Science & Technology application can allow the vulnerable communities to participate in and benefit from developmental co-benefits of climate change mitigation efforts.

- The college through its NSS cell arranges legal awareness classes every year empowering the vulnerable and underprivileged students.
- The Women Empowerment and Protection Cell of the college regularly organizes classes on various activities such as painting, flower making and arrangement, and beautification tips to the local woman community.
- The Women Empowerment and Protection Cell of the college arranges awareness programs on “Laws against Domestic Violence”.

Social surveys are conducted in relevant fields:
a) The faculty of English conducted a survey on learning disability of rural children. Remedial classes were arranged for students identified with the disability.

b) Faculty of English facilitates students of underprivileged with spoken English classes.

c) Survey on the influence of financial status and parental influence on academic behavior of students was done by the college and the issues are addressed.

Through NSS activities we create awareness in the villagers about the environment and its effect on health.

We have executed a DST funded LIDAR project (total cost of Rs. 35Lakhs). Making use of this LIDAR we can study the troposphere region for aerosols number density and their size distribution. This enables us to measure the concentration of the pollutants and their dispersion in the atmosphere. This study gives an idea of Suspended Particulate Matter (SPM) and air quality in the Cheeryal village area.

In addition to this we have an Automatic Weather Station setup by IMD for measuring temperature, atmospheric pressure, wind speed, wind direction, rainfall etc., in the college premises. This information can be used by the villagers for their agricultural operations.

3.6.5 Give details of awards / recognition received by the College for extension activities / community development work.

a) Students and Faculty of the college are recognized by Indian Red Cross Society with an appreciation letter for the Blood Donation Camp organized in the college.

b) The college was given an appreciation letter by Lions Club of India, in recognition of Blood Donation Camp conducted in the college.

3.6.6 Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students’ academic learning experience and specify the values and skills inculcated?

The Institution imparts education focused on developing socially committed and responsible individuals to be compassionate towards the under privileged and marginalized sections of the society. The opportunities of participating in various extension and outreach activities organized by various departments and clubs enable students to play an active social role.
Through these activities, students are sensitized
   a) About issues of social importance
   b) On secular ideals, social consciousness, and awareness of cultural heritage, which are
      promoted when special days, religious festivals and days of national importance are
      observed.

   Further, classes are arranged for developing leadership and decision making skills to equip
   students to face the challenges of the real world.

3.6.7 How does the College ensure the involvement of the community in its outreach activities
   and contribute to the community development? Detail the initiatives of the College which
   have encouraged community participation in its activities.
   a) NSS camps are conducted in rural villages and activities like cleaning and construction are
      arranged with the help of local community leaders and gram panchayats.
   b) College with the help of student and faculty volunteers, hundreds of tree saplings were
      planted in the campus and also in Cheeryal, Thimmaipally and Antaipally Villages.
   c) Counseling sessions and medical camps have been organized in the college and also in the
      village with the assistance of hospitals and YRC.
   d) Training programs have been arranged for the women of the local community on certain
      skills empowering them to have a livelihood.
   e) College has adopted Cheeryal village and promotes several activities.
   f) Special training was given to the High school students of the Cheeryal, Thimaipally
      villages on computer hardware and basic software

3.6.8 Does the College have a mechanism to track the students’ involvement in various social
   movements / activities which promote citizenship roles?

   Geethanjali College of Engineering and Technology’s motto is “Striving towards perfection”.
   The college firmly believes that civic sense and civic skills are required for sustainable future.
   Many civic skills are necessary in achieving the motto. Some of the civic skills are readiness to
   study issues pertaining to local, society and wider community at large.

   Inclination is required to identify socio-economic and ecological dimensions of various issues
   that are needed to be resolved.
The college inculcates the ability to examine issues and to follow-up with action to achieve sustainable future. Developing these skills is the main focus of any education. With these implications, the college conducts various activities to incorporate awareness on the duties of every citizen.

Students are counseled in classroom and in person, during mentoring sessions on the following to promote citizenship roles and how such roles help the students in their professional development:

a) Encouraged to participate in various activities, which promote citizenship roles.

b) About the importance of taking up such activities so that they acquire holistic education.

c) On how these activities help in them in establishing a huge network with various persons inside and outside the college and how it helps them in their long professional career.

d) On how these activities help them in the development of their Organizational skills, Interpersonal skills and Leadership skills, which would pave way for their professional development.

e) Sensitize the students about the imperative need to pay back to the society through neighboring community development activities.

The college organizes/celebrates the following events to promote social movement/activities which promote citizenship roles among the students:

a) All special days of national and international importance and of social and civic relevance are observed in the College. To cite a few namely, Independence Day, Republic Day, Gandhi Jayanthi, etc.

b) Students organize “Teacher’s Day” and distribute greeting cards and gifts to faculty members

c) Awareness program on planting of trees is organized on World Environment Day and World Forest Day by the Eco Club.

d) All the departments encourage students to involve in activities which stress their role as committed citizens of the society.

e) Traditional Day is celebrated on the eve of “Sankranthi” festival every year creating awareness on Indian Culture and traditions associated with Indian Culture.

f) International Women’s Day is celebrated every year, showcasing the talents of girl students.
International Yoga Day Celebrations are done in the college, in association with Art of Living Foundation on 21st June. Faculty and students are encouraged to participate in this event to promote healthy body and healthy mind.

h) NSS organizes health camps and health awareness programs.

i) NSS organizes “clean and green campus” program every year

j) NSS organizes “Blood Donation” camp every year

k) Birth Centenaries of famous literary figures/scientists/mathematicians are celebrated.

l) Plays are staged on socially relevant issues.

m) Poster competitions are conducted by clubs and departments spreading social awareness among students.

n) College organizes Mock United Nations Session of various diplomatic issues of relevance.

3.6.9 Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.

Following extension activities are conducted by the college in these schools:

a) In Government Primary School, Cheeryal, there are only two teachers supporting all the Classes from I to V. To augment the teaching requirement, the college sponsored an additional teacher on ad-hoc basis.

b) The college provided computer systems to Government High Schools of Cheeryal and Yadgarpalli and also supported by maintenance of the computers. The college conducted computer training to the students.

c) The college conducted training on “Conservation of Environment” for promoting awareness in the students and teachers of the Government Primary and High schools in Cheeryal.

d) In the above schools, the college conducted special “Spoken English” sessions to the students.

e) The College has partnered with Sreenidhi Institute of Science and Technology (SNIST) in NSS activities – ‘Bachpan Bachavo’ to protect and educate orphan children.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

a) University of Bradford, UK, and Education Matters presented “The Engineering Educators” Award to our organization for exemplary commitment and impactful positive
b) Ministry of Labour and Employment, Government of India gave appreciation letter to the college, in recognition of “Swatchh Bharath Abhiyan” conducted by the NSS wing of the college at “Kolanupaku” village near Aler, Telangana.

c) In recognition of the various extension activities listed above to help the school students, appreciation letters were received by the college from Government Primary and High Schools of the near-by villages Cheeryal, Thimmaipally, Anthaipally and Yadgarpalli.

3.7 Collaboration

3.7.1 How has the College’s collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefitted academically and financially because of collaborations?

The GCET has interaction with academic institutions, certification bodies, consultants, professional bodies and nearby industries for enhancing teaching-learning process, research, training and placement and infrastructure maintenance.

The College has interaction with Osmania University, Hyderabad, JNTUH and NIT-Warangal, IIIT- Hyderabad for conducting workshops and conferences. Collaboration with industries such as ORACLE, TechMahindra, Dark Horse IT Consulting Limited, Zenopsys Technologies Ltd, Data 64 Cyber Solutions Ltd, Sitra Infotech Private Limited, Navanidhi Electronics Private Limited, Powertronics Limited has lead to internships, certification programmes, in exchanging thoughts by organizing seminars, and live projects of B.Tech and M.Tech final year students.

The institution has relationship with industries such as BHEL, ECIL, DRDO, DLRL, DRDL, RCI, NERTU and Ananth Technologies for internships and live projects of B.Tech and M.Tech final year students.

Telangana Academy for Skill and Knowledge (TASK), National Entrepreneurship Network (NEN) and T.I.M.E institute are helpful, in skills development among students and faculty.

The college is working together with IEEE, CSI, IETE, ISTE to strengthen the technical skills.
Benefits:

a) Improved Teaching Learning Environment.

b) Industry oriented B.Tech and M.Tech projects.

c) Improved R & D consultancy activities

d) Improved Placement & Training.

e) Exposure to students on practical and Industrial aspects through Industrial tours.

3.7.2 Mention specific examples of, how these linkages promote

a) Curriculum Development

The Academic Council and BoS of each department have leading industrial experts and eminent professors from higher learning institutions namely, IIT, NIT, IICT, IIIT, BITS Pilani Hyderabad, Oracle, DRDO and JNTUH. The expert services are utilized in the curriculum development and planning research activities. All the departments conduct various seminars/ guest lectures by calling industry experts and leading academicians and their suggestions are also taken into considerations in improving curriculum development, and this helps in improving overall academic standards of the institute. The linkage with various professional bodies like CSI, IETE, IEEE, ISTE, IEI, etc. provide access to expertise in various engineering disciplines for curriculum development.

b) Internship, On-the-job Training

Collaboration with various industries has helped in providing internships, doing final year projects and getting exposure to the industrial environment. This resulted in substantial improvement in the quality of projects as well as exposure to the updated technologies. Tech Mahindra campus connect program, Dark Horse IT Consulting Limited and TIME institution helped a lot in getting placements for the institution.

c) Faculty Exchange and Development

(i) Collaboration with AICTE, DST, BITS Pilani-Hyderabad, JNTU-Hyderabad, Osmania University-hyderabad, IIT-Bombay and NIT-Warangal facilitated to organize and attend various Faculty Development Programmes, Seminars, Workshops and National / International Conferences.

(ii) More than 150 faculty members are trained by attending the workshops conducted
by IIT Bombay and NIT Warangal.

(iii) Faculty members are encouraged to attend various Faculty Development Programmes of reputed institutes and gain knowledge in the key areas. Faculty members are also encouraged to do their Ph.D. course work at reputed institutes like NITs, JNTUH and JNTUK which promotes exchange of knowledge.

(iv) Faculty members are encouraged to gain knowledge from the industries through Industrial Visits. The exchange of knowledge from the industries promotes industrial perspective to the faculty and students and also helps them to carry out industry related projects.

d) Research, Publication

Collaboration with DST, Tokyo Polytechnic University, Japan, JNTUK and JNTUH facilitated to publish research articles in National / International Journals / Conferences.

e) Consultancy, Extension

The Consultancy Cell was established recently. However, Incubation Center and Entrepreneur Cell are functioning with collaboration with industrial experts to identify the talented students and faculty members to promote, entrepreneur skills and Start-ups. Collaboration with TechMahindra, ORACLE and Business English Certification (BEC) course helps the students to obtain International Certificates.

f) Student Placement

MoUs are signed with many companies which enhanced the number of students placed in, on and off campus. The college is well connected with the leading software companies like TechMahindra, Accenture etc., through various initiatives. The students are equipped with external training on Aptitudes and Soft Skills, Personality Development programmes to promote and increase the number of placements.

g) Any other, please specify

Professional body activities towards the curriculum and co-curricular activities

The collaboration of the College with the above agencies created a large impact in identity and diversity of activities on the campus through professional bodies for the enrichment of the technical and other skills among the students and faculty. Each department maintains various professional bodies and clubs. The activities are given below:

About CSI Student Chapter:

CSI Student Chapter is to facilitate research, knowledge sharing, learning and career enhancement for all categories of IT professionals, while simultaneously inspiring and
nurturing new entrants into the industrial and helping them to integrate into the IT community. The CSI is also working closely with other industry associations, government bodies and academia to ensure that the benefits of IT advancement ultimately get into every single citizen of India.

**ISTE Student Chapter**

Indian Society for technical Education (ISTE) student chapter was in established with an aim to improve the student’s overall personality in line with the nation’s technical education system. Through ISTE student chapter, students are given training in the state of the art technologies in collaboration with experts from industry and academia. Workshops conducted in the recent past had a huge impact on shaping the careers of future engineers.

**IEEE Student Branch**

IEEE is the world’s largest technical professional organization dedicated to advancing technology for the benefit of humanity. IEEE and its members inspire a global community to innovate for a better tomorrow through its highly-cited publications, conferences, technology standards, and professional and educational activities. IEEE is the trusted —voice for engineering, computing and technology information around the globe.

**Student Benefits:**

(i). Gain expertise and open career doors  
(ii). Stay current and get ahead  
(iii). Build a professional network  
(iv). Keeping technically current  
(v). Career resources and recognition  
(vi). Discounts on online products.

3.7.3 Does the College have MoUs nationally / internationally and with institutions of national importance/other universities/industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?

Yes, the college has MoUs with nationally / internationally reputed corporate houses and institutes as given below.  
A). ORACLE  
B). Tech Mahindra  
C). Dark Horse IT Consulting Limited  
D). Zenopsys Technologies Ltd
The impact of the above listed MOUs on enhancing the quality of “teaching-learning”, research and development activities is described below:

- “Train the Trainer” workshop was conducted in our college by NBA nodal centre of OU. In this workshop, fifty faculty were trained on “Teaching and Learning Process” with emphasis on “Effective implementation of Outcomes Based Education”.

- Industry experts are included in the “Board of Studies” (BoS) of respective departments to enhance “Teaching and Learning Process”. For example, Senior Project Leader from ORACLE is in the BoS of CSE department in enhancing the quality of Curriculum.

- Students worked in Real Time Projects in Tech Mahindra, Dark Horse, Zenopsys Technologies Ltd etc. This interaction of students with industry experts made them exposed to various real time challenges encountered during project execution and mechanism adopted towards their resolution.

3.7.4 Have the College industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

The College industry interactions have provided a valuable training opportunity to faculty and students with real time examples of problem solving.
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### 3.4 Research Publications and Awards

#### Department of Science and Humanities:

**INTERNATIONAL AND NATIONAL CONFERENCES**

**2016-17 (June - May)**

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<tr>
<th>S No</th>
<th>Name of the Faculty Designation</th>
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<th>Name of the Journal / Conference</th>
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<td>Dr. A. Padma, Associate professor</td>
<td>&quot;&quot;&quot;Common Fixed Point Theorem of Compatible Mappings of Type (K) in Fuzzy Metric spaces&quot;&quot;&quot;&quot;</td>
<td>Internationa l Conference on Mathematical Sciences &amp; Engineering applications</td>
<td>Baba Institute of Technolog y &amp; Sciences, VIZAG</td>
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<td>N. Subhadra</td>
<td>Study of peristaltic motion of a micropolar fluid with nanoparticles in an inclined tube with permeable walls</td>
<td>Internationa l Conference on Application s of Fluid Dynamics, Department of Applied Mathematic s, IIT (ISM) Dhanbad</td>
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<td>K. Shashikala</td>
<td>A facile synthesis of 2-Aryl-2,3-dihydroquinazolin-4(1H)-ones and 5-Aryl-5,6-dihydro-1-methyl-3-propyl-1H-pyrazolo[4,3-d]pyrimidin-7(4H)-ones</td>
<td>Emerging trends in chemical, pharmaceuti cal, environmen tal sciences &amp; technolog y- ICETCPE S T-2017 Two day internation al conference 24th &amp; 25th January 2017</td>
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<td>Internationa l Synthesis and antibacteri al activity of New Quinoxaline Benzo Hydrazide s July 11th to 13th 2016</td>
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<td>G. Karuna Kumari</td>
<td>The Cambridge English South Asia Annual Co-ordinators’ Conference, Venue: Hotel Golconda Masab Tank, Hyderabad</td>
<td>Internationa l The battle of the chalk and the mouse: Creative ways t use technolog y in your English Classroom 16th July 2016</td>
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<td>Dr. Allu Uma Devi</td>
<td>Relating the Writings of Shakespeare in an ELT class to the Undergraduates of Engineering and Technology</td>
<td>National Conference sponsored Two day National Conference UGC 13-14th January 2017 ISBN : 978-81-922741-6-4</td>
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<td>K. Shashikala</td>
<td>A new facile and efficient synthesis of 2-methyl quinoxaline-3-yl 5 aryl-2H-tetrazole 2-carboxylate derivatives</td>
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<td>9.</td>
<td>Dr R Sanjeev</td>
<td>The KaleidaGraph and the Kontron: “Hands On” Tools in a Physical Chemistry Laboratory for Determination of pK_s of Weak Acids and Weak Bases</td>
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<td>The Advances in Analytical Chemistry</td>
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<td>2013; 3(4): 54-56</td>
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<td>10.</td>
<td>Dr R Sanjeev</td>
<td>Silver Bullet for the Conceptual Comprehension of the Terms Negative Order and Fractional Order in the Field of Chemical Kinetics</td>
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<td>World Journal of Chemical Educatio n</td>
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<td>2014 2 (1), pp 4-7.</td>
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<td>11.</td>
<td>Dr R Sanjeev</td>
<td>Significance of Nucleophilic Solvation of Ammonium Bond in Protonated Amines: A Thought Provoking Physical-Organic Chemistry Lecture to Graduate Students</td>
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<td>2013 1 (1), pp 1-5.</td>
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<td>12.</td>
<td>Dr. Madhumati K.</td>
<td>Bureau of Education &amp; Cultural affairs U.S Department of state</td>
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<td>Webinar Webinar Course on professio nal developmen t</td>
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<td>13.</td>
<td>Dr. Madhumati K.</td>
<td>“Is modern technology distracting the present day youth</td>
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<td>Jan-Feb 2013</td>
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<td>No.</td>
<td>Authors</td>
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<td>14.</td>
<td>Dr. A. Padma, Associate professor</td>
<td>“Implicit Relations and Altering Distance Function in Fuzzy metric spaces”</td>
<td>International journal of mathematical and computer applications research</td>
<td>2013</td>
<td>4.87</td>
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<td>15.</td>
<td>Dr. A. Padma, Associate professor</td>
<td>“Common Fixed Point Theorem for Compatible Maps using Implicit Relations in Fuzzy Metric Spaces”</td>
<td>Trans Stellar</td>
<td>2013</td>
<td>4.87</td>
<td></td>
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</tr>
<tr>
<td>18.</td>
<td>Dr. Madhumati K</td>
<td>Role of English teacher in reducing the communication apprehension among the students</td>
<td>National Journal of English studies</td>
<td>Feb 2013</td>
<td>JNTUH Vol V NO 11 ISSN 2231-0266</td>
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</tbody>
</table>
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The college develops the infrastructure as per the norms of AICTE, affiliating University and the State Government. The authorities from the regulatory bodies regularly visit the college. This enables the institute to ensure the infrastructure adequacy and its optimum use for academic growth.

The institution has a Master Plan which is improved from time to time to keep pace with its academic growth. New infrastructural developments are done when new programs are started and the facilities of the existing programs have to be augmented. The infrastructure facility is optimally used for the needs of the students and staff on all working days of the week. Besides, certain facilities such as seminar halls are utilized for the conduct of workshops, faculty development programs, guest lectures, examinations, etc. and computer labs are used for conducting TCS online examinations on weekends.

4.1.2 Does the College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

The college has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, Administrative staff), laboratory equipment, built-up space, learning resources (print and electronics aids) to promote good teaching-learning environment. Some of the recent initiatives taken in line with our policy

- Construction of conference halls, meeting rooms, faculty cabins, digital Library for effective teaching and learning.
- To use ICT for academic purposes including teaching and learning.
- Providing access to internet to students and faculty members.
- To develop class rooms, tutorial halls, departmental and central Library and content to meet the changing requirements of teaching and learning.
• Developing labs as per changing curriculum requirements as well as those beyond the curriculum.
• Promote use of learning aids like Charts, Write Ups, Multimedia, Models, and Virtual labs for enhancing teaching and learning.
• To provide amenities like Canteen, Transport, Play grounds etc.

4.1.3 Does the College provide all departments with facilities like office room, common room, separate rest rooms for women students and staff?

YES

4.1.4 How does the College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?

The college is sensitive to the special requirements of the physically disabled students and has made provisions to conduct the classes on the ground floor, but no need for this has arisen so far. For students with special needs, the faculty extends their utmost support and facilitates the student’s learning. Ramps with holding side bars, are provided for easy movement of wheel chairs.

4.1.5 How does the College cater to the residential requirements of students? Mention
  ➢ Capacity of the hostels and occupancy (to be given separately for men and women)
  ➢ Recreational facilities in hostel/s like gymnasium, yoga center, etc.
  ➢ Broadband connectivity / wi-fi facility in hostel/s.

Not Applicable as our college is non-residential

4.1.6 How does the College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?

➢ The college conducts general medical check-up for the students, staff and faculty. Eye campus, dental camp and health survey etc. are organized by NSS unit.
➢ First aid boxes are provided in the departments, laboratories and workshops.
Health and hygiene classes are conducted for the students, especially for the girl students by the College’s Women Protection and Empowerment Cell.

The College has a linkage with Tulasi Hospital, which is only 10 minutes’ drive from the college. The services of a visiting doctor from the nearby village are made available as and when need arises.

The students are provided with emergency medical assistance at the hospital and the community health centers nearby.

Purified drinking water supply, fitness centre with gymnasium, emphasis on sports, games etc. ensure proper health care.

College has an Ambulance service for emergency requirements.

A full time Nurse is available in the campus for taking care of the first aid requirements.

Apart from the medical care, GCET is giving counselling facility also. Psychological and psychiatric counseling to the students are arranged through guest lectures and interactive sessions by professional counsellors.

4.1.7 What special facilities are made available on the campus to promote interest in sports and cultural events?

Sports grounds and facilities

Dedicated facilities are established in the college with provision for games and sports under the supervision of a qualified Physical Director. The facilities made available are given in the following table:

<table>
<thead>
<tr>
<th>S no</th>
<th>Sports /games</th>
<th>No. Of courts</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basket Ball</td>
<td>1</td>
<td>94 feet X 50 feet</td>
</tr>
<tr>
<td>2</td>
<td>Valley Ball</td>
<td>2</td>
<td>18 Mtrs X 9 Mtrs</td>
</tr>
<tr>
<td>3</td>
<td>Throu Ball</td>
<td>1</td>
<td>60 Feet X 40 Feet</td>
</tr>
<tr>
<td>4</td>
<td>Kho-Kho</td>
<td>1</td>
<td>29 Mtrs X 16 Mtrs</td>
</tr>
<tr>
<td>5</td>
<td>Cricket</td>
<td>1</td>
<td>82 Mtrs X 82 Mtrs</td>
</tr>
</tbody>
</table>
Sports committee makes arrangements for students to participate in various sports & game activities on all days. The committee also conducts various intramural competitions on special occasions like Annual day, and trains, motivates and facilitates participation of students in inter college and university tournaments.

The college has two qualified Physical Directors who act as sports instructors and manage all the sports and games activities of the college. Their particulars are given hereunder

1. Y. Amarnadh Reddy, Physical Director M.A. M.Ped
2. M.Venkateswarlu, Asst.Physical Director M.A. B.Ped

The details of major tournaments in which our college students participated and achievements made in the last two years are given in the following tables

<table>
<thead>
<tr>
<th></th>
<th>Sports Facility</th>
<th>Number</th>
<th>Dimensions</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Cricket Net Practice Pitches</td>
<td>3</td>
<td>20 Feet X 40 Feet</td>
<td>Indoor</td>
</tr>
<tr>
<td>7</td>
<td>Table Tennis</td>
<td>2 Tables</td>
<td>Indoor</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Carroms</td>
<td>6 Boards</td>
<td>Indoor</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chess</td>
<td>15 sets</td>
<td>Indoor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gym items</td>
<td>Medicine balls, Dumbbells, Rods &amp; Plates, Yoga Mats, Bench Plus</td>
<td>Indoor</td>
<td></td>
</tr>
</tbody>
</table>

The details of major tournaments in which our college students participated and achievements made in the last two years are given in the following tables.
<table>
<thead>
<tr>
<th>S.NO</th>
<th>Name of the Event</th>
<th>No. of Students Participated from GCET</th>
<th>Venue</th>
<th>Credits/Prizes Won</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Swimming</td>
<td>3</td>
<td>JNTUH team selections held at municipal swimming pool secrecandrabad</td>
<td>Participated</td>
</tr>
<tr>
<td>2.</td>
<td>Badminton Boys</td>
<td>5</td>
<td>JNTUH team selections held at VNR VJIEET bachupally</td>
<td>Participated</td>
</tr>
<tr>
<td>3.</td>
<td>Chess</td>
<td>10</td>
<td>JNTUH team selections held at Sports complex kukatpally</td>
<td>Participated</td>
</tr>
<tr>
<td>4.</td>
<td>Football</td>
<td>16</td>
<td>CMR Tournament held at cmr groups of instutions Kandlakoya</td>
<td>Participated</td>
</tr>
<tr>
<td>5.</td>
<td>Tennis</td>
<td>2</td>
<td>JNTUH team selections held at VNR VJIEET bachupally</td>
<td>Participated</td>
</tr>
<tr>
<td>6.</td>
<td>Kabaddi</td>
<td>6</td>
<td>JNTUH team selections held at Sports complex</td>
<td>Participated</td>
</tr>
<tr>
<td>7.</td>
<td>Volley Ball (Boys)</td>
<td>4</td>
<td>JNTUH team selections held at Sports complex kukatpally</td>
<td>V.Prasad roa VJET B.tech Mech1B Played at MG.University Kottayam Kerala</td>
</tr>
<tr>
<td>8.</td>
<td>Table Tennis</td>
<td>3</td>
<td>JNTUH team selections held at VNR VJIEET bachupally</td>
<td>Participated</td>
</tr>
<tr>
<td>9.</td>
<td>Foot ball(Boys)</td>
<td>3</td>
<td>JNTUH team selections held at Sports complex kukatpally</td>
<td>Participated</td>
</tr>
<tr>
<td>10.</td>
<td>Wrestling</td>
<td>1</td>
<td>JNTUH team selections held at Gachubauli stadium</td>
<td>Participated</td>
</tr>
<tr>
<td>11.</td>
<td>Hockey</td>
<td>2</td>
<td>JNTUH team selections held at osmainaya University</td>
<td>Participated</td>
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<tr>
<td>12.</td>
<td>Basket Ball (M)</td>
<td>2</td>
<td>JNTUH team selections held at Sports complex</td>
<td>Participated</td>
</tr>
<tr>
<td></td>
<td>Event</td>
<td>Participants</td>
<td>Details</td>
<td>Outcome</td>
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<tr>
<td>13</td>
<td>Boxing(M)</td>
<td>3</td>
<td>JNTUH team selections held at L.B Stadium</td>
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<tr>
<td>14</td>
<td>Cricket(M)</td>
<td>15</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>15</td>
<td>Volley Ball Men</td>
<td>12</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>16</td>
<td>Throw Ball (Girls)</td>
<td>12</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>17</td>
<td>Table Tennis(M)</td>
<td>6</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>18</td>
<td>Foot Ball(M)</td>
<td>19</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>19</td>
<td>Kabaddi(M)</td>
<td>12</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>20</td>
<td>Basket Ball(M)</td>
<td>12</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
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<tr>
<td>21</td>
<td>Carroms (M/W)</td>
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<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
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<tr>
<td>22</td>
<td>Badmaintain (M)</td>
<td>2</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>23</td>
<td>Volley Ball (W)</td>
<td>12</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Participated</td>
</tr>
<tr>
<td>24</td>
<td>Kabaddi(W)</td>
<td>12</td>
<td>CVSR Sports BOVT – 2017 held at CVSR group of Intuitions</td>
<td>Runners</td>
</tr>
<tr>
<td>S.NO</td>
<td>NAME OF THE EVENT</td>
<td>NO. OF STUDENTS PARTICIPATED</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Cricket - Boys</td>
<td>750</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Basket Ball - Boys</td>
<td>144</td>
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<tr>
<td>3</td>
<td>Volley Ball - Boys</td>
<td>264</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Throw Balls - Girls</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tenni koit – Girls</td>
<td>24</td>
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</tr>
<tr>
<td>7</td>
<td>Kho–kho–Boys</td>
<td>204</td>
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<tr>
<td>8</td>
<td>Kho–Kho – Girls</td>
<td>48</td>
<td></td>
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<tr>
<td>9</td>
<td>Table Tennis – Boys – Singles – Doubles</td>
<td>85</td>
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<tr>
<td>10</td>
<td>Table Tennis – Girls D/S</td>
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<td></td>
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<tr>
<td>11</td>
<td>Athletics</td>
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<tr>
<td></td>
<td>1.100 Mtrs B/G</td>
<td>59</td>
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<td>2. Shot-put B/G</td>
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<td></td>
<td>3. Javelin Throw B/G</td>
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</table>

**INTER COLLEGE TOURNAMENTS (2015-2016)**

- Kabaddi(M): 5 students selected at Gachubauli stadium. M.Venkatesh ECE-4A played at South Zone Tournament Madras University Cheenai.
- Weight Lifting(M): 7 students selected at Sports School Tumkunta. Participated.
- Cricket(M): 15 students participated at South Zone Tournament Madras University Cheenai.

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>SNO</th>
<th>EVENT</th>
<th>DATE/YEAR</th>
<th>VENUE</th>
<th>JNTUH REPRESENTATIONS/AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kabaddi men</td>
<td>11 oct 2015</td>
<td>JNTUH sports complex</td>
<td>M.Venkatesh ECE 3rd year played south zone tournament held at KUVEMPU university, shimoga(Karnataka)</td>
</tr>
<tr>
<td>2</td>
<td>Hockey men</td>
<td>22nd nov 2015</td>
<td>JNTUH sports complex</td>
<td>M.Venkata sai Sunil Kumar, ECE 1st year played south zone tournament held at Acharya Nagarjuna University, Guntur, AP</td>
</tr>
<tr>
<td>3</td>
<td>Kabaddi men</td>
<td>8th, 9th Jan 2016</td>
<td>KHEL 2016 held at aurora engineering college</td>
<td>RUNNERS</td>
</tr>
<tr>
<td>4</td>
<td>Table tennis men</td>
<td>8th, 9th Jan 2016</td>
<td>KHEL 2016 held at aurora engineering college</td>
<td>Sharath Kumar, CSE 3rd year WINNER</td>
</tr>
</tbody>
</table>

**SPORTS ACHIEVEMENTS 2015-16**

**Promoting interest in Literary/Cultural events**

**CLUBS**

We at Geethanjali have a strong commitment to mould our students not only academically but also as good human beings and become role models for the future generations. In this direction we have different clubs namely literary club and fine arts club to bring the hidden talents to the surface. We encourage student community to participate in the above mentioned clubs.
LITERARY CLUB:
The Literary Club was started to enhance the written and spoken skills in students. The aim of this club is to bring out hidden talents in the students both pedantic, speaking and writing skills. This also aids as a release for the student’s creative energies. The students find such activities invigorating and help them in their academic pursuits.

Objectives:
1) To enhance aesthetic sense of the students.
2) To add colour to the academic activities with Vigor.
3) To promote holistic growth of the student

A student’s corner SPANDANA was started to enable the students to exhibit their literary talents. “Alphabetica 15” – An inter college Literary fest and Geethanjali Mock UN were held in the month of February/March 2015 by the Literary Club.

List of literary activities conducted by Literary Club-2016-17

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Date</th>
<th>Name of the event</th>
<th>Topic</th>
<th>Resource person</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>18.01.2016</td>
<td>Quiz (Electoral Process)</td>
<td>Quiz</td>
<td>Mrs. Madhumathi Mrs. Karunakumari Mrs. Nagamani</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>27-02-2016</td>
<td>VAISHESHIKA-2k16</td>
<td>Science event</td>
<td>Physics &amp; Chemistry members</td>
<td>174</td>
</tr>
<tr>
<td>3.</td>
<td>11.03.16</td>
<td>ALFAMATICA Inter-collegiate Event</td>
<td>Literary events</td>
<td>Mrs. Madhumathi Event Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALFABETIKA-2K16</td>
<td></td>
<td>Telangana Speaker Mr. Sudharshana chary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>216Registrations</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>11.03.16</td>
<td>ALFAMATICA Inter-collegiate Event</td>
<td>Mathematical events</td>
<td>Dr. Triveni Event coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATHEMATIKA-2K16</td>
<td></td>
<td>Telangana Speaker Mr. Sudharshana chary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>216Registrations</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>12.05.16</td>
<td>FDP</td>
<td>Outcome based</td>
<td>Dr. Pandari</td>
<td>Faculty found it</td>
</tr>
<tr>
<td>S.No.</td>
<td>Date</td>
<td>Name Of The Event</td>
<td>Topic</td>
<td>Resource Person</td>
<td>Remarks</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>-------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>31\textsuperscript{st} jan, 1\textsuperscript{st} Feb 2015</td>
<td>4\textsuperscript{th} Annual Literary fest BITS Pilani Hyd</td>
<td>Verba Maxima Venues BITS PILANI Hyd campus</td>
<td>Mr. Nagi Reddy Mr. Ramesh GCET's annual event. Students of all the years of different branches participated in the event. Around 500 students conducted various events.</td>
<td>150 students participated and 10 students won prizes in various events at BITS Hyd.</td>
</tr>
<tr>
<td>2.</td>
<td>27.2.2015</td>
<td>Mathematica 2K15</td>
<td>Mathametical events GCET</td>
<td>Mr. Nagi Reddy Mr. Ramesh GCET</td>
<td></td>
</tr>
</tbody>
</table>
3. 27.2.2015  Alfabetica  Literary events  Venue GCET  Annual event of GCET Conducted excellently and the event was open for all the students. Around 300 conducted events both paid and open events.

4. 31.8.2015  Telugu Bhasha Dinothsavam  JAM in Telugu  Mrs. Madhumathi Ms. Karuna Devi  Encouraged the importance of Telugu. 10 students participated.

5. 5-12-2015 Essay writing (Anti-Corruption)  Debate  Mrs. Madhumathi Mrs. Karunakumari Mrs. Nagamani  Around 3 teams of 30 students participated in this event.

FINE ARTS & CULTURAL CLUB:

As part of Fine Arts Club activities, the college celebrates important events like Teachers Day and Women’s Day. Students are provided with adequate opportunities to understand the importance of living in harmony with each other for an ideal college, society and nation at large. The Fine Arts club of the college is also responsible for celebrating Talent Day and Traditional Day. The themes for all the competitions are selected keeping in mind the role of students in understanding their duties as responsible citizens of the country.

For the Academic Year 2016-17 (upto January 2017)

- Bathukamma – a traditional ritual marking Navrathri Celebrations was celebrated for in the College on 4 October. Women of the College decorated Bathukamma and danced around it. There was Dandiya Ras as well.
- Talent Day and Traditional Day were celebrated on 12, Jan 2017. Talent Day enabled the
first year engineering students to showcase their talent in, music, dancing. Traditional Day was also celebrated. Various competitions like kite flying, rangoli and traditional dance competitions were conducted.

For the Academic Year 2015-16:

- **Teacher’s Day** - The students organized heartwarming events in honour of the faculty.
- **Bathukamma** - A traditional ritual marking Navrathri Celebrations was celebrated for the second time in the College. Women of the college decorated Bathukamma and danced around it.
- **Talent Day and Traditional Day** was celebrated on 13 January, 2016. Talent Day enabled the first year engineering students to showcase their talent in fine arts like painting, music, dancing. Traditional Day was celebrated before Pongal. Various competitions like kite flying, rangoli and traditional dance competitions were conducted and the students were awarded prizes.

4.2 **Library as a Learning Resource**

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes. The effective functioning of the library is ensured by Library Advisory committee (LAC)

The composition of the LAC is given below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Staff Members</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dean Academics</td>
<td>Coordinator</td>
</tr>
<tr>
<td>2.</td>
<td>All Department HoDs Members</td>
<td>Members</td>
</tr>
<tr>
<td>3.</td>
<td>Library incharge</td>
<td>Convenor</td>
</tr>
</tbody>
</table>

The Committee gives directions and recommendations on all matters related to the organization and services of the college library.

Some of the features of the present system/practices in the library which are the result of the initiatives taken by LAC are:
Cordial, cooperative and informed staff of the library keep the library user friendly.
Completely automated functioning of the library makes the transactions easier.
Open access system.
Electronic book search.
Access to e-books and e-journals through DELNET, IEEE, INFOTRACK ENGG COLLECTION AND NATIONAL V DIGITAL LIBRARY
Discipline is ensured through effective counseling.
The periodical display of the new arrivals to inform users.
Orientation for using e-resources to new faculty recruits and newly admitted students.
Feedback collected from users.
Strengthening the book bank facility (SC).

4.2.2 Provide details of the following:
- Total area of the library (in Sq. Mts.): 1110
- Total seating capacity: 250
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
  - Working days: 09.30 A.M to 06.00 P.M
    (including before and during examination days)
  - Holidays: 10:00 A.M to 2:00 P.M
  - During vacation: 10:00 A.M to 5:00 P.M
Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

Layout of the library on the ground floor and first floor are shown below.
The Library layout has Issue and Return counters, Back Volumes, Photostat corner, Journal/Magazine section, Digital zone for accessing e-resources, individual reading carrels, area for relax reading, special cubicles for researchers.
FIRST FLOOR

- Access to the premises through prominent display of clearly laid out floor plan; adequate signage; fire alarm; access to differently abled users and mode of access to collection)

The layout of the college building showing the location of the library and access to the premises is given below
4.2.3 Give details on the library holdings

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Print (Books, back volumes and thesis)</td>
<td>Books:</td>
<td>32152</td>
</tr>
<tr>
<td></td>
<td>Back volumes:</td>
<td>1503</td>
</tr>
<tr>
<td></td>
<td>Thesis:</td>
<td>1904</td>
</tr>
<tr>
<td>b) Non Print (Microfiche, AV)</td>
<td>Text books, journals CDs</td>
<td>2995</td>
</tr>
<tr>
<td></td>
<td>E-Books –</td>
<td>2587</td>
</tr>
<tr>
<td></td>
<td>e-journals -</td>
<td>1300</td>
</tr>
<tr>
<td>c) Electronic (e-books, e-Journals)</td>
<td>Special collection:</td>
<td>3564</td>
</tr>
<tr>
<td></td>
<td>(eg. Text book, Reference books, Dictionaries, Encyclopedias, Handbooks, manuals etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Total No. 32277
4.2.4 What tools does the library deploy to provide access to the collection?

- OPAC
- Electronic Resource Management package for e-journals
- Federated searching tools to search articles in multiple Databases
- Library Website
- In-house/remote access to e-publications

The library deploys the following tools to provide access to its collection

**OPAC (Online Public Access Catalog):**

Through this catalogue one can search the Library database to know the status of the library book. One can search this OPAC by entering the Name of the Title/ Author/publisher/ Accession Number of the Book. Student/ faculty can reserve any desired book.

**Federated searching tools to search articles in multiple databases:**

Library provides federated search which is used to search multiple content with one query, which allows a user to search multiple databases at once in real time.

Ex: OPAC

**Library Website:** [www.gcet.edu.in](http://www.gcet.edu.in) (college website provides required information)

**In-house/remote access to e-publications**

Students and staff can access e-resources using LAN (with individual user login and passwords) as a part of the digital Library.

4.2.5 To what extent is the ICT deployed in the library?

- Library automation
- Total number of computers for public access
- Total numbers of printers for public access
- Internet band width speed 2 mbps 15 mbps 1go (GB)
- Institutional Repository
- Content management system for e-learning:
- Participation in Resource sharing networks/consortia (like Inflibnet) national digital library, delnet

Library automation

The library uses EZ software package, which is library automation. Library Management Information System supports in-house operations of the library. The EZ software consists of modules on Acquisition, Cataloguing, Circulation, Serials, Article Indexing and OPAC. Retrospective conversion of bibliographic records has been in vogue and can now be accessed through the EZ OPAC. The data base available in the library is being updated on day to day basis with details of recently acquired books, records of all the library patrons have also been created in the EZ package. To strengthen our circulation counters for accuracy and speeding up of operations Barcode Technology is in place.

| Total number of computers for public access: | 24 |
| Total numbers of printers for public access: | 1 |
| Internet band width / speed: | 15 Mbps |

Institutional Repository:

Institutional repository is an online locus for collecting preserving and disseminating in digital form.

Content management system for e-learning:
NPTEL Video Lectures,
Project reports CDs, Text book CDs, TLM CDs

Participation in Resource sharing networks/consortia

Subscribed for DEL NET List for participation in resource sharing networks.

4.2.6 Provide details (per month) with regard to.

- Average number of walk-ins: 7700
- Average number of books issued/returned: 4400
- Ratio of library books to students enrolled: 14:1
Average number of books added during last three years: 6,270
Average number of login to OPAC: 400
Average number of login to e-resources: 1700
Average number of e-resources downloaded/printed: 15 per day
Number of information literacy trainings organized: 1 per year

4.2.7 Give details of the specialized services provided by the library

- Manuscripts
- Reference
- Reprography
- ILL (Inter Library Loan Service)
- Information Deployment and Notification
- OPAC
- Internet Access
- Downloads
- Printouts
- Reading list/ Bibliography compilation
- In-house/remote access to e-resources
- User Orientation
- Assistance in searching Databases
- INFLIBNET/IUC facilities

Manuscripts: No

References: Separate reference section is provided for the users of the Library where students and staff can refer to books like dictionaries, encyclopedias, almanacs, etc.

Reprography: Photocopying facility is available in the library
ILL (Inter Library Loan Service): DELNET, British Library membership

Information deployment and notification:
Notice board:
Displays new arrivals, Seminars, Conferences conducted by other colleges, college calendar etc.

Download:
E-journals, E-books, Articles, Videos, Course files and Lab manuals.

Printing:
Library has a printer for users.

Reading list/ Bibliography compilation:
Library books are arranged course wise, using Dewey decimal classification and shelf list cards helps the user in finding the required information easily.

In-house/remote access to e-resources:
Students and faculty can access the Library information within the campus (through LAN). Remote access can be done for some of the important documents through college website.

User orientation and awareness:
User orientation sessions will be conducted for new users of the Library.

Assistance in searching databases:
Library staff assists the users in searching the database: OPAC.
4.2.8 Provide details on the annual library budget and the amount spent for purchasing new books and journals.

<table>
<thead>
<tr>
<th>F.Y</th>
<th>Budget Estimates (Rs)</th>
<th>Amount Spent (Rs.)</th>
<th>Other (Furniture/Equipments Consumables/Miscellaneous)</th>
<th>Total (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Books</td>
<td>Journals (Print)</td>
<td>E-Resources</td>
</tr>
<tr>
<td>2016-17</td>
<td>2130000</td>
<td>542400</td>
<td>506680</td>
<td>544318</td>
</tr>
<tr>
<td>2015-16</td>
<td>2400000</td>
<td>1003247</td>
<td>560961</td>
<td>501707</td>
</tr>
<tr>
<td>2014-15</td>
<td>2000000</td>
<td>730140</td>
<td>245393</td>
<td>460510</td>
</tr>
<tr>
<td>2013-14</td>
<td>1900000</td>
<td>826140</td>
<td>180115</td>
<td>372780</td>
</tr>
</tbody>
</table>

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services.

The library provides feedback forms (direct approach method), to get the feedback from the users. The suggestions and complaints received as feedback are periodically reviewed by library committee and remedial measures are adopted for constructive feedback. With the approval of Management, library services are improved.

4.2.10 List the infrastructural development of the library over the last four years.

The college library was set up in the year 2005. The library shifted to new building specially constructed for the purpose, in 2012. The new library premises are very spacious, well-ventilated, with excellent facilities. No major expansion is needed in the near future. The developments that have been made in the last four years have been in the form of additional book racks, software etc., The amount spent towards this over the last four years are as follows.

<table>
<thead>
<tr>
<th>F Y</th>
<th>Book racks (Rs.)</th>
<th>Software/hardware (Rs.)</th>
<th>Miscellaneous (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>192805</td>
<td>10000</td>
<td>18882</td>
</tr>
<tr>
<td>2014-15</td>
<td>113782</td>
<td>16725</td>
<td>28788</td>
</tr>
<tr>
<td>2013-14</td>
<td>47595</td>
<td>00</td>
<td>26484</td>
</tr>
<tr>
<td>2012-13</td>
<td>47039</td>
<td>11975</td>
<td>17550</td>
</tr>
</tbody>
</table>
4.2.11 Did the library organize workshop/s for students, teachers, non-teaching staff of the College to facilitate better Library usage?
YES
➢ The first year students and the newly joined faculty and staff are given awareness on the rules and regulations of the library and also on how to effectively use the library resources.

4.3 IT Infrastructure

4.3.1 Does the College have a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management?

The college has a comprehensive IT policy, addressing all aspects, which is given below

Information Technology Policy

Introduction:
Geethanjali College of Engineering and Technology (GCET) recognizes the value that technology resources provide in facilitating normal administrative and service activities by employees and students. This policy aims to provide support for use of Information Technology resources while at the same time reducing exposure to the risks associated with the management of information systems.

Hardware Organization:
➢ Information Technology equipment will be classified as either networked or non-networked stand alone units. Networked equipment will include all desktop computers and accessories connected to the server. Non-networked units consist of stand-alone desktop computers, laptops, printers, copiers, and accessories not connected to the server.

➢ Generally, all administrative office desktop computers as well as those in the Computer Labs are networked with the server. Non-networked units will include bar-code counters at library, and some copiers.

➢ An inventory of technology equipment is maintained. Employees (Teaching and non-Teaching staff), students, and others are not to move or change locations/connections of equipment without the authorization of the In-charge/System Administrator of computing centre.

➢ The In-charge for computing centre is responsible, in consultation with the Principal/Dean/Head of the department or the concerned coordinator/lab in-charge of the
respective department, to determine the number and type of technology units needed, and to maintain them in good operating condition. Older pieces are upgraded or replaced each year in order to insure that equipment remains functional and compatible with changes in technology. Software updates will be downloaded as necessary by the computer system administrator to insure that individual units are equipped with the latest revisions.

- The computer system administrator may employ the services of outside contractors as necessary, within budget constraints, to maintain and/or troubleshoot technology equipment. Skilled volunteers may also be utilized in this regard.

**Security & Privacy Issues:**

- The administrator is responsible for determining which computer units are connected and maintained on the network, and the number and nature of user accounts. Authorized users of networked computers will log on using their user name and password. To prevent access by others when temporarily away from their desk, a screen saver password should be employed. Upon completion of the work day, or work session, users should log off, but leave units running. Only monitors should be turned off. Passwords are established and maintained to provide system security. Passwords will be changed periodically as part of system security. Passwords should never be written down, stored on-line, or allowed to be used by other persons.

- All users should exercise precautions when sending or receiving information over the Internet to prevent viruses, worms, Trojan horses and other potentially damaging software from being received. The computer system administrator should be contacted immediately in the event a unit becomes infected, or develops other operational problems.

- All computer files, including e-mail, are considered assets of GCET. Users should be aware that computer files are not private and can be accessed or quarantined at any time by the computer system administrator. Employees (Teaching and Non-teaching staff) who resign, retire or are terminated will have their access restricted immediately.

- The GCET respects and adheres to all copyrights and licensing agreements. Individual users are not allowed to download and/or install software to computer units. The computer system administrator will determine the software configuration of each unit based on need, and will insure adequate licensing to support all installations. The administrator will be responsible for downloading and installing all software updates on networked units. All units on the
network will use anti-virus software.

- Physical security is provided for the network server and for computers on the network. Sensitive and/or confidential record information is secured. Printed copies and disks are kept in locked cabinets or rooms. When no longer needed, confidential and/or sensitive hard copy output will be shredded prior to being recycled. Software and files are saved to the network server. The computer system administrator is responsible for insuring that the network server is backed up at the conclusion of each work day.

- Sensitive or confidential information, when printed, should be cleared from printers immediately. When photocopying confidential information, employees are to be careful to remove the original and all copies from the machine when finished. Failure to comply with these security and privacy policies is grounds for employee disciplinary action, including termination of employment. In the case of students, future access can be denied based on abuse of these policies.

- The access of inappropriate web sites and the downloading of offensive materials on the Internet will not be tolerated and may subject offenders to immediate disciplinary action. Similarly, the forwarding of jokes and “chain-letter” messages is prohibited.

**Non-Teaching Staff Training:**

Employees are provided training opportunities to learn the skills necessary to effectively utilize technology hardware and software in the performance of assigned duties. In-house training for staff from experts is provided based on the need.

**Computer Lab Usage**

Users are not permitted to load software onto hard disk drives or remove/change/delete software or files they did not create. Users should exercise precautions when sending or receiving information over the Internet to prevent viruses, worms, Trojan horses and other potentially damaging software from being received. The access of inappropriate web sites and the downloading of offensive materials on the Internet will not be tolerated and will subject offenders to suspension of access to the lab.
Risk Management Policy

Purpose

To establish a process to manage risks to the Geethanjali College of Engineering and Technology (GCET) that result from threats to the confidentiality, integrity and availability of Institution Data and Information Systems.

Scope:

This policy applies to all electronic data created, stored, processed or transmitted by the GCET, and the Information Systems used with that data.

Policy:

1. All Information Systems must be assessed for risk to the GCET that results from threats to the integrity, availability and confidentiality of GCET Data.
2. Risks identified by a risk assessment must be mitigated or accepted prior to the system being placed into operation.
3. Residual risks may only be accepted on behalf of the Institution by a person with the appropriate level of authority.
4. Each Information System must have a system security plan, prepared using input from risk, security and vulnerability assessments.

IT Service Management:

**Public data:** College website provides information related to the entities and processing of the college through a public website. The data can be accessed freely through online.

**General Administrative data:** Data related to the academic administration such as student info, staff info etc., is maintained by Ezschool

**Protected data:** The protected data such as financial, student examination Question paper can be provided after approval from the concerned authorities
**E-mail system:** Webmail is provided through the college website domain for certain administrative users

**Information security:** The public access servers are well protected from virus attacks

**Network Security:** The College has intranet and internet facility with firewall security. The users agrees to abide by all the licensing agreement for Software procured by the institute with other parties.

**Software Asset management:** It is the policy of institute to respect all computer software copyrights and adhere to the terms and conditions of license. All computer software acquired by the college is purchased through the approval of established procurement procedures. Computer software can only be installed by the responsible staff. Once software has been installed, the system administrative staff of the college are responsible for ensuring that the original media, license documents, and manuals are stored as institute managed assets. All the users are made aware that the institute electronically/manually conducts audits for all computers, registers, on a regular basis.

4.3.2 (A) Give details of the College’s computing facilities (hardware and software).

- Number of systems with configuration
- Computer-student ratio
- Dedicated computing facility
- LAN facility
- Wifi facility
- Propriety software / Open source softwares
- Number of nodes/ computers with internet facility
- Any other
Computing facilities (Hardware and Software)

<table>
<thead>
<tr>
<th>S No</th>
<th>Particulars</th>
<th>Available</th>
<th>Brand Model/specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No. of computers in LAN/WAN</td>
<td>No.of systems available for students : 1208</td>
<td>LG,HP,Dell, ACER, EnjayThinclients,IBM,Lenovo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.of systems available for staff: 130</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Computer - Student ratio</td>
<td>B.Tech 1:4</td>
<td>LG,HP,Dell,Enjay Thinclients,IBM,Lenovo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Tech 1:2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA 1:2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Standalone Facility</td>
<td>32</td>
<td>LG,HP,Dell,EnjayThinclients</td>
</tr>
<tr>
<td>4</td>
<td>Licensed Software</td>
<td>Oracle, Microsoft</td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>Internet facility</td>
<td>64 Mbps</td>
<td>Balaji online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vainavi, Reliance Jio</td>
</tr>
<tr>
<td>6</td>
<td>Wi-Fi connectivity</td>
<td>Whole Campus</td>
<td>NETGEAR, TP-Link, Reliance Jio</td>
</tr>
</tbody>
</table>

**4.3.2 (B) What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

- Sequential upgradation plans are reflected every year in the annual budget estimates plan. The activities have been planned in such a way that, the IT infrastructure and associated facilities are always on par with the state-of-the-art technology.

- GCET maintains thrust on this vital area to ensure continuous and consistent availability in tune with the growing needs as well as changing technologies. The college places a lot of importance on e - learning and major plans are in hand to upgrade the bandwidth, connectivity as well as the devices. College level Wi-Fi is planned in the coming years.
4.3.3 Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

- The learning resources are provided with the help of digital library
- A digital library with a focussed collection of digital objects that include text; visual material, audio material (Nil) video material (202) are stored as electronic media format, along with the means for organizing, storing, and retrieving the files and media contained in the library collection.
- Institutional repository software is designed for archiving, organizing and searching a library’s content. For this, open source software tools such as phl, apacue and oysm were used. The digital library can be accessed through the Intranet (locally in the campus computer N/W)
- The digital library was developed to augment the quality of teaching learning process. The contents of the digital library are

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Journals</td>
<td>1300</td>
</tr>
<tr>
<td>E-Books</td>
<td>2587</td>
</tr>
<tr>
<td>Tutorials</td>
<td>Nil</td>
</tr>
<tr>
<td>Videos</td>
<td>202</td>
</tr>
<tr>
<td>Audio</td>
<td>Nil</td>
</tr>
<tr>
<td>Home work</td>
<td>Nil</td>
</tr>
<tr>
<td>Q paper</td>
<td>upto 2012</td>
</tr>
<tr>
<td>C-file</td>
<td>upto 2014</td>
</tr>
<tr>
<td>Current Events</td>
<td>upto 2015</td>
</tr>
<tr>
<td>Lab manuals</td>
<td>upto 2014</td>
</tr>
</tbody>
</table>

4.3.4 Give details on the ICT enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.

- Central computing facility and its use by staff and students: The staff and students can share the information through network. Staff and students can access network resources.
- Faculty facilitation to prepare computer aided teaching/learning materials: The institution acts as a facilitator for e-learning material (NPTEL video lectures) and the accession to
online lectures of various experts from reputed institutions is also made available. E-class rooms are provided for this purpose in all the departments.

- Website: The website is updated whenever new information is to be added regarding national symposium, seminars, workshops, tender notification, recruitments and as and when required. College Website also gives information regarding the course files, E-Books, Lab manuals etc. to the students on the Web.

- Maintenance of computers and their accessories: These are maintained by administrator and technical team of the college.

- Digital Library: Access is given to all faculty on LAN and computers are available for the students for online learning in the Central Library.

- E-Class rooms: Individual computer systems are made available to each student in the class room and online class learning is made, during the regular class hours.

4.3.5 How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?

The college provides digital Library facility and all laboratories also have internet facility for staff and students. All the college repositories including project reports, research papers, dissertations and Ph.D. thesis are available in digital format in the digital Library. The institution has adequate computer facility for its faculty. Adequate multimedia projectors, OHPs are available with each department.

4.3.6 How are the computers and their accessories maintained? (AMC, etc.)

Computer repair technicians are employed in the college for the maintenance of computer systems. Their work involves hands-on repair of various types of computers, printers and associated equipment. They are specialized in the installation of computer systems. Day-to-day duties include, maintaining computer systems, observing functions of computer, systems and identifying errors, repairing components, responding to different requests and performing routine computer maintenance.

4.3.7 Does the College avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?

Yes, NPTEL Video Lectures are being made available to the students.
4.3.8 Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in the College?

The provision made in the annual budget for 2016-17 for computer systems – updating, maintenance, purchase of new systems is shown in the table given below.

**Budget estimates for computer systems 2016-17**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Description</th>
<th>Amount (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Updating of existing computer systems (Add on modules, softwares, services etc.,)</td>
<td>38,00,000/-</td>
</tr>
<tr>
<td>2.</td>
<td>Maintenance (Spares, service)</td>
<td>5,00,000/-</td>
</tr>
<tr>
<td>3.</td>
<td>Purchase of New computer systems</td>
<td>44,00,000/-</td>
</tr>
</tbody>
</table>

4.4 Maintenance of Campus Facilities

4.4.1 Does the College have an Estate Office / designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes; The administrative officer is designated for overseeing the maintenance of buildings. Some of the initiatives taken to improve the physical ambience are:

- The college buildings are aesthetically designed and set in a 10 acre land
- The strategically located landscape of greenery is eye-catching
- The classrooms are spacious, and well-ventilated.
- A wide lawn covering 8000 sq.mtrs is maintained in front of the buildings
- Large mango and other trees numbering over 500 are maintained in the campus
- Automated sprinklers are used to maintain greenery
- Clean and green programs are conducted regularly
- Fire safety systems (extinguishers) have been installed, complete with fire pipe lines, water tanks etc.,
- Black-topped approach road from cheeryal – Yadgarpally road to college premises has been laid. All internal roads have been relaid.
4.4.2 Does the College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.

- Yes. The Maintenance section of the college is responsible for maintenance of the buildings, gardens, equipment, and facilities.
- The technical staff of EEE department handles maintenance of electrical installations and equipment. While routine maintenance and minor repairs are carried out by them, major repairs are outsourced.
- The gardeners, who are on the staff of the college, maintain the gardens under the supervision of a garden superior.
- The buildings are maintained by the college maintenance staff. The supervision of the maintenance is outsourced. A team of three supervisors is provided by the contracting agency to maintain the three buildings of the college. While minor repair works are carried out by the staff, the services of plumbers are hired; the plumbers are available on call.
- Carpentry services are available in the campus and these are provided by the workers, of the contractor, who stay in the campus as they are continuously engaged in the making of new furniture, cabinets or repair of old furniture all through the year.
CRITERION V:
STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1. Does the College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?
Yes, The College gives utmost importance for student support and mentoring. A mentor diary will be allotted to each student while joining the same will be maintained till the end of his program study. A faculty mentor is identified in each semester and he/she will guide the student for that semester. Around 15 students are given to a senior faculty member.

Also, Orientation program for three days is conducted to all First year students during their admission to the Institute, covering the following points.

- Motivation and Goal setting
- Listening Skills, Reading Comprehension Techniques, Writing Skills
- Time Management
- Employability Skills
- Difference between studying in Junior college and Professional colleges, etc.

5.1.2 What provisions exist for academic mentoring apart from class room work?

**Mentoring:**

- As part of mentoring, considerable amount of time is spent, talking to students about their career and professional goals, concerns, and suggestions for improving their learning experience.
- A Mentor Diary is maintained for each student for all four years.
- Two periods per week are allotted for mentoring.

**The duties of a mentor are:**

- Fill the student’s Academic and Personal Profile.
- Meet the mentee twice in a week.
- Submit a weekly report to HoD once every fortnight/immediately if emergency arises.
- Find out the strong points and weak points of the students. Suggestions are given to come out of the deficiencies. Encouragement is given to use their strengths.
- The parents are informed at regular intervals regarding the deficiencies of their ward and suggestions for improvement.
5.1.3 Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., Career Counselling, Soft Skill Development, etc.

- Geethanjali College of Engineering and Technology has a dedicated department which takes care of training and placements of the students.
- The training and placement division is called CACHE (Centre for Advancement of Career and Human Excellence).
- The college has a tie-up with a leading training institute - Triumphant Institute of Management Education (TIME).
- TIME conducts two sessions a week for each class through the Semester.
- The training module covers areas of
  1. Functional grammar in standard English and Tips on improvement of Vocabulary
  2. Listening skills
  3. Speaking skills
  4. Public Speaking
  5. Effective Writing
- The program is designed to be interactive so as to generate and sustain the interest of the participants.
- Guest lectures are organized and course experts from other institutions of higher learning/corporate/business house are being invited to provide exposure to students about the latest trends.

NEN: An active NEN Cell (National Entrepreneur Network) is present in the institute.
- NEN supports conducting student and faculty workshops on various topics ranging from the basic awareness to investments.
- The institution has also encouraged activities like setting up a campus enterprise and other real time interactive mentoring sessions with entrepreneurs.
- The e-cell of Geethanjali College of Engineering and Technology “Idea Dimension is drawing members from all the branches of UG & PG programs.
- To promote entrepreneurship spirit among the student community, the college has established Entrepreneurship Development Cell (EDC) funded by AICTE.
- College received a grant of Rs. 5.5 lakhs, both recurring and non-recurring for a
duration of 4 years.

- This cell creates awareness of need and importance of entrepreneurship as career option among the students thereby strengthening their entrepreneurship skills.
- The EDC cell organizes awareness programmes on Entrepreneurship and Intellectual Property Rights.

5.1.4 Does the College publish its updated prospectus and handbook annually? If yes, what are the activities / information included / provided to students through these documents? Is there a provision for online access?

- Yes, The college publishes its updated handbook annually.
- It contains the Vision, Mission, values, the motto of the institute, information about the college and, details of the academic programs offered, their eligibility, names of the department heads etc.
- Learning material like question banks, assignment questions and previous years question papers are included in the handbook for 1st B.Tech.
- It also contains the details of the facilities being provided to the students.
- It contains details of Centre for Academic and Career Guidance (CACG), Training and Placement details, Performance Monitoring and Guidance, Various student activities, Student code of conduct/ responsibilities and various college clubs and their activities.
- The Handbook is distributed to every student at the beginning of the academic year during the admission. The same information, which is published in the college handbook, is also updated on the college website: www.geethanjaliinstitutions.com
5.1.5 Specify the type and number of scholarships / freeships given to students (UG/PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College Management during the last four years. Indicate whether the financial aid was available on time.

Geethanjali College of Engineering and Technology is providing scholarships to students for their proven academic excellence. The financial aid was available and disbursed on time.

**Free-Ships:**

1. **Merit Scholarships:**

Raja Reddy Memorial Awards for academic excellence are given to the topper in each branch for all years of students.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
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<td>1,17,000</td>
<td>2,14,000/-</td>
<td>2,20,000/-</td>
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<tr>
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<td>No. of Students</td>
<td>Amount in Rs.</td>
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<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>2</td>
<td>ECE</td>
<td>4</td>
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</tr>
<tr>
<td>4</td>
<td>IT</td>
<td>4</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MBA</td>
<td>2</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MCA</td>
<td>3</td>
<td>30,000</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>2,10,000</strong></td>
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</table>

<table>
<thead>
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<td>3</td>
<td>MCA</td>
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</tr>
<tr>
<td>5</td>
<td>ME</td>
<td>4</td>
<td>20,000</td>
</tr>
<tr>
<td>6</td>
<td>MBA</td>
<td>4</td>
<td>20,000</td>
</tr>
<tr>
<td>7</td>
<td>MBA</td>
<td>2</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>2,10,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Branch</th>
<th>No. of Students</th>
<th>Amount in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>33000</td>
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<td>ECE</td>
<td>11</td>
<td>33000</td>
</tr>
<tr>
<td>3</td>
<td>EEE</td>
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<td>12000</td>
</tr>
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<td>4</td>
<td>IT</td>
<td>7</td>
<td>21000</td>
</tr>
<tr>
<td>5</td>
<td>ME</td>
<td>4</td>
<td>12000</td>
</tr>
<tr>
<td>6</td>
<td>MBA</td>
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<td>6000</td>
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<td><strong>Total</strong></td>
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<td></td>
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2015 – 16

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<th>Amount in Rs.</th>
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<td>ECE</td>
<td>14</td>
<td>52000</td>
</tr>
<tr>
<td>3</td>
<td>EEE</td>
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<td>36000</td>
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<td>IT</td>
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<td>27000</td>
</tr>
<tr>
<td>5</td>
<td>ME</td>
<td>10</td>
<td>42000</td>
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<tr>
<td>6</td>
<td>MBA</td>
<td>4</td>
<td>18000</td>
</tr>
<tr>
<td>7</td>
<td>CE</td>
<td>3</td>
<td>12000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>2,39,000</strong></td>
</tr>
</tbody>
</table>

2. The college provides concession in tuition fee based on student’s performance in the EAMCET exam as stated below

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Rank</th>
<th>Percentage of concession</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-5,000</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>5,001 – 7,500</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>7,501 – 10,000</td>
<td>25</td>
</tr>
</tbody>
</table>

2016 – 17

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Student Name</th>
<th>Admission category</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C..Prathyusha</td>
<td>EAMCET convener</td>
<td>9234</td>
</tr>
<tr>
<td>2</td>
<td>T. Amulya</td>
<td>EAMCET convener</td>
<td>9985</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Student Name</td>
<td>Admission category</td>
<td>Rank</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>C. Sai Rama Rao</td>
<td>EAMCET convener</td>
<td>8085</td>
</tr>
<tr>
<td>2</td>
<td>Sruti S V S N</td>
<td>EAMCET convener</td>
<td>9570</td>
</tr>
<tr>
<td>3</td>
<td>K. Chaitanya Sai</td>
<td>EAMCET convener</td>
<td>4014</td>
</tr>
<tr>
<td>4</td>
<td>Padamati Jeevan Reddy</td>
<td>EAMCET convener</td>
<td>9915</td>
</tr>
</tbody>
</table>

3. The college provides special incentives to the top rankers of all the departments, in the form of reimbursement of the cost of books purchased up to Rs. 1000/- for the first ranker and up to Rs. 500/- for the second ranker.

<table>
<thead>
<tr>
<th>Details</th>
<th>2015-16</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category / Basis (Merit)</td>
<td>Merit</td>
<td>Merit</td>
</tr>
<tr>
<td>Scholarship Assistance for first ranker (No.)</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Scholarship Assistance for second ranker (No.)</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Amount</td>
<td>33,500</td>
<td>27,500</td>
</tr>
</tbody>
</table>
5.1.6 What percentage of students receives financial assistance from state government, central government and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)

**Financial Assistance received from State/Central Government**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Academic Year</th>
<th>Type of Scholarship</th>
<th>No. of Students Benefitted</th>
<th>Amount disbursed in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>SC</td>
<td>177</td>
<td>63,00,500</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>ST</td>
<td>48</td>
<td>17,14,500</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>BC</td>
<td>505</td>
<td>1,74,76,900</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>EBC</td>
<td>231</td>
<td>79,93,700</td>
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<tr>
<td>5</td>
<td></td>
<td>MW</td>
<td>46</td>
<td>15,89,900</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>DW</td>
<td>1</td>
<td>32,700</td>
</tr>
<tr>
<td>7</td>
<td>2013-14</td>
<td>SC</td>
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<td>81,50,500</td>
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<tr>
<td>8</td>
<td></td>
<td>ST</td>
<td>52</td>
<td>22,44,000</td>
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<tr>
<td>9</td>
<td></td>
<td>BC</td>
<td>619</td>
<td>2,33,03,200</td>
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<td>10</td>
<td></td>
<td>EBC</td>
<td>302</td>
<td>1,06,51,500</td>
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<tr>
<td>11</td>
<td></td>
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<td>53</td>
<td>18,24,000</td>
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<tr>
<td>12</td>
<td>2014-15</td>
<td>SC</td>
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<td>1,01,36,000</td>
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<td>13</td>
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<td>ST</td>
<td>56</td>
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<tr>
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<td>BC</td>
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<td>EBC</td>
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<tr>
<td>16</td>
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<td>MM</td>
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<td>2015-16</td>
<td>SC</td>
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<td>80,57,500</td>
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<td>21</td>
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<td>MM</td>
<td>56</td>
<td>1590500</td>
</tr>
<tr>
<td>Academic Year</td>
<td>SC, ST</td>
<td>OBC, General</td>
<td>Percentage (%) of Students Benefitted</td>
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<td>---------------</td>
<td>--------</td>
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<td>2015-16</td>
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<td>54</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scholarships received from various central, state and other agencies are disbursed without any delay to the students.

5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?

No, as there are no foreign students on the rolls of the institute.

5.1.8 What types of support services are available for

- Overseas students
- Physically challenged / differently-abled students
- SC/ST, OBC and economically weaker sections
- Students to participate in various competitions/conferences in India and abroad
- Health centre, health insurance etc.
- Skill development (spoken English, computer literacy, etc.)
- Performance enhancement for slow learners/students who are at risk of failure and dropouts
- Exposure of students to other institutions of higher learning/corporates/business houses, etc.
- Publication of student magazines

- Overseas students
  - In general, admissions are given to overseas students as per the AICTE guidelines.
  - However, the institution does not have permission to give admissions to overseas students.
Students with physical disabilities

- Two wheel chairs and a ramp are available for students with physical disabilities.
- Class rooms are shifted to ground floor.
- Exams are conducted at ground floor only.
- As of date there are no students with physical disabilities on the college rolls.

Students from SC/ST, OBC and economically weaker sections

- During the time of admission, the students from SC/ST, OBC and economically weaker students are identified based on their authenticated disclosures and the college maintains the same record.
- Besides, students are made aware of the scholarships given by the Central Govt and the State Govt. The students are also informed of the different types of schemes that are available from the Social Welfare Department and Government.
- Remedial coaching is offered to the students of SC/ST, OBC and economically backward communities to uplift them academically.
- The tutorial and mentoring systems help to identify their problem areas and address them positively by giving them remedial help as well as counseling.
- Parent – Teacher meetings help the teachers know more about the backgrounds of the students and to give them proper guidance.

Students’ participation in various competitions/National and International (students achievements)

Geethanjali College of Engineering and Technology encourages students to participate in various National and International Competitions.
I. Guest lecturers participated in by MBA Students

**Academic Year 2016-17**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title</th>
<th>Event</th>
<th>Resource Person &amp; Designation</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Entrepreneurship opportunities and Start Up culture</td>
<td>Guest Lecture</td>
<td>Mr. Kashyap Kompella, Innovation Consultant</td>
<td>13.7.2016</td>
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<tr>
<td>3</td>
<td>Employability skill development</td>
<td>Guest Lecture</td>
<td>Mr. K. Suresh, Smart steps</td>
<td>04.01.2017</td>
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**Academic Year 2015-16**

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<tr>
<td>1</td>
<td>Career orientation for MBA Graduates</td>
<td>Guest Lecture</td>
<td>Mr. K. Suresh Kumar</td>
<td>16.3.2016</td>
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<td>2</td>
<td>Success secrets for MBA students</td>
<td>Guest lecture</td>
<td>Dr. K. V Subba Raju</td>
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**Academic Year 2014-15**

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<tr>
<td>1</td>
<td>Career and Employability skills</td>
<td>Motivational Lecture</td>
<td>Dr. ML Sai Kumar (Prof. IPE)</td>
<td>06.4.2015</td>
</tr>
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<td>2</td>
<td>Products in Banking Sector, Career Opportunities, Preparation of Bankable Projects &amp; Expectations from MBA Students in this Direction</td>
<td>Guest Lecture</td>
<td>A.L. Nageswara Rao(Retd., GM-Andhra Bank)</td>
<td>06-01-15</td>
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<tr>
<td>3</td>
<td>On Line Trading with BSE/NSE</td>
<td>Guest Lecture</td>
<td>Mr. Santhosh Reddy</td>
<td>12-11-14</td>
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<tr>
<td>S.No</td>
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<td>Event</td>
<td>Resource Person &amp; Designation</td>
<td>Date</td>
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<tr>
<td>1</td>
<td>Career orientation Program</td>
<td>Motivational Lecture</td>
<td>Mr. Rohan, Relationship Manager HR, Smart Step</td>
<td>03-01-14</td>
</tr>
<tr>
<td>2</td>
<td>Employability Skills</td>
<td>Guest Lecture</td>
<td>Dr. Venkat Ramana Reddy (Research Manager, SEEK Info Media Pvt. Ltd., Hyderabad)</td>
<td>16-12-13</td>
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<tr>
<td>3</td>
<td>Entrepreneurship Development Program</td>
<td>Guest Lecture</td>
<td>Mr. Y Srinivas,</td>
<td>27-11-13</td>
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<tr>
<td>4</td>
<td>Career orientation Program</td>
<td>Impact of Attitude and behavior in Career Development</td>
<td>Dr. TKV Raghavan, Professor-S&amp;H, GCET</td>
<td>19-11-13</td>
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<tr>
<td>5</td>
<td>Professionalism- A Modern View in the Light of Ancient Wisdom</td>
<td>Motivational Lecture</td>
<td>Dr. TKV Raghavan, Professor-S&amp;H, GCET</td>
<td>01-11-13</td>
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<tr>
<td>6</td>
<td>Marketing Skills Role and behavior of MBA students</td>
<td>Marketing Skills Enhancement</td>
<td>R. Srinivas, Consultant, Corporate Sales Trainer</td>
<td>23-10-13</td>
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<tr>
<td>7</td>
<td>Model Student &amp; Campus Behavior</td>
<td>Student Campus Behaviour &amp; Induction Prog. MBA</td>
<td>Prof. KS Rao, Professor-ECE, GCET</td>
<td>23-09-13</td>
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<tr>
<td>8</td>
<td>Importance of Management Education &amp; importance of communication skills</td>
<td>Motivational Lecture &amp; Induction Program MBA</td>
<td>Dr. ST Rajmohan Rao, Professor-Mech, GCET</td>
<td>23-09-13</td>
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<tr>
<td>9</td>
<td>Career Guidance</td>
<td>Career Planning and Employability</td>
<td>Mr. Rajesh, Finance Executive, HSBC, Hyd</td>
<td>26-08-13</td>
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### Academic Year 2012-13

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<tr>
<td>1</td>
<td>Project Preparation Skills</td>
<td>How to Prepare Project Report (Set objectives &amp; Testing Hypotheses)</td>
<td>Angel Stock Broking Technology Solutions, Hyd</td>
<td>07-05-13</td>
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<tr>
<td>2</td>
<td>Soft Skills</td>
<td>Facing Interview &amp; GD</td>
<td>Mr. Chandrasekhar, Head HR-K12 Technology Solutions, Hyd</td>
<td>28-03-13</td>
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<tr>
<td>3</td>
<td>Career Guidance</td>
<td>Selection of Electives and Employability</td>
<td>Mr. Rizwan, Finance Executive, Zenpact, Hyd</td>
<td>28-03-13</td>
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<tr>
<td>4</td>
<td>TQM</td>
<td>Guest Lecture</td>
<td>Dr. YVSCH Prasad</td>
<td>29-11-12</td>
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<td>5</td>
<td>Investor Awareness Programme</td>
<td>Guest Lecture IAP</td>
<td>Dr. CS Reddy</td>
<td>16-11-12</td>
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b) **International**: NIL

### II. CSE Student participation

<table>
<thead>
<tr>
<th>S.No</th>
<th>College</th>
<th>Nature of Contest (Paper contest/ Design contest/ Technical Quiz/ Paper Expo etc.)</th>
<th>Date(s)</th>
<th>Participants</th>
<th>Awards</th>
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<tbody>
<tr>
<td>1</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT 2014</td>
<td>K. Ratan</td>
<td>2nd Prize</td>
</tr>
<tr>
<td>2</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT 2014</td>
<td>Bhavya</td>
<td>2nd Prize</td>
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<td>3</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT 2014</td>
<td>Swarnalatha S</td>
<td>Participated</td>
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<tr>
<td>4</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT 2014</td>
<td>Mounika N</td>
<td>Participated</td>
</tr>
<tr>
<td>5</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT 2014</td>
<td>M Yamuna</td>
<td>Participated</td>
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<td>6</td>
<td>GCET</td>
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<tr>
<td>7</td>
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<td>NEN(workshop)</td>
<td>29th Oct, 2014</td>
<td>KVVS Varun Participated</td>
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<td>8</td>
<td>Vasavi College of Engineering</td>
<td>NEN(workshop)</td>
<td>29th Oct, 2014</td>
<td>Shruthi Singh Participated</td>
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<td>9</td>
<td>Vasavi College of Engineering</td>
<td>NEN(workshop)</td>
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<td>N.Prashanth Participated</td>
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<tr>
<td>10</td>
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<td>NEN(workshop)</td>
<td>29th Oct, 2014</td>
<td>M.Chatrapathi Participated</td>
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<td>11</td>
<td>Vasavi College of Engineering</td>
<td>NEN(workshop)</td>
<td>29th Oct, 2014</td>
<td>K.Niikhil Participated</td>
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<td>12</td>
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<td>NEN(workshop)</td>
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<td>Rahul Thakur Participated</td>
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<td>13</td>
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<td>PROMETHEAN 2K15 (Paper Presentation)</td>
<td>18th &amp; 19th March, 2015</td>
<td>S.Sai Kumar Participated</td>
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<td>BVRIT, Narsapur</td>
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<td>18th &amp; 19th March, 2015</td>
<td>N.Naresh Participated</td>
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<td>18th &amp; 19th March, 2015</td>
<td>A.Aishwarya Red Participated</td>
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<tr>
<td>18</td>
<td>BVRIT, Narsapur</td>
<td>PROMETHEAN 2K15 (Catch me if you can)</td>
<td>18th &amp; 19th March, 2015</td>
<td>S.Sailakshmi Participated</td>
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<td>PROMETHEAN 2K15 (Black Code)</td>
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<td>18th &amp; 19th March, 2015</td>
<td>A.Aishwarya Red Participated</td>
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<td>22</td>
<td>PROMETHEAN 2K15 (Project Expo)</td>
<td>18th &amp; 19th March, 2015</td>
<td>P. Sai Chowdary Participated</td>
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<td>13th &amp; 14th March, 2015</td>
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<td>N. Naresh Participated</td>
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<td>Aagama 2k15 (Paper Presentation)</td>
<td>19th &amp; 20th March, 2015</td>
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<td>St. PETER’S Engg. Coll. Hyderabad</td>
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<td>V.Venkat Jayasuri</td>
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<td>Rohit</td>
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<td>Sahiti</td>
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<td>Sudheer</td>
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<td>Sneha</td>
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III. EEE Student participation
Academic Year 2014-15

<table>
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<tr>
<th>S.No</th>
<th>College</th>
<th>Nature of Contest (Paper contest/Design contest/Technical Quiz/Paper Expo etc.)</th>
<th>Date(s)</th>
<th>No. of Participants</th>
<th>Awards</th>
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<tbody>
<tr>
<td>1</td>
<td>Anurag College Of Engineering</td>
<td>Texzellenz’15 (Paper Presentation)</td>
<td>10th &amp; 11th April, 2015</td>
<td>M.Vinod</td>
<td>3rd Prize</td>
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<td>Texzellenz’15 (Paper Presentation)</td>
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<td></td>
<td>Texzellenz’15 (Project Expo)</td>
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<td>Participated</td>
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<td>2</td>
<td>Amazon Web Services</td>
<td>Awesome DAY</td>
<td>7th April, 2015</td>
<td>K. Naga Sai Varun</td>
<td>Participated</td>
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<tr>
<td>3</td>
<td>Gurunanak Institute Of Technology</td>
<td>Technofest – 2015 (Paper Presentation)</td>
<td>4th April, 2015</td>
<td>G.Rajini</td>
<td>participated</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
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<th>Event Description</th>
<th>Date(s)</th>
<th>Participant(s)</th>
<th>Placement/Role</th>
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<tbody>
<tr>
<td>5</td>
<td>Workshop On Gesture Controlled Robot</td>
<td>17th &amp; 18th March, 2015</td>
<td>CH.VAMSEE KRISHNA</td>
<td>Participated</td>
</tr>
<tr>
<td>6</td>
<td>Jawaharlal Nehru Technological University, Hyderabad</td>
<td>11th &amp; 12th March, 2015</td>
<td>M.Devi Vara Prasad, Surya Vamsi, K. Harihka, Hari Shankar, Sarma, D.Sree Kalyani</td>
<td>Participated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>K.Prashanthi, K.Sai Kiran, B.Charan, Sk. Nisar Ahmed</td>
<td>1st Prize</td>
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<td></td>
<td>M.Devi Vara Prasad, K. Sai Kiran</td>
<td>Participated</td>
</tr>
<tr>
<td>7</td>
<td>Sphoorthy Engineering College</td>
<td>7th &amp; 8th March, 2015</td>
<td>V.Tejaswini</td>
<td>Participated</td>
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<td>8</td>
<td>Vnr Vignana Jyothi Institute Of Engineering &amp; Technology</td>
<td>3rd &amp; 4th March, 2015</td>
<td>Mukesh</td>
<td>Participated</td>
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<tr>
<td></td>
<td>Sports Fest(Basket Ball)</td>
<td></td>
<td>Maniratnam Praveen</td>
<td>3rd Prize</td>
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<tr>
<td>9</td>
<td>Gitam University</td>
<td>9th &amp; 10th Feb, 2015</td>
<td>A.Akhila, K. Shruthi</td>
<td>Participated</td>
</tr>
<tr>
<td>11</td>
<td>Andhra Hackers (Indian Cyber Warriors)</td>
<td>2nd to 4th January, 2015</td>
<td>P.Sai Charan Rao, Ch. Vamsee, Krishna</td>
<td>Participated</td>
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<tr>
<td>12</td>
<td>Vivekananda Institute</td>
<td>8th and</td>
<td>G.Sunil Kumar</td>
<td>participated</td>
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<td>M. Leelavathi</td>
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**Medical assistance to students: Health Centre, Health Insurance etc.**

- Geethanjali College of Engineering and Technology has an in-house Medical Centre/Dispensary and has a fulltime staff nurse to provide medical assistance to students and staff in need.
- In case of emergency, an ambulance with oxygen cylinder and a stretcher is available in the college campus. In special cases, the college bears all medical expenses.
expenditure.

- Free general health check up camp was organized by the college for students and faculty members.
- First Aid Boxes are provided in every department, college buses, staff rooms and in the NSS and NCC offices and Physical Education Department.
- Medical check-up camps are conducted for students and teachers under the leadership of NCC.
- Awareness Classes on a healthy lifestyle were organized.
- Emergency medical care can be obtained at any of the following Hospitals located 5 kms to 10 kms away from the college:
  - Vijaya Hospital : 5 KMs
  - Xenia Hospital : 10 KMs
  - Tulasi Hospital : 9 KMs
  - Polumi Hospital : 12 KMs
- The college Ambulance can be arranged to move the patient to any of the above listed Hospitals within 10-20 Mins.
- The facilities available in the college for medical assistance are:
  - Nursing staff : 1
  - First aid kits : 20 (distributed at various department labs)
  - No. of beds : 4
  - No. of stretchers : 1
  - Ambulance with Oxygen Cylinder and Stretcher
  - Other accessories like B.P Apparatus, Tablets, Ointments, cotton and bandage.

Performance enhancement for slow learners / students who are at risk of failure and dropouts:

Organizing coaching classes for competitive exams

- Geethanjali College of Engineering and Technology has a dedicated department which takes care of Training and Placements of our students.
- The training and placement division is called CACHE (Centre for Advancement of Career and Human Excellence).
The training imparted to students from their first year till they are placed is aimed at shaping the individuals into not just employable but to be an asset to their employers.

Various innovative methods of teaching are implemented to make learning an enjoyable experience for the students.

The run of the mill syllabus completion classes are a contrast to what happens at CACHE.

A special syllabus is planned keeping in view the industry requirements and constraints of regular syllabus.

The focus of training is on Communication Skills, Aptitude, and Soft Skills, developing the confidence of students, improving their body language, inculcating creativity and into making them responsible individuals.

A special collection of books is maintained at CACHE to attract students to books and to cultivate and nurture the a healthy habit of reading.

**Skill development (Spoken English, computer literacy, etc.,)**

The college has a tie-up with a leading training institute - Triumphant Institute of Management Education (TIME).

TIME conducts two sessions a week for each class through the semester.

The training module covers areas of

- Functional grammar in standard English and Tips on improvement of Vocabulary
- Listening skills
  - Speaking skills
  - Public Speaking
  - Effective Writing
- College provides BEC (business English certificate) and foreign language (French, German etc..) classes to enhance speaking skills.
- College also providing ELCS(English Lab Communication Skills), AECS(Advanced English Communication Skills) lab speaking & writing activities
- The programme is designed to be interactive so as to generate and sustain interest of the participants.

**Support for “slow learners”**

Slow Learners are identified from the performance of the internal
assessment and necessary remedial classes are conducted to them.

- Extra Labs are conducted for slow learners to have more practical view of the courses they learn.
- Additional Experiments are conducted for all the students to emphasize the importance of practical knowledge.
- Tutorial sessions also help them. So also Bridge courses.

- **Exposures of students to other institution of higher learning/**
  - **Corporate / business house etc.**
    - Guest Lectures are organized and Course Experts from other institutions of higher learning/corporate/business house are invited to provide exposure to students on the latest trends.
    - Students attend seminars, conferences and workshops conducted by other institutions namely, BITS - Hyderabad campus, IIT – Hyderabad, IIT – Hyderabad, OU CoE, JNTUH CoE, etc.
    - Entrepreneurship Development Cell of the college provides opportunity to collaborate with various corporate houses on various aspects of Entrepreneurship.
    - The students of many departments conduct industrial visits and field trips to different industries in and around Hyderabad. Recently EEE dept. has been conducted an industrial visit.
    - The students get opportunities to interact with invited speakers in the College during Guest Lectures.
    - The pre-final year and final year students do their respective mini and major projects in industries.

- **Publication of student magazines**
  - The College has Technical Magazine “**Innovation**” published half yearly.
  - **Innovation** provides an opportunity for the students to bring out their creative skills. Every Fortnight, departments publish Individual News Letters, highlighting various activities in the department, Student and Faculty achievements.
  - The articles are contributed by the students and faculty.
  - The selected articles are published in the magazine under the supervision of the college editorial board.
  - Through the magazine the activities of the college are made known to alumni and others.
5.1.9 Does the College provide guidance / coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations? If yes, what is the outcome?

Yes, college provides coaching classes like,

- CRT (Campus Recruitment Training)
- CACHE (Centre for Advancement of Career and Human Excellence).

Based on these coaching classes, students get awareness about all other competitive exams.

5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities through strategies such as

- additional academic support, flexibility in examinations
- special dietary requirements, sports uniform and materials
- any other

SPORTS:

1. Spacious play grounds are available in the campus for the students to play sports
2. Indoor games room is available for the students to play various indoor games.
3. Buses are provided to students who stay late in the evening.
4. Sports uniforms (GCET T-shirts) are provided to the students.
5. Free sports kit is provided
6. Two PDs guide students by providing necessary sports material and make the students to participate various competitions.

Flexibility in examinations

- College conducts CBT exam to those students who participate in various a recognized events and sports

EXTRA CURRICULAR ACTIVITIES:

- In the college, NSS unit, Environmental Club and Fine arts and Cultural Club and other units are available to take up extra curricular activities.

The NSS unit was started in our college in the academic year 2008-09 with around 250 volunteers.

NSS Activities for Academic Year 2016-17

- Sensitization Campaign on Digital India and Cashless Economy was held at Cheeryal Village on 24/12/2016.
- Awareness Campaign on Cancer and its Impact was conducted at GCET campus and Stem cells has been collected to support cancer patients on 10/9/2016.
Dust free Hyderabad campaign was conducted at Secunderabad in association with Lokashemam Foundation and GHMC on 9/9/2016.

“Telangana Harithaharam” an initiative by Govt. of Telangana for promoting tree plantation was conducted at GCET Campus on 11/8/2016.

Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education on 7/8/2016.

Imparting basic computer education and awareness of environmental safety mechanisms to the Govt School Children of Yadgarpally Village on 18/7/2016 – 22/7/2016.

International Day of Yoga Celebrations was conducted by NSS Unit of GCET on 21/06/2016.

List of NSS Volunteers for the Academic year 2016-2017

<table>
<thead>
<tr>
<th>S.N O</th>
<th>NAME</th>
<th>ROLL NUMBER</th>
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<td>Y.V.MOHAN REDDY</td>
<td>14R11A0182</td>
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<td>9550139645</td>
<td><a href="mailto:reddy.mohan@gmail.com">reddy.mohan@gmail.com</a></td>
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<td>K.ABHILASH</td>
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<td>C.R.SAIKIRAN</td>
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<td><a href="mailto:ssharathkumar16@gmail.com">ssharathkumar16@gmail.com</a></td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
NSS Activities for Academic Year 2015-16

- Health camp was conducted for Cheeryal villagers at GCET on 26/03/2016.
- Special Camp at Kolanupaka Village, Alair Mandal on 22/02/2016 to 28/02/2016.
- Dental camp was conducted for Cheeryal villagers and school children on 23/01/2016.
- Blood donation camp was conducted by NSS Unit at GCET on 19/12/2015.
- Environmental Awareness programme was conducted by NSS Unit at GCET on 07/11/2015.
- Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education on 27/07/2015.
 NSS Activities for Academic Year 2014-15

- Swachh Bharat Mission– Cleanliness Program, initiated by Honorable Prime Minister was conducted at college campus on 1st Nov 2014. In this event Chairman, Principal, Dean, all the Department Heads, faculties and students took part to make the event successful.
- A Dental camp was organized for the Villagers in Cheeryal village in the college campus in collaboration with KJS Dental Care on 20-09-2014.
- Actively participated in an event called “Bachpan Bachao” an India based movement campaigning for the rights of children on 03-08-2014.
- Books and stationery were collected from the staff and students of our college and were distributed to the students of Primary School, Harijanavada School of Cheeryal village on 11-07-2014.
- Toys were purchased from the funds raised by staff and students and were given to Anganwadi School Children.
- A Computer Training program was conducted by Mr.V.N.L.N.Murthy & Mr.M.Chaitanya Krishna Reddy, faculty of CSE Dept, to the students of Cheeryal Village High School on Aug 11th, 12th, 18th & Sep 1st, 2nd 2014

 NSS Activities for Academic Year 2013-14

- Blood donation camp was conducted on 21-9-2013.

Blood donation camp photos

- Providing school items to the poor children
- Conducted Tree Plantation Programme on 06-10-2013.
NSS Activities for Academic Year 2012-2013:

- The NSS unit of the college has conducted two blood donation camps (05-01-2013 & 13-04-2013). Around two hundred volunteers donated blood in each camp.
- The unit also organized a health camp to the benefit of villagers of Cheeryal village. Around 180 villagers were benefited by the camp on the days of 25-08-2012 and 06-09-2012.
- Books and stationery were collected from the staff and students of our college and were distributed to the students of Primary School, Harijanavada School of Cheeryal village on 10-08-2012.
- NSS volunteers planted trees in and around Cheeryal village on 06-10-2013.
- Conducted Computer Training Programme for High School Students from 12-12-2012 to 15-12-2012.
- Observed Non-violence Day and Peace on 04-10-2012

The NSS Committee members are:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Staff</th>
<th>Designation</th>
<th>Department</th>
<th>Position</th>
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<tr>
<td>1</td>
<td>Y.V.N Phani kishore</td>
<td>Asst. Professor</td>
<td>CSE</td>
<td>Program Officer</td>
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<tr>
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<td>S. Ramajeneyulu</td>
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<td>Y. Chandramouli</td>
<td>Asst. Professor</td>
<td>CSE</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>J. Bharathi</td>
<td>Asst. Professor</td>
<td>ECE</td>
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<tr>
<td>6</td>
<td>M. krishna</td>
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<td>ECE</td>
<td>Member</td>
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<tr>
<td>7</td>
<td>A. Ramesh</td>
<td>Asst. Professor</td>
<td>S &amp; H</td>
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<tr>
<td>8</td>
<td>M. Raju</td>
<td>Asst. Professor</td>
<td>S &amp; H</td>
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<td>9</td>
<td>M. Pradeep</td>
<td>Asst. Professor</td>
<td>EEE</td>
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<tr>
<td>10</td>
<td>G. Nithin kumar</td>
<td>Asst. Professor</td>
<td>CIVIL</td>
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<td>U. Srikanth</td>
<td>Asst. Professor</td>
<td>MECH</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>K. Naupal Reddy</td>
<td>Asst. Professor</td>
<td>MBA</td>
<td></td>
</tr>
</tbody>
</table>

Prof.KSomasekhara Rao-Dean Student affairs & Ms.N Subhadra-Asst Professor-S&H are identified as Advisors for various NSS Activities.
ENVIRONMENTAL CLUB (ECO-CLUB)

- An “Environmental club” was formed in the college in 2009. Eco club, as a part of Adhira foundation has been organizing many eco-friendly events from 2011.
- The committee works towards creating awareness on the hazards of environmental pollution among the students and involving them in tasks to minimize wastage of water, usage of plastics and increase of green cover.
- The club’s motto is “Geethanjalites Go Green (GGG)”.

Eco club activities (2016-17)

- Plantation program in college premises by staff on 13-7-2016
- Plant distribution to the staff and students on 13-7-2016
- Mud Ganesh idols distribution to all the faculty members (teaching and non-teaching) under Buddha Purnima project by Rotary club of Hyderabad on 4-9-2016.

Eco club activities (2015-16)

- Mud Ganesh idols distribution to all the faculty members (teaching and non-teaching) under Buddha Purnima project by Rotary club of Hyderabad on 9-9-2015.
- Geethanjali nursery opening on 9-10-2015

Eco-Club 2014-15

- Clay Ganesh idols distribution to all the faculty members (teaching and non-teaching) under Buddha Poomima project by GHMC.
- Awareness program has been conducted in the government schools of cheeryal village on cleanliness and hygiene in Divine Grace School and Govt. high school in Cheeryal village.
- Clean and Green activity in and around the college premises as a part of “Swacch Bharath” on 01.11.2014.

Eco-Club: 2013-14

- Distribution of eco-friendly Ganesh to all faculty (teaching & Non-teaching) and drivers.
- Environmental awareness program has been held on 10.10.2013 and 11.10.2013.

Eco-Club: 2012-13

- In the month of September 2012 and 2013, clay Ganesh idols were distributed to all the faculty members in order to create awareness about the dangerous effects of plaster of paris when mixed with water.
- In the year 2012 plantation program was organized in cheeryal village and planted about
Conducted awareness program in which students prepared PPT on environment protection and cleanliness in schools of Cheeryal village and that was a huge success.

Active participation of 50 students from our college as volunteers for 10K run organized by “Prakrithi Mithra” for COP-11 Conference.

The Environmental club members are:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Staff Member S/ Sri / Smt.</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. K Somasekhara Rao, Dean Academics</td>
<td>Chairman</td>
</tr>
<tr>
<td>2</td>
<td>K Sai Anusha Asst Prof. S&amp;H</td>
<td>Coordinator</td>
</tr>
<tr>
<td>3</td>
<td>P Mercy Kavita Assoc. Prof. S&amp;H</td>
<td>Member</td>
</tr>
<tr>
<td>4</td>
<td>N.Subhadra, Assoc. Prof. S&amp;H</td>
<td>Member</td>
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<td>5</td>
<td>B.Mamatha, Asst Prof. S&amp;H</td>
<td>Member</td>
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<tr>
<td>6</td>
<td>Pratheeksha III Year ECE 12R11!0494</td>
<td>Student Member</td>
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<td>7</td>
<td>Venkatesh – III year CSE 12R11A05D3</td>
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<td>8</td>
<td>Sravani – IV year IT 11R11A1299</td>
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<td>9</td>
<td>Bhavya II year ME 13R11A0301</td>
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<tr>
<td>10</td>
<td>Harishankar II Year EEE 13R11A0216</td>
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</table>

5.1.11 Does the College have an institutionalized mechanism for placement of its students?

What services are provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?

Yes.

Services provided to help students to identify job opportunities, prepare themselves for interviews:

CACHE (Center for Advancement of Career & Human Excellence) department of the college is responsible for Career Guidance, Training and Placement and Entrepreneurship development. It is a unique initiative of Geethanjali.

Its features are

- Deals with Career Guidance, Training, Placements and Entrepreneurship
- With the intention of enhancing the students understanding of employability.
- Training imparted to students from their freshman year.
Trained to be an asset to their employers.
Various innovative methods of teaching are implemented
A special syllabus is planned keeping in view the industry requirements and constraints of regular syllabus.
Focus is on Communication Skills, Aptitude, and Soft Skills, developing the Confidence of Students, improving their Body Language, inculcating Creativity and into making them responsible individuals.
A special collection of books is maintained at CACHE to draw students to books and the healthy habit of reading.
Forging fruitful and mutually beneficial linkages with industries and professional organizations
Getting live projects as well as providing placement assistance to its students.
By organizing guest lectures and seminars.
CRT (Career Recruitment Training) department of the college is responsible for Career Guidance and Training by the TIMES Institute.
Its features are
- Deals with Career Guidance and Training, with the intention of enhancing the students understanding of employability.
- Focus is on Communication Skills, Aptitude, and Soft Skills, developing the Confidence of Students
- Special training given to the students to prepare for the interviews in the MNCs and Level 5 companies:
- Special training is arranged for the 3rd year students who are about to face placements by Experts who have skills in these areas. Four periods in a week is allotted in the regular class time-table for this training.
Services provided to develop entrepreneurship skills:
- In this regard, efforts are put in from the institution side and also with the help of National Entrepreneur Network to improve skills for development of Entrepreneurship skills.
- NEN supports in terms of conducting student and faculty workshops on various topics ranging from the basic awareness to investments.
- The institution encourages activities like setting up a campus enterprise and other real time interactive mentoring sessions with entrepreneurs.
- The e-cell of Geethanjali College of Engineering and Technology “Idea Dimension” is
encourage members from all the branches of UG & PG programs to join in NEN.

- To promote Entrepreneurship spirit among the student community, the college established Entrepreneurship Development Cell (EDC) funded by AICTE.
- College received a grant of Rs. 4.5 lakhs both recurring and non-recurring for a duration of 4 years.
- This cell creates awareness of need and importance of entrepreneurship as career option among the students thereby strengthening their entrepreneurship skills.
- The EDC cell organizes awareness programmes on Entrepreneurship and Intellectual Property Rights.
- In this way, NEN helps students to become an Entrepreneur.

5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).

Number of students selected during the campus interviews by different employers:

<table>
<thead>
<tr>
<th>Academic year</th>
<th>No. of Companies visited</th>
<th>Total placement</th>
<th>EC</th>
<th>CS</th>
<th>IT</th>
<th>EE</th>
<th>Mec</th>
<th>MB</th>
<th>MC</th>
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<td>-</td>
<td>60</td>
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<td>28</td>
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<tr>
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<td>361</td>
<td>133</td>
<td>128</td>
<td>32</td>
<td>11</td>
<td>45</td>
<td>12</td>
<td>-</td>
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<tr>
<td>Academic Year</td>
<td>No. of Companies Visited</td>
<td>No. of Students Selected</td>
<td>No. of Eligible students - 60% and above</td>
<td>Branches</td>
<td>Range Of CTC (Highest to Lowest)</td>
<td>Overall Placement Percentage</td>
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<td>---------------</td>
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<tr>
<td>2011-12</td>
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List of companies visited the campus:

- **For Academic Year 2012-2013**

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<th>S.No.</th>
<th>Name of The Company</th>
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<th>Date of Interview</th>
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<td>CODE SEMANTICS</td>
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<td>OSMOSYS</td>
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<td>TRAINZ PVT LTD</td>
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**For Academic Year 2013-2014**
For Academic Year 2014-2015

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<th>S.No</th>
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<th>Date</th>
<th>CANDIDATES SELECTED</th>
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</table>
5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?

Yes, Geethanjali College of Engineering and Technology has Geethanjali Alumni Association registered with Registrar of Societies on 17th day of February, 2010.

Institute level – Alumni coordinators:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Coordinator</th>
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<tbody>
<tr>
<td>1</td>
<td>Preethi Prasada</td>
</tr>
<tr>
<td>2</td>
<td>Dr. A Sita Madhavi</td>
</tr>
<tr>
<td>3</td>
<td>BPS Jyothi</td>
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Department level - Alumni Coordinators List

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<th>Sl.No.</th>
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<th>Department</th>
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<tr>
<td>1</td>
<td>M Umarani</td>
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<tr>
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<td>Preethi Prasada</td>
<td>CSE</td>
</tr>
<tr>
<td>3</td>
<td>S Deepdepya</td>
<td>IT</td>
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<tr>
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<td>V Padmaja</td>
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<td>5</td>
<td>B Anitha</td>
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</tr>
<tr>
<td>6</td>
<td>K Naupal Reddy</td>
<td>MBA</td>
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</table>

- Geethanjali organizes Alumni meetings on 25th December of every year.
- Wide spread publicity will be given to all Alumni members about the meeting in advance, by sending SMS, Mails and phone calls.
These meetings are generally being attended by more than 150 Alumni members every year, with special enthusiasm in all the batches.

It was a great pleasure to know about the students accomplishments in professional lives.

Most of them were visiting their Alma Mater for the first time since their graduation, and naturally were thrilled to meet each other.

Few alumni attended the meet with their spouses.

After the discussion on the future developments, the alumni comes up with many suggestions regarding the syllabus, laboratory development etc.

They also offered their services for the growth of Departments.

Many of the Alumni have been helping Geethanjali in training, placement, development of modern laboratories, and delivery of expert lectures in emerging areas of technology.

A feedback is also collected from alumni regarding the organizational aspects of the Meet and their suggestions for improvement in professional training at Geethanjali.

Alumni Association Annual Report -2015

Geethanjali organized its fourth Alumni Meet on 25th December 2015. The dates of this Meet were declared in the month of October itself and the news spread far and wide. Many of the alumni played active role in contacting their batch mates and others. The Meet was attended by 151 alumni of batches that graduated in year 2009 (First Graduating Batch) to 2015. There was special enthusiasm in all the batches. It was a great pleasure to know about their accomplishments in professional lives. Most of them were visiting their Alma Mater for the first time since their graduation, and naturally were thrilled to meet each other. Few alumni attended the Meet with their spouses.

The Secretary, G. Ravinder Reddy, was the Chief Guest of the inaugural function of the Alumni Meet. Addressing the Inaugural function and welcomed the Alumni and Faculty. He said that Alumni are the brand ambassadors of the Institution and a very vibrant relationship must be established and nurtured.

In the before Dinner session, the HODs of each department presented the recent progress and activities. After the discussion on the future developments ensued and alumni came up with many suggestions regarding the syllabus of courses, laboratory development etc. They also offered their services in the growth of Department.
Many of the Alumni expressed their willingness to help Geethanjali in training, placement, development of modern laboratories, and delivery of expert lectures in emerging areas of technology.

A feedback was also collected from alumni regarding the organizational aspects of the Meet and their suggestions for improvement in professional training at Geethanjali. The Alumni Meet closed at a very emotional note. However, everyone appreciated the efforts for organizing the Meet. Everyone departed with the resolve to visit again and spread the message amongst all who could not visit this time.

**Alumni Association Annual Report -2016**

Geethanjali organized its fourth Alumni Meet on 25th December 2016. The dates of this Meet were declared in the month of October itself and the news spread far and wide. Many of the alumni played active role in contacting their batch mates and others. The Meet was attended by 155 alumni of batches that graduated in year 2009 (First Graduating Batch) to 2016. There was special enthusiasm in all the batches. It was a great pleasure to know about their accomplishments in professional lives. Most of them were visiting their Alma Mater for the first time since their graduation, and naturally were thrilled to meet each other. Few alumni attended the Meet with their spouses.

The Secretary, G.Ravinder Reddy, was the Chief Guest of the inaugural function of the Alumni Meet. Addressing the Inaugural function and welcomed the Alumni and Faculty. He said that Alumni are the brand ambassadors of the Institution and a very vibrant relationship must be established and nurtured.

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at a very emotional note. However, everyone appreciated the efforts for organizing the Meet. Everyone departed with the resolve to visit again and spread the message amongst all who could not visit this time.

5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.

- Yes, Geethanjali College of Engineering and Technology has Grievance Redressal Committee as listed below.
- The students having grievances may submit their grievances in writing to Grievances Redressal Committee.
- Matters on which HODs can take decisions are examined and resolved at departmental level by Departmental Grievance Redressal Committee.
- Matters concerning the college as a whole are examined and resolved by institutional level Grievance Redressal Committee. The Committee also take note of complaints and suggestions dropped in the suggestion boxes placed at strategic locations.
- If, the solution requires certain changes in policies, procedures, systems etc., the issues are discussed and resolved by College Academic Committee or Governing Body.

**Student Grievance Redressal Committee**

<table>
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<tr>
<th>S. No</th>
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<th>Designation</th>
<th>Position</th>
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<tbody>
<tr>
<td>1</td>
<td>Prof. K. Somasekhara Rao</td>
<td>Prof. - ECE &amp; Dean-Student Affairs</td>
<td>Chairman</td>
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<tr>
<td>2</td>
<td>Dr. K. Srinivas</td>
<td>Prof. &amp; HOD IT</td>
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<tr>
<td>3</td>
<td>Dr. S.T. Rajmohan</td>
<td>Prof. - ME &amp; Dean-Admin.</td>
<td>Member</td>
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<td>A. Srilaxmi/J Mrudula</td>
<td>Assoc. Prof.-CSE</td>
<td></td>
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<tr>
<td>5</td>
<td>Dr. M. Devaiah</td>
<td>Prof. - ME</td>
<td>Convenor</td>
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</tbody>
</table>

The committee meets on need basis as many times as required.

The college Student Grievance Redressal Cell addresses academic as well as non-academic complaints.

Major Grievances of Students redressed:

- Improved drinking water facilities by installing more water purifiers.
Toilets renovated
Canteen facilities upgraded and the canteen shifted to a new premises
Internet facility provided in the new library with a new computing center
Digital Library facility provided with 24 systems
Student support center opened

5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?
Women Protection Cell will address the issues related to sexual harassment based on complaints.

**Women Protection Cell Committee**

<table>
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<th>S. No</th>
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<th>Status</th>
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<tr>
<td>2</td>
<td>Dr. G Neeraja Rani</td>
<td>Professor-HOD-ECE</td>
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<td>3</td>
<td>A. Srilakshmi</td>
<td>Assoc. Prof.-CSE</td>
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<tr>
<td>4</td>
<td>S. Jothirmayee</td>
<td>Assoc. Prof.-ECE</td>
<td>Members</td>
</tr>
<tr>
<td>5</td>
<td>D. Radhika</td>
<td>Assoc. Prof.-EEE</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>S. Dedeepya</td>
<td>Asst. Prof.-IT</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>B. Anitha</td>
<td>Asst. Prof.-ME</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>B P S Jothy</td>
<td>Asst. Prof. MBA</td>
<td></td>
</tr>
</tbody>
</table>

5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?
Yes, Geethanjali College of Engineering and Technology has Anti-ragging Committee.

**Anti-ragging Committee**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Staff</th>
<th>Designation</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Person</td>
<td>Prof Dr. S Udaya Kumar</td>
<td>Principal</td>
<td>ECE</td>
</tr>
<tr>
<td>Members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Prof. K. Somasekara Rao</td>
<td>Prof. &amp; Dean-Student Affairs</td>
<td>ECE</td>
</tr>
<tr>
<td>2</td>
<td>Dr. P. Ramamohana Rao</td>
<td>Prof. &amp; Dean-Academics</td>
<td>CE</td>
</tr>
<tr>
<td>3</td>
<td>Dr. S.T.Raj Mohan</td>
<td>Prof. &amp; Dean-Admin.</td>
<td>ME</td>
</tr>
<tr>
<td>4</td>
<td>Dr. DSR Murthy</td>
<td>Prof. &amp; Controller of Exams</td>
<td>CSE</td>
</tr>
</tbody>
</table>
The committee meets on need basis as many times as required. No ragging instances were reported in the last four years.

And also anti ragging squad from each department is allotted various locations in and outside the campus like canteen, RTC bus stops, parking etc…

Bus in-charges monitor the seating plan and ensure no ragging takes place in the buses during the journey.

**Punishments:**

Depending upon the nature and gravity of the offence as established by the Anti Ragging Committee of the college, the possible punishments for those found guilty of ragging at the college level shall be any one or a combination of the following:

**RAGGING WITHIN OR OUTSIDE THE COLLEGE CAMPUS IS PROHIBITED**

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NATURE OF RAGGING</th>
<th>PUNISHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teasing, Embarrassing and Humiliating</td>
<td>Imprisonment upto 6 months or fine upto Rs. 1000/- or both</td>
</tr>
<tr>
<td>2</td>
<td>Assaulting or using Criminal force or Criminal Intimidation</td>
<td>Imprisonment upto 1 year or fine upto Rs. 2000/- or both</td>
</tr>
<tr>
<td>3</td>
<td>Wrongfully Restraining or Confining or Causing Hurts</td>
<td>Imprisonment upto 2 year or fine upto Rs. 5000/- or both</td>
</tr>
<tr>
<td>4</td>
<td>Causing Grievous Hurt, Kidnapping or Raping un-natural</td>
<td>Imprisonment upto 5 year or fine upto Rs. 10000/- or both</td>
</tr>
<tr>
<td>5</td>
<td>Causing Death or Abetting Suicide</td>
<td>Imprisonment upto 10 year or fine upto Rs. 50000/- or both</td>
</tr>
</tbody>
</table>
5.1.17 How does the college elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation, etc.?

Geethanjali College of Engineering and Technology has the following list of Stakeholders and every year interaction sessions will be held for all of them to get proper feedbacks and suggestions from them. A consolidated report is prepared and produced in the CAC meeting and decisions will be taken.

**Stakeholders List**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alumni</td>
</tr>
<tr>
<td>2</td>
<td>Parents</td>
</tr>
<tr>
<td>3</td>
<td>Recruiters</td>
</tr>
<tr>
<td>4</td>
<td>Employers</td>
</tr>
<tr>
<td>5</td>
<td>Faculty</td>
</tr>
<tr>
<td>6</td>
<td>Students</td>
</tr>
<tr>
<td>7</td>
<td>Professional Bodies</td>
</tr>
</tbody>
</table>

**ALUMNI:**

- Every year on 25th December Geethanjali organizes Alumni meet.
- The Meet was attended by a minimum of 200 alumni of different batches that are graduated from the previous years.
- After having a discussion on the future developments the alumni comes up with many suggestions regarding the curriculum, syllabus, laboratory development etc.
- They also offer their services for the growth of departments.
- Many of the Alumni have been helping Geethanjali in training, placement, development of modern laboratories, and delivery of expert lectures in emerging areas of technology.
- A feedback is also collected from alumni regarding the organizational aspects of the Meet and their suggestions for improvement in professional training at Geethanjali.
- A consolidated feedback and suggestion report will be prepared by the coordinator and presented in the academic meeting held with Chairman, Principal, Head of the departments etc.
- After having discussions in the meeting for the possibility extent decisions will be taken for future development.
The feedback is collect in the format given below:

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
Cheeryal(V), Keesara(M), Ranga Reddy(D) – 501301
DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING
FEED BACK FORM OF ALUMNI MEET WITH CURRENT STUDENTS
NAME:    ROLL.NO.    YEAR:
This form gives us a qualitative feedback from you and also tells us your feelings about the meet with your alumni, in reaching our department programs outcomes. Do fill the following questionnaire.
1. Are the students able to function in multidisciplinary teams?
2. Are the students able to communicate effectively?
3. Are they able to visualize the impact of electrical engineering solutions in global, economic and societal context?
4. Do they understand the importance of Recognition of the need and the ability to engage in life-long learning?
5. Are they able to use the techniques, skills and modern engineering tools necessary for Electrical Engineering Practice?
Place:      Date:    Signature:
PARENTS:
- Parent meet is held twice in every semester.
- Chairman of the College, Principal, Head of the departments and respective class in charges will also attend the meeting.
- Parents will give their suggestions for further development of the college, like
- A feedback is collected from all the parents and a consolidated report is prepared.
The following are some of the suggestions given by the parents:
- More books to be available in the library
- Neatness to be maintained in the canteen
- Necessary classes for the improvement of communication skills and writing classes of the students
- Updating the college website time to time and to keep all important news in the site
- To provide Hostel facility
Increasing the sports facilities
To send both academic performance and attendance details of the student time to time.

PARENT FEEDBACK FORM

Indicate your strength of acceptance on a scale of 5

5: Strongly agree  4: Agree  3: Unable to comment  2: Disagree  1: strongly disagree

- Providing lifelong education and training that produces graduates with the skills necessary to sustain individual’s successful career within a global economy.  [   ]
- Providing employers and communities with the human resources they will require for economic success and contribution to the community  [   ]
- Taking a leadership position in influencing education and other related public policies; and conducting applied research that will create the new products and services necessary for sustaining the economic health of our external community.  [   ]
- Providing high quality, innovative, and responsive education and training programs, including comprehensive education that lead toward certificates, diplomas and applied degrees.  [   ]
- Advancing new approaches to education, including academic partners to enhance GCET’s education and applied research thrust.  [   ]
- Providing an effective, supportive, safe, accessible and affordable learning environment, using state-of-the-art information technologies, where appropriate, to support these directions.  [   ]
- Providing an effective, supportive, safe, secure and accessible working environment so that all concerned would be excited about their work.  [   ]
- Nurturing continuous improvement of working relationships at all levels in the college.  [   ]
- Sustaining an operating environment that capitalizes on the unique contributions of our multicultural communities.  [   ]

Any Other Expectations:

Optional
Parent Name:
Student name:
Relation : Father/Mother/Guardian
Occupation:
Organization:
Signature
RECRUITERS:

- Every year No. of recruiters are visiting Geethanjali for campus recruitment.
- At the end of the recruitment process the placement department collects a feedback in the below form.

<table>
<thead>
<tr>
<th>ORGANIZATION PARTICULARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (optional):</td>
</tr>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>Company / Organization Name:</td>
</tr>
<tr>
<td>Company Address:</td>
</tr>
<tr>
<td>E-mail:</td>
</tr>
</tbody>
</table>

Please tick ✓ accordingly

Type of organization:  
- Government / Public Sector ✓  
- Private sector ✓

Your core business or function is

- Contracting/Consulting
- IT/Communications
- Manufacturing
- Services
- Armed Forces
- Education
- Finance/Banking
- Research and Development
- Others, if any
### Questionnaire on PEOs

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Not sure</th>
<th>4 = Agree</th>
<th>5 = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find our graduate(s) able to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Obtain solutions to engineering problems, specifically Computer Science Engineering and provide quality services to engineering related industries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Be creative and innovative in producing state of the art technologies related to computer science and its applications in various fields.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Involve in engineering projects that were aimed at improving the quality of life and well-being of the society?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Adapt to changes in work environment (for example, to learn new software, operate new equipments, and learn about new systems) and continuously undertake professional development?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Act professionally and ethically while making significant contributions for the benefit of community, region, nation and beyond by leading a team as well as being a team player?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Communicate effectively and demonstrate interpersonal skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FACULTY:**

- Every semester beginning and ending a faculty meeting is held in the respective departments.
- Several points will be discussed like how to improve the teaching quality, etc.
- At the end a feedback in the given form will be collected.
Along with HOD and senior faculty a consolidated report will be taken
Necessary action will be taken on the report with the consult of Principal

FACULTY FEEDBACK FORM:
What kind of department do we hope to be (Teaching/Research or both)?
1. What do you think should be reflected in our department's vision statement?
2. What do we need to do differently to achieve this vision?
3. How our department is different from same department of other colleges?
4. What patterns do you see in the vision and mission statements?
5. What action steps students and staff will be expected to take to achieve the vision?
6. Mention how faculty and staff can engage themselves in improvement efforts?
7. What is the need for department's vision?
8. Do I believe in my department's ability to achieve this vision?
9. Do I believe I can help make the vision happen?

Indicate your strength of acceptance on a scale of 5
5: Strongly agree 4: Agree 3: Unable to comment 2: Disagree 1: strongly disagree

1. **Do I believe I can help the department to achieve its vision by:**
   - providing lifelong education and training that produces graduates with the skills necessary to sustain individual's successful career within a global economy
   - providing employers and communities with the human resources they will require for economic success and contribution to the community
   - taking a leadership position in influencing education and other related public policies; and conducting applied research that will create the new products and services necessary for sustaining the economic health of our external community

2. **Do I believe in making the department of ______________ at Geethanjali College of Engineering and Technology (GCET) the college of choice for students and parents in our target market by:**
   - providing high quality, innovative, and responsive education and training programs, including comprehensive education that lead toward certificates, diplomas and applied degrees
   - advancing new approaches to education, including academic centre of excellence
entering into alliances with industry and academic partners to enhance GCET’s education and applied research thrust

- promoting the unique character of GCET’s campus
- providing an effective, supportive, safe, accessible and affordable learning environment, using state-of-the-art information technologies, where appropriate, to support these directions

3. **Do I perceive the department of ________________ at Geethanjali College of Engineering and Technology (GCET) the employer of choice for management, faculty and support staff by:**
   - promoting a proactive approach to professional development of self and as well as students
   - ensuring that our people have the necessary support and tools to fulfill their responsibilities to nurture students
   - providing an effective, supportive, safe, secure and accessible working environment so that all concerned would be excited about their work
   - nurturing continuous improvement of working relationships at all levels in the college

4. **Do I value and respect our multicultural diversity of the department of ________ at GCET by:**
   - sustaining an operating environment that capitalizes on the unique contributions of our multicultural communities
   - equipping our students with the skills necessary to respond to the opportunities and challenges associated with ever-changing societal demographics

Any other Suggestion:

**Signature**

**STUDENTS:**
- Every semester, twice online feedback is collected from the students to improve the teaching quality
- Also mentoring will be done for all the students to know their personal and academic problems they are facing.
- Each faculty will be assigned 15 students as their mentees
- The problems of the students were personally discussed with HOD and possible solutions were identified.
STUDENT FEEDBACK FORM

Indicate your strength of acceptance on a scale of 5:
5: Strongly agree   4: Agree   3: Unable to comment   2: Disagree   1: strongly disagree

- Providing lifelong education and training that produces graduates with the skills necessary to sustain individual’s successful career within a global economy. [   ]
- Providing employers and communities with the human resources they will require for economic success and contribution to the community [   ]
- Taking a leadership position in influencing education and other related public policies; and conducting applied research that will create the new products and services necessary for sustaining the economic health of our external community. [   ]
- Providing high quality, innovative, and responsive education and training programs, including comprehensive education that lead toward certificates, diplomas and applied degrees. [   ]
- Advancing new approaches to education, including academic partners to enhance GCET’s education and applied research thrust. [   ]
- Providing an effective, supportive, safe, accessible and affordable learning environment, using state-of-the-art information technologies, where appropriate, to support these directions. [   ]
- Nurturing continuous improvement of working relationships at all levels in the college. [   ]
- Sustaining an operating environment that capitalizes on the unique contributions of our multicultural communities. [   ]

Any Other Expectations:

Optional
Parent Name:
Student name:
Relation : Father/Mother/Guardian
Occupation:
Organization:
Signature

PROFESSIONAL BODIES:

- Some of the staff and students of Geethanjali are members of Professional Bodies like ISTE, IEEE, CSI, etc.
- Every year with the help of the societies Geethanjali organizes co curricular activities like Bhaswara, Vidyut, etc.
Also the professional body members meets the college regularly to improve the quality of teaching and learning process.
A feedback is collected from them in the form given below:

**FEEDBACK FORM FROM PROFESSIONAL BODY MEMBER**

1. What do you think should be reflected in our department’s vision statement?

2. State your belief towards the department vision

3. Enumerate the action steps to be taken for students and staff for arriving the department vision?

4. How will I be able to help the department’s vision happen as a professional body member?

5. Any more suggestions

Indicate your strength of acceptance on a scale of 5

5: Strongly agree  4: Agree  3: Unable to comment  2: Disagree  1: strongly disagree

- Providing lifelong education and training that produces graduates with the skills necessary to sustain individual’s successful career within a global economy.
- Providing employers and communities with the human resources they will require for economic success and contribution to the community
- Taking a leadership position in influencing education and other related public policies; and conducting applied research that will create the new products and services necessary for sustaining the economic health of our external community.
- Providing high quality, innovative, and responsive education and training programs, including comprehensive education that lead toward certificates, diplomas and applied degrees.
- Advancing new approaches to education, including academic partners to enhance GCET’s education and applied research thrust.
- Promoting the unique character of GCET’s campus.
- Providing an effective, supportive, safe, accessible and affordable learning environment, using state-of-the-art information technologies, where appropriate, to support these directions.
- Providing an effective, supportive, safe, secure and accessible working environment so that all concerned would be excited about their work.
- Nurturing continuous improvement of working relationships at all levels in th college.
- Sustaining an operating environment that capitalizes on the unique contributions of our multicultural communities.
- Equipping our students with the skills necessary to respond to the opportunities and challenges associated with ever-changing societal demographics.

Name:
Occupation:
Organization:
Professional body membership details:
Signature
5.1.18 What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?

There are several special schemes available in Geethanjali to encourage students for their participation in extracurricular activities.

- Every year Geethanjali organizes annual day
- As a part of it inter college sports fest will be organized
- Many of the students from various colleges will be participating in the fest
- In the curriculum itself every week one sports hour is allotted
- Interested students will participate and practice in sports and games of their interest.
- Students are encouraged to participate in inter college sports fests also.
- Cultural activities like VIBYOR and VIBES are conducted every year and the students are encouraged to participate in these events.

5.1.19 How does the College ensure participation of women in ‘intra’ and ‘inter’ institutional sports competitions and cultural activities? Provides details of sports and cultural activities in which such efforts were made?

Every year as a part of annual day celebrations, separate sports events are conducted for girl students and lady faculty separately.

For the year 2016-17, the following tournaments were conducted for Girl students.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the event</th>
<th>No. of students participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Throw Ball</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Tennikoit</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Kho-Kho</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Table Tennis</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Chess</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Caroms</td>
<td>20</td>
</tr>
</tbody>
</table>

Achievements:
2016-17 – Kabddi girls team: Sports Bout 2017 held at Anurag Group of Institutions – Got 2nd place.
Similar events were conducted right from the start of the Institute.
5.2 Student Progression

5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autonomous Colleges / universities (if available)

<table>
<thead>
<tr>
<th>No.</th>
<th>Branch</th>
<th>Batch</th>
<th>No. Of Students Appeared</th>
<th>No. Of Students Passed with 2nd Class</th>
<th>No. Of Students Passed with 1st Class</th>
<th>No. Of Students Passed with Distinction</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electrical Electronics Engineering</td>
<td>2009</td>
<td>59</td>
<td>1</td>
<td>10</td>
<td>89</td>
<td>58</td>
<td>63.65</td>
</tr>
<tr>
<td>2</td>
<td>Electronics Communication Engineering</td>
<td>2009</td>
<td>126</td>
<td>2</td>
<td>37</td>
<td>83</td>
<td>1.28</td>
<td>55.23</td>
</tr>
<tr>
<td>3</td>
<td>Computer Science Engineering</td>
<td>2009</td>
<td>115</td>
<td>4</td>
<td>54</td>
<td>52</td>
<td>110</td>
<td>53.43</td>
</tr>
<tr>
<td>4</td>
<td>Information Technology</td>
<td>2009</td>
<td>105</td>
<td>1</td>
<td>29</td>
<td>46</td>
<td>76</td>
<td>72.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Branch</th>
<th>Batch</th>
<th>No. Of Students Appeared</th>
<th>No. Of Students Passed with 2nd Class</th>
<th>No. Of Students Passed with 1st Class</th>
<th>No. Of Students Passed with Distinction</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electrical Electronics Engineering</td>
<td>2010</td>
<td>69</td>
<td>4</td>
<td>19</td>
<td>39</td>
<td>62</td>
<td>69.05</td>
</tr>
<tr>
<td>2</td>
<td>Electronics Communication Engineering</td>
<td>2010</td>
<td>117</td>
<td>3</td>
<td>37</td>
<td>72</td>
<td>112</td>
<td>95.72</td>
</tr>
<tr>
<td>3</td>
<td>Computer Science Engineering</td>
<td>2010</td>
<td>123</td>
<td>12</td>
<td>47</td>
<td>56</td>
<td>115</td>
<td>99.44</td>
</tr>
<tr>
<td>4</td>
<td>Information Technology</td>
<td>2010</td>
<td>114</td>
<td>18</td>
<td>44</td>
<td>39</td>
<td>101</td>
<td>88.59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Branch</th>
<th>Batch</th>
<th>No. Of Students Appeared</th>
<th>No. Of Students Passed with 2nd Class</th>
<th>No. Of Students Passed with 1st Class</th>
<th>No. Of Students Passed with Distinction</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electrical Electronics Engineering</td>
<td>2011</td>
<td>72</td>
<td>10</td>
<td>81</td>
<td>15</td>
<td>56</td>
<td>77.77</td>
</tr>
<tr>
<td>2</td>
<td>Electronics Communication Engineering</td>
<td>2011</td>
<td>132</td>
<td>13</td>
<td>46</td>
<td>38</td>
<td>99</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Computer Science Engineering</td>
<td>2011</td>
<td>117</td>
<td>14</td>
<td>38</td>
<td>28</td>
<td>100</td>
<td>85.47</td>
</tr>
<tr>
<td>4</td>
<td>Mechanical Engineering</td>
<td>2011</td>
<td>59</td>
<td>3</td>
<td>36</td>
<td>15</td>
<td>46</td>
<td>79.31</td>
</tr>
<tr>
<td>5</td>
<td>Information Technology</td>
<td>2011</td>
<td>124</td>
<td>13</td>
<td>43</td>
<td>29</td>
<td>94</td>
<td>62.48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Branch</th>
<th>Batch</th>
<th>No. Of Students Appeared</th>
<th>No. Of Students Passed with 2nd Class</th>
<th>No. Of Students Passed with 1st Class</th>
<th>No. Of Students Passed with Distinction</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electrical Electronics Engineering</td>
<td>2012</td>
<td>69</td>
<td>6</td>
<td>29</td>
<td>15</td>
<td>50</td>
<td>69.03</td>
</tr>
<tr>
<td>2</td>
<td>Electronics Communication Engineering</td>
<td>2012</td>
<td>192</td>
<td>44</td>
<td>93</td>
<td>55</td>
<td>189</td>
<td>98.44</td>
</tr>
<tr>
<td>3</td>
<td>Computer Science Engineering</td>
<td>2012</td>
<td>182</td>
<td>27</td>
<td>76</td>
<td>25</td>
<td>130</td>
<td>62.14</td>
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<td>4</td>
<td>Mechanical Engineering</td>
<td>2012</td>
<td>79</td>
<td>17</td>
<td>26</td>
<td>10</td>
<td>55</td>
<td>70.57</td>
</tr>
<tr>
<td>5</td>
<td>Information Technology</td>
<td>2012</td>
<td>116</td>
<td>17</td>
<td>52</td>
<td>24</td>
<td>93</td>
<td>67.74</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
5.2.2 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>UG to PG</td>
<td>15</td>
</tr>
<tr>
<td>PG to M.Phil</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D</td>
<td>-</td>
</tr>
<tr>
<td><strong>Employed:</strong></td>
<td></td>
</tr>
<tr>
<td>Campus Selection</td>
<td>51</td>
</tr>
<tr>
<td>Other than campus selection</td>
<td>3</td>
</tr>
</tbody>
</table>

The data regarding the number of students pursuing PG is obtained from our alumni. While it may be fairly accurate, the figures are not very exact. The data about employment status is obtained from the records of the college in regard to campus selection, while employment figures in respect of “other than campus selection” are obtained from our alumni. The possibility of some of the candidates selected in campus selection process not taking up jobs, and or pursuing PG exits. The alumni taking up employment in organizations other than those conducting campus selection could be more than that reflected in the table. These are the limitations to be borne in mind while drawing conclusions from the above data.

It is observed from the table that the percentage of students pursuing PG shows a decreasing trend. It is also observed that the campus selection shows an increasing trend over the last three years. Considering that the intake of students has increased in the last two years, the number of students getting employment opportunities is appreciably high. This could, probably, explain the decrease in students opting for PG courses. These conclusions have, however, to be evaluated in the light of the limitations indicated above.
5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Branch</th>
<th>Batch</th>
<th>No. Of. Students</th>
<th>No. of students passed out</th>
<th>Program wise completion rate</th>
<th>Drop out rate</th>
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<tbody>
<tr>
<td>1</td>
<td>Electrical Electronics Engineering</td>
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<td>59</td>
<td>49</td>
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<td>16.95</td>
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<td>2009</td>
<td>126</td>
<td>120</td>
<td>95.23</td>
<td>4.77</td>
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<tr>
<td>3</td>
<td>Computer Science Engineering</td>
<td>2009</td>
<td>119</td>
<td>110</td>
<td>92.43</td>
<td>7.57</td>
</tr>
<tr>
<td>4</td>
<td>Information Technology</td>
<td>2009</td>
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<td>76</td>
<td>72.38</td>
<td>27.62</td>
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<td></td>
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<td>2010</td>
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<td>62</td>
<td>89.85</td>
<td>10.15</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>2010</td>
<td>117</td>
<td>112</td>
<td>95.72</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td>2010</td>
<td>121</td>
<td>115</td>
<td>95.04</td>
<td>4.96</td>
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<tr>
<td>7</td>
<td></td>
<td>2010</td>
<td>114</td>
<td>101</td>
<td>88.59</td>
<td>11.41</td>
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<tr>
<td>8</td>
<td></td>
<td>2011</td>
<td>72</td>
<td>56</td>
<td>77.77</td>
<td>22.23</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>2011</td>
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<td>99</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2011</td>
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<td>100</td>
<td>85.47</td>
<td>14.53</td>
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<tr>
<td>11</td>
<td></td>
<td>2011</td>
<td>58</td>
<td>46</td>
<td>79.31</td>
<td>20.69</td>
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<td>12</td>
<td></td>
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<td>82.45</td>
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<td>2012</td>
<td>192</td>
<td>189</td>
<td>98.44</td>
<td>1.56</td>
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<tr>
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<td>55</td>
<td>78.57</td>
<td>21.43</td>
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<tr>
<td>17</td>
<td></td>
<td>2012</td>
<td>106</td>
<td>93</td>
<td>87.74</td>
<td>12.26</td>
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</tbody>
</table>
5.2.4 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.

**EEE:**

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>1</td>
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</tr>
<tr>
<td>2</td>
<td>UGC-NET/ SLET</td>
<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>3</td>
<td>GATE</td>
<td>-</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>CAT / GRE</td>
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<td>11</td>
<td>5</td>
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<td>12</td>
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<td>TOFEL / GMAT</td>
<td>-</td>
<td>-</td>
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<tr>
<td>6</td>
<td>Central /State services, Defense, Civil Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Others (PGECET)</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Total</td>
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<td>6</td>
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**CSE:**

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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>-</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CAT / GRE</td>
<td>19</td>
<td>10</td>
<td>16</td>
<td>11(GRE &amp; TOFEL)</td>
<td>17(GRE &amp; TOFEL)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TOFEL / GMAT</td>
<td>19</td>
<td>10</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Central /State services, Defense, Civil Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>5</td>
<td>Others (PGECET)</td>
<td>3</td>
<td>-</td>
<td>2(ICET)</td>
<td>6(ICET)</td>
<td>2(ICET)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>22</td>
<td>20</td>
<td>34</td>
<td>22</td>
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### ECE:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Exam</th>
<th>2010-2014</th>
<th>2011-15</th>
<th>2012-16</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>GATE</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>CAT / GRE</td>
<td>25</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>TOFEL / GMAT</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Central /State services, Defense, Civil Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Others (PGECET)</td>
<td>MTECH-22</td>
<td>-</td>
<td>MTECH-13</td>
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<tr>
<td>Total</td>
<td></td>
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### ME

<table>
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<tr>
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<th>Name of the Exam</th>
<th>2011-15</th>
<th>2012-16</th>
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<td>-</td>
</tr>
<tr>
<td>2</td>
<td>CAT / GRE</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>TOFEL / GMAT</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Central /State services, Defense, Civil Services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Others (PGECET)</td>
<td>MTECH-04</td>
<td>CITD-02</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
<td>04</td>
</tr>
</tbody>
</table>

5.2.5 Provide details regarding the number of Ph.D/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.

The college does not offer Ph.D programs

5.3 Student Participation and Activities

5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.

Every year as part of annual day Celebrations College organizes Games and Sports competitions.

Dedicated facilities are established in the college with provision for games and sports under the supervision of a qualified Physical Director.
## Infrastructure available:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sport / Game</th>
<th>No. of courts</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basket Ball</td>
<td>1</td>
<td>94 feet X 50 feet</td>
</tr>
<tr>
<td>2</td>
<td>Volley Ball</td>
<td>2</td>
<td>18 Mtrs X 9 Mtrs</td>
</tr>
<tr>
<td>3</td>
<td>Throw Ball</td>
<td>1</td>
<td>60 feet X 40 feet</td>
</tr>
<tr>
<td>4</td>
<td>Kho-Kho</td>
<td>1</td>
<td>29 X 16 Mtrs</td>
</tr>
<tr>
<td>5</td>
<td>Cricket</td>
<td>1</td>
<td>82 X 82 Mtrs</td>
</tr>
<tr>
<td>6</td>
<td>Table Tennis</td>
<td>2</td>
<td>Indoor</td>
</tr>
<tr>
<td>7</td>
<td>Caroms</td>
<td>4</td>
<td>Indoor</td>
</tr>
<tr>
<td>8</td>
<td>Chess</td>
<td>5</td>
<td>Indoor</td>
</tr>
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</table>

## INTER COLLEGE TOURNAMENTS 2013-2014

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Name of the Event</th>
<th>No. of Students Participated from GCET</th>
<th>Venue</th>
<th>Credits/Prizes Won</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cricket</td>
<td>15</td>
<td>SR International Institute of Technology</td>
<td>Participated</td>
</tr>
<tr>
<td>2.</td>
<td>Basket ball (Boys)</td>
<td>12</td>
<td>JNTU ‘D’ Zone Tournament held at NNREC</td>
<td>Participated</td>
</tr>
<tr>
<td>3.</td>
<td>Badminton (Boys &amp; Girls)</td>
<td>6</td>
<td>JNTU ‘D’ Zone Tournament held at NNREC</td>
<td>Participated</td>
</tr>
<tr>
<td>4.</td>
<td>Throw Ball (Girls)</td>
<td>12</td>
<td>JNTU ‘D’ Zone Tournament held at NNREC</td>
<td>Winners</td>
</tr>
<tr>
<td>5.</td>
<td>Volley Ball (Boys)</td>
<td>12</td>
<td>JNTU ‘D’ Zone Tournament held at NNREC</td>
<td>Participated</td>
</tr>
<tr>
<td>6.</td>
<td>Table Tennis (Boys &amp; Girls)</td>
<td>6</td>
<td>JNTU ‘D’ Zone Tournament held at NNREC</td>
<td>Winners</td>
</tr>
<tr>
<td>7.</td>
<td>Cricket</td>
<td>15</td>
<td>JNTU ‘D’ Zone Tournament held at NNREC</td>
<td>Participated</td>
</tr>
<tr>
<td>8.</td>
<td>Cricket</td>
<td>15</td>
<td>JNTUH Central Zone</td>
<td>Participated</td>
</tr>
<tr>
<td>9.</td>
<td>Throw Ball (Girls)</td>
<td>12</td>
<td>VI AP Inter-Engineering College Sports Meet</td>
<td>Participated</td>
</tr>
<tr>
<td></td>
<td>Event</td>
<td>Team/Event Details</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Table Tennis (Boys &amp; Girls)</td>
<td>VI AP Inter-Engineering College Sprots Meet Participated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Foot Ball (Boys)</td>
<td>SREE VISION – 2013 held at SNIST College Participated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Volley Ball (Boys)</td>
<td>SREE VISION – 2013 held at SNIST College Participated</td>
<td></td>
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<tr>
<td>13</td>
<td>Basket Ball</td>
<td>SREE VISION – 2013 held at SNIST College Participated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Throw Ball (Girls)</td>
<td>CVSR Sports BOVT – 2013 Semifinals</td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Boxing (Pramod Kumar)</td>
<td>JNTUH (Selected in JNTUH University Team)</td>
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<tr>
<td>16</td>
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<td>JNTUH ‘D’ Zone held at St.Marrys Group of Institution Winners</td>
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<tr>
<td>18</td>
<td>Table Tennis – Doubles (Girls)</td>
<td>JNTUH ‘D’ Zone at St.Marrys Group of Institution Winners</td>
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<tr>
<td>19</td>
<td>Foot Ball</td>
<td>JNTUH ‘D’ Zone held at Nalla Narsimha Reddy Engineering College Winners</td>
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</table>
## INTRA MURAL TOURNAMENTS 2013-2014

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME OF THE EVENT</th>
<th>NO. OF STUDENTS PARTICIPATED</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Cricket - Boys</td>
<td>700</td>
</tr>
<tr>
<td>2</td>
<td>Basket Ball - Boys</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Volley Ball - Boys</td>
<td>300</td>
</tr>
<tr>
<td>4</td>
<td>Throw Balls - Girls</td>
<td>102</td>
</tr>
<tr>
<td>5</td>
<td>Tenni koit – Girls</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>Kho – Kho – Girls</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>Table Tennis – Boys – Singles</td>
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<td>Table Tennis – Boys – Doubles</td>
<td>96</td>
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<td>9</td>
<td>Table Tennis – Girls</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.100 Mtrs (Girls)</td>
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</tr>
<tr>
<td></td>
<td>2. Shortput (Girls)</td>
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</tr>
<tr>
<td></td>
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<td>10</td>
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## INTRA MURAL TOURNAMENTS 2012-2013

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME OF THE EVENT</th>
<th>NO. OF STUDENTS PARTICIPATED</th>
</tr>
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<td>Tenni koit – Girls</td>
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<td>6</td>
<td>Kho – Kho – Girls</td>
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</tr>
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</tr>
<tr>
<td>9</td>
<td>Table Tennis – Girls</td>
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### INTER COLLEGE TOURNAMENTS 2012-2013

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Name of the Event</th>
<th>No. of Students Participated from GCET</th>
<th>Venue</th>
<th>Credits/Prizes Won</th>
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<td>15</td>
<td>Sreenedhi Sports Feast</td>
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</tr>
<tr>
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<td>ATHELTICS</td>
<td>3</td>
<td>JNTUH University Team Selections</td>
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</tr>
<tr>
<td>3</td>
<td>Cricket</td>
<td>7</td>
<td>JNTUH University Team Selections</td>
<td>----</td>
</tr>
<tr>
<td>4</td>
<td>Foot Ball</td>
<td>3</td>
<td>JNTUH University Team Selections</td>
<td>----</td>
</tr>
<tr>
<td>5</td>
<td>Basket Ball – Boys</td>
<td>12</td>
<td>Sreenedhi Sports Feast</td>
<td>----</td>
</tr>
<tr>
<td>6</td>
<td>Volley Ball – Boys</td>
<td>12</td>
<td>Sreenedhi Sports Feast</td>
<td>----</td>
</tr>
<tr>
<td>7</td>
<td>Foot Ball</td>
<td>15</td>
<td>Sreenedhi Sports Feast</td>
<td>----</td>
</tr>
<tr>
<td>8</td>
<td>T.T Caroms</td>
<td>3</td>
<td>Sreenedhi Sports Feast</td>
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</table>

### INTER COLLEGE TOURNAMENTS 2011-2012

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Name of the Event</th>
<th>No. of Students Participated from GCET</th>
<th>Venue</th>
<th>Credits/Prizes Won</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basket ball</td>
<td>12</td>
<td>Sreenedhi Sports Feast</td>
<td>----</td>
</tr>
<tr>
<td>2</td>
<td>Volley ball</td>
<td>12</td>
<td>Sreenedhi Sports Feast</td>
<td>----</td>
</tr>
<tr>
<td>3</td>
<td>Table Tennis (M/W)</td>
<td>6</td>
<td>Sreenedhi Sports Feast</td>
<td>----</td>
</tr>
<tr>
<td>4</td>
<td>Foot Ball</td>
<td>5</td>
<td>JNTUH University team selection at MLRECT, Dundigal</td>
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<tr>
<td>5</td>
<td>Table Tennis (M/W)</td>
<td>3</td>
<td>JNTUH University team selection at MGIT, Gandipet</td>
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<tr>
<td>6</td>
<td>Cricket</td>
<td>7</td>
<td>JNTUH University team selection at Chacha Nehru Park, Masab Tank</td>
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<td>Volley Ball</td>
<td>3</td>
<td>JNTUH University team selection at NMREC, Ghatkesar</td>
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<tr>
<td>8</td>
<td>Basket Ball</td>
<td>7</td>
<td>JNTUH University team selection at NNREC, Narapally, Ghatkesar</td>
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<td>9</td>
<td>Cricket</td>
<td>15</td>
<td>10th SR Champions Cricket Trophy at SR College Rampally</td>
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<tr>
<td>10</td>
<td>Volley Ball (M)</td>
<td>12</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
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<td>11</td>
<td>Basket Ball (M)</td>
<td>12</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
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</tr>
<tr>
<td>12</td>
<td>Table Tennis (M/W)</td>
<td>6</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
<td>Runners (Single Women)</td>
</tr>
<tr>
<td>13</td>
<td>Badminton (M/W)</td>
<td>6</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
<td>Winners (Doubles Women)</td>
</tr>
<tr>
<td>14</td>
<td>Foot Ball (M)</td>
<td>15</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
<td>Winners (Men)</td>
</tr>
<tr>
<td>15</td>
<td>Throw Ball (W)</td>
<td>12</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
<td>Runners (Women)</td>
</tr>
<tr>
<td>16</td>
<td>Cricket (M)</td>
<td>15</td>
<td>JNTUH D-Zone tournaments at NMREC, Ghatkesar</td>
<td>----</td>
</tr>
</tbody>
</table>

### A. Sports Committee

The following sports committee makes arrangements for students to participate in various sports & game activities on all days. The committee also conducts various intr-ural competitions on special occasions like Annual Day, and trains, motivates and facilitates participation of students in inter college and university tournaments.
In the academic year 2011-12 the intra mural tournaments conducted and the number of students who had participated are as follows:

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME OF THE EVENT</th>
<th>NO. OF STUDENTS PARTICIPATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VOLLEY BALL (BOYS)</td>
<td>300</td>
</tr>
<tr>
<td>2</td>
<td>BASKET BALL (BOYS)</td>
<td>192</td>
</tr>
<tr>
<td>3</td>
<td>CRICKET</td>
<td>480</td>
</tr>
<tr>
<td>4</td>
<td>CARROMS (BOYS) DOUBLES</td>
<td>98</td>
</tr>
<tr>
<td>5</td>
<td>T.T. (BOYS) SINGLES</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>T.T. (BOYS) DOUBLES</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>CARROMS (BOYS) SINGLES</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>CAROMS (GIRLS) SINGLES</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>CHESS (BOYS)</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>THROW BALL (GIRLS)</td>
<td>192</td>
</tr>
<tr>
<td>11</td>
<td>KHO-KHO (GIRLS)</td>
<td>180</td>
</tr>
<tr>
<td>12</td>
<td>CHESS (GIRLS)</td>
<td>23</td>
</tr>
<tr>
<td>13</td>
<td>TABLE TENNIS (GIRLS)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>TENNIKIOIT (GIRLS) DOUBLES</td>
<td>44</td>
</tr>
<tr>
<td>15</td>
<td>CARROMS (GIRLS) DOUBLES</td>
<td>52</td>
</tr>
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</table>

ATHLETICS

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME OF THE EVENT</th>
<th>NO. OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>JAVILIN THROW (BOYS)</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>SHOT PUT (BOYS)</td>
<td>31</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>SNO</th>
<th>EVENT</th>
<th>DATE/YEAR</th>
<th>VENUE</th>
<th>JNTUH REPRESENTATIONS/AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kabaddi men</td>
<td>11 oct 2015</td>
<td>JNTUH sports complex</td>
<td>M.Venkatesh ECE 3rd year played south zone tournament held at KUVEMPUI university, shimoga(Karnataka)</td>
</tr>
<tr>
<td>2</td>
<td>Hockey men</td>
<td>22nd nov 2015</td>
<td>JNTUH sports complex</td>
<td>M.venkata sai sunil kumar,ECE 1st year played south zone tournament held at acharya nagarjuna university,Guntur,AP</td>
</tr>
<tr>
<td>3</td>
<td>Kabaddi men</td>
<td>8th,9th Jan 2016</td>
<td>KHEL 2016 held at aurora engineering college</td>
<td>RUNNERS</td>
</tr>
<tr>
<td>4</td>
<td>Table tennis men</td>
<td>8th,9th Jan 2016</td>
<td>KHEL 2016 held at aurora engineering college</td>
<td>Sharath kumar, cse 3rd year WINNER</td>
</tr>
</tbody>
</table>

B. Sports Instructors

The particulars of the sports instructors in the college are as follows

- Y. Amarnadh Reddy, Physical Director, M.A. M.Ped
- M. Venkateswarlu, Physical Director, M.A. (B.Ped)

SPORTS ACHIEVEMENTS 2015-16
Every year before day of Bhogi Geethanjali celebrates Traditional Day
As part of Traditional Day events dance competetions, rangoli, Kite flying competitions etc. are held
At the end of all events Mr. and Ms. Geethanjali are selected for that year based on overall performance in several events.
Also every year college celebrates annual day named VIBES, in which students will have a variety of cultural competitions to take part in.
On the following day of VIBES, another inter college cultural fest named VIBGYOR is organized by GEETHANJALI.

5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different levels: University / State / Zonal / National / International, etc.
Every year Geethanjali students participate in a number of co-curricular, extracurricular activities and cultural activities at different levels and win prizes at different levels.
The following are the details of some of the prizes won:
<table>
<thead>
<tr>
<th>S.No</th>
<th>Host college</th>
<th>Nature of Contest (Paper contest/Design contest/Technical Quiz/Paper Expo etc.)</th>
<th>Date(s)</th>
<th>Participants</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CBIT, Hyderabad</td>
<td>Shruthi (Dance Competition)</td>
<td>17th to 19th March, 2016</td>
<td>Sai Charan Rao &amp; Team</td>
<td>I Prize</td>
</tr>
<tr>
<td>S.NO.</td>
<td>EVENT NAME</td>
<td>Host college</td>
<td>NAME</td>
<td>REMARK</td>
<td></td>
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<td>---------------------------------------------------</td>
<td>----------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>ELOCUTION COMPETITION</td>
<td>STANLEY COLLEGE OF ENGG&amp;TECH FOR WOMEN</td>
<td>S.B. YASASWINI</td>
<td>THIRD</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TECH SAMPRATH 12K14</td>
<td>SCHOOL OF ENGINEERING,NNRG</td>
<td>M. HEMANTH KUMAR</td>
<td>SECOND</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>M. PRANAY KUMAR</td>
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<td>G. PRANEETH</td>
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<td>VENKATESH</td>
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<td>HAREESH</td>
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<td></td>
<td>College/Institution</td>
<td>Institute/University</td>
<td>Name(s)</td>
<td>Position</td>
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</tr>
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<td>SAMHITA 2K13</td>
<td>SREE DATTHA INSTITUTE OF ENGINEERING &amp; SCIENCE</td>
<td>M.V. SANDEEP KUMAR</td>
<td>First</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SPARDHAA' 14</td>
<td>SREENIDHI INSTITUTE OF SCIENCE AND TECHNOLOGY</td>
<td>PRATYASHA MISHRA</td>
<td>SECOND</td>
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<td></td>
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<td>K.A. GIRISH KUMAR NAIK</td>
<td>SECOND</td>
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<tr>
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<td>SHAASTRA 2014</td>
<td>IIT MADRAS</td>
<td>P VAMSHI KRISHNA</td>
<td>second</td>
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<tr>
<td>6</td>
<td>ELYSIUM2K14</td>
<td>HOLY MARY GROUP OF INSTITUTIONS</td>
<td>S. BHARATH KUMAR</td>
<td>First</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PRAGMA 2K14</td>
<td>TIRUMALA ENGINEERING COLLEGE</td>
<td>P.PRASHANT ANIRUDH</td>
<td>First</td>
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<td>K.SOWJANYA</td>
<td>Second</td>
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<td>B.PRASHANT</td>
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<td>G.SANDEEP KUMAR</td>
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<td>K.SRIKANTH</td>
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<td>G.NAresh KUMAR</td>
<td>Third</td>
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<td>T.VENKATESH</td>
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<td>D.HARIHARAN</td>
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<td>M.ANITHA</td>
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<td>FORZA</td>
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<td>Y.MADHURI</td>
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<td>CH.RAMESH</td>
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<tr>
<td>9</td>
<td>ELAN 2014</td>
<td>K.A.GIRISH KUMAR</td>
<td>PARTICIPATED IN WORKSHOP</td>
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<td>ARK TECHNO SOLUTIONS &amp; IIT HYDERABAD</td>
<td>M.V.SANDEEP KUMAR</td>
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<td>Verba Maximus’12</td>
<td>Birla Institute Of Technology And Science Pilani Hyderabad</td>
<td>Pratyasha Mishra</td>
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<td>2</td>
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<td>Pratyasha Mishra</td>
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<td>3</td>
<td>Pragnya 2013</td>
<td>Jawaharlal Nehru Technological University, Hyderabad</td>
<td>A.Naga Sravya</td>
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<td>N.Sindhuja</td>
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<td>Technosmec 2k13</td>
<td>St. Martin’s Engineering College</td>
<td>A.Naga Sravya</td>
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<td>ACE Engineering College</td>
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<td>M.V Sandeep Kumar</td>
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<td>Anirudh Bichal</td>
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<td>Nalanda Group Of Institutions</td>
<td>Md Irfan Khan</td>
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<td>Muffakhamjah College Of Engineering And Technology</td>
<td>N.Sinduja</td>
<td>Second</td>
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<td>10</td>
<td>Akshara 2k13</td>
<td>Mallareddy Engineering College-Autonomous</td>
<td>G.Tilak</td>
<td>Second</td>
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<td></td>
<td></td>
<td></td>
<td>N.Vamsi Krishan</td>
<td>Third</td>
<td></td>
</tr>
</tbody>
</table>

5.3.3 How often does the College collect feedback from students for improving the support services? How is the feedback used?

- Geethanjali College of Engineering and Technology collects online and offline feedback from students twice in a semester for improving support services.
- Student feedback on courses is an essential element in quality assurance. Questionnaires are of primary importance in the dialogue with students, since they are the best tool we currently have for collecting objective, detailed and reasonably systematic information on a
wide range of questions, which:

1. informs the teacher about students' perceptions of the course's strengths and weaknesses;
2. can prompt changes in delivery methods, course content, the provision of resources and the structures of support and guidance for the course;
3. are useful to staff maintaining teaching portfolios;
4. are central to monitoring of teaching standards.

In order to gain maximum advantage:

- questionnaires are distributed and collected (anonymously) in class, ideally in the penultimate week of the course, with the aim of achieving a response rate of at least 75% on each course;
- the Head of Department discusses the summary of the feedback on each course with the teachers concerned.

5.3.4 Does the college have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the college?

- Yes Geethanjali conducts Graduation day every year for the young engineering graduates
- All the graduates participate in the celebrations enthusiastically.
- A feedback is collected on that day from them.

The following is the form:
GRADUATE SURVEY

NAME(optional): 

ROLL NO(optional):

GRADUATED YEAR: 

DATE:

PROGRAM OF STUDY: 

BRANCH:

Please evaluate on the following Scale:

<table>
<thead>
<tr>
<th>SNO</th>
<th>QUESTIONNAIRE</th>
<th>E 5</th>
<th>G 4</th>
<th>A 3</th>
<th>P 2</th>
<th>NC 1</th>
</tr>
</thead>
</table>

SECTION 1: PROGRAM EVALUATION

1) What is your perception of the academic expectations of your program vis-à-vis your achievements? ☐ ☐ ☐ ☐ ☐

2) How would you rate your program’s performance in keeping pace with recent trends and developments in CSE discipline? ☐ ☐ ☐ ☐ ☐

3) How would you rate your professional training and research opportunities your program provided to graduate students? ☐ ☐ ☐ ☐ ☐

4) How would you rate the adequacy of space, facilities and equipment in your program? ☐ ☐ ☐ ☐ ☐

5) Indicate your level of satisfaction with the supervision and guidance you received during your study. ☐ ☐ ☐ ☐ ☐

6) What is your perception of the quality of the faculty vis-à-vis qualifications, experience and teaching expertise in your program? ☐ ☐ ☐ ☐ ☐

7) How would you rate the overall quality of your program? ☐ ☐ ☐ ☐ ☐

SECTION 2: POST-GRADUATE PLANS

1a) What are your immediate plans after graduation?

1) Postgraduate study 2) Employment in business or industry 3) Government service 4) Employment in a non-profit organization 5) Self employment/ Entrepreneur 6) Defence service
1b) If you have selected postgraduate study, where do you plan to study

2. Have you already secured employment or been admitted for further Postgraduate study
   1) YES          2) NO

3. If you answered yes to question 2 please provide further information about your employer or your Postgraduate school and program of study.

Signature

5.3.5 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.

The college encourages students to publish materials like catalogues, wall magazines, College magazine, and other material as detailed below:

a. College Technical Magazine INNOVATION. – A Technical magazine is published by the college every year, which includes the students publications.

The college magazine innovation invites a wider leadership in the college. This magazine showcases the strength of the students with their literary skills, creative and innovative ideas.

The contents of Magazine are:

1. Technical Papers (Conferences & journals) published by the students

2. Techno tips
3. Techno poems
4. Achievement details

b. College Conducts Technical event in the name BHASWARA every year to promote students to publish papers, poster presentations, project presentations etc.

Geethanjali College organizes National Technical Paper and Project Congress which serves as a perfect platform for the young Generation to excel and sharpen their intellectual skills in General, Technical skills in particular for which participation is invited. The two day National Technical Paper and Project Presentation will throw immense opportunity for the students to enrich their technical skills by interacting with renowned professors and resource persons who will grace the occasion. This fest encourage many aspirants to actively participate in the events conducted as part of it and also presents the Prize money of worth Rs 1,00,000 and even more.

The events are:

1. Paper presentation
2. Poster presentation
3. Project presentation
4. Doing known things fast
5. E-jam
6. Robotics which covers various sub events like Line-Follower, All-Terrain, Soccer, Wrestler Racing.
c. The college encourages students to participate in paper presentation in various other colleges technical events. Many of our students participated and published papers in these events. Certificates were received for the same.

d. Students are encouraged to develop posters and banners for all college events, like VIBES, VIBGYOR, WORKSHOPS, SEMINARS etc. Some of them are given below as a sample.

News Letter (Sample):

FROM EDITOR VOICE

I let people make remarks about me, but it doesn't touch me, all those remarks.
Life finds its purpose and fulfillment in the expansion of happiness.
The important thing is this: to be able, at any moment, to sacrifice what we are for what we could become.
Whatever we put our attention on will grow stronger in our life.
Some things must be good in themselves, else there could be no measure whereby to lay out good and evil.
The longest sword, the strongest lungs, the most voices, are false measures of truth.
Fear is the denomination of the Old Testament; belief is the denomination of the New.

Safety tip of month:
Flickering lights, buzzing noises, and face plates that are warm to the touch are all signs that a circuit may be overloaded or wiring may be wearing thin. Each one of those signs is cause for immediate attention from a licensed professional electrician.
A sample of news letter is given below.

Cheeryal (V), Keesara (M), Ranga Reddy (Dist)- 501301

NEWS LETTER ISSUE # 05  TECHNO LIGHT  -2014  EEE Department
JULY-2014

Secretary:

Shri. G. R. Ravinder Reddy

Principal:

Prof. Dr. S.Udaya Kumar.

Head of the department:

Prof. N.V.L. Addanki.

Editorial board:

D. Krishna.

- Asst.Professor (EEE).

Mercy Kavitha.

- Assoc. Professor (S& H).

Student Co-coordinator:

V.N. Sandeep Kumar -(EEE IV Year).

K. Sai varun   - (EEE III Year).
There are some Maha ratna PSU in India where electrical engineers are gainfully employed:

- BHEL
- NTPC
- SAIL
- ONGC
- IOCL
- HPCL
- ONGC

ONGC has various employment opportunities at lower, middle and senior executive levels in a large number of disciplines for which candidates can apply:

**Engineering**

- Civil
- Construction & Maintenance
- Drilling
- Electrical
- Electronics & Telecommunications
- Instrumentation
- Mechanical
- Production
- Auto
- Chemical
- Petroleum
- Instrumentation
- Computer Engineering and Programming

**Method Of Recruitment**

ONGC advertises the vacancies in the newspapers and displays the same online. Only the applications
specific to the advertisements are entertained which are received during the time limit stipulated in the vacancy notification / advertisement. The applications which are without reference to specific notification are neither entertained nor replied to.

**How To Apply**

The candidate has to register online and fill up necessary details against each vacancy notified. Only those candidates who fulfill eligibility criteria of age, qualification and are accompanied with copies and testimonials are accepted.

**Terms & Conditions**

Broad terms and conditions and general instructions which are specific to the advertised posts are incorporated in the advertisements / vacancy notification. Vacancies are notified or advertised as and when there is manpower requirement for any discipline. The executives in ONGC are transferable to any of its Assets, Basins, Institutions and Work-centers in India or abroad.

**Introduction Levels For Executives**

<table>
<thead>
<tr>
<th>Executive Level</th>
<th>Present Pay Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXECUTIVE LEVEL – ONE (e.g. Assistant Executive Engineer / HR Executive / Geologist / Geophysicist etc.)</td>
<td>Rs.24,900-50,500/-</td>
</tr>
<tr>
<td>EXECUTIVE LEVEL- FOUR (e.g. Superintending Engineer / Manager/ Suptdg. Geologist / Suptdg. Geophysicist etc.)</td>
<td>Rs.36,600- 62,000/-</td>
</tr>
</tbody>
</table>
Puzzle # 3: Whosoever shall solve these puzzles shall Rule The Universe!

You have a basket containing ten apples. You have ten friends, who each desire an apple. You give each of your friends one apple.

Now all your friends have one apple each, yet there is an apple remaining in the basket.

How?

Real Personality:

“Watch your thoughts, for they become words. Watch your words, for they become actions. Watch your actions, for they become habits. Watch your habits, for they become character. Watch your character,
GRAPHENE: SOLAR CELL OF THE FUTURE?

A southern California University team has come up with what could be the alternative new breed of economical and flexible solar cells. For some decades now, organic photovoltaic cells (OPV) have been acclaimed as the new solar cell prototypes and extolled for their light weight, flexible substrates, low cost and easy manufacturability. Research is now being done on them.

Features of OPV cell:

The most unique aspect of the OPV cell devise is the transparent conductive electrode. This allows the light to react with the active materials inside and create the electricity. Now graphene/polymer sheets are used to create thick arrays of flexible OPV cells and they are used to convert solar radiation into electricity providing cheap solar power.

New OPV design:

Now a research team under the guidance of Chongwu Zhou, Professor of Electrical Engineering, USC Viterbi School of Engineering has put forward the theory that the graphene – in its form as atom-thick carbon atom sheets and then attached to very flexible polymer sheets with thermoplastic layer protection will be incorporated into the OPV cells. By chemical vapour deposition, quality graphene can now be produced in sufficient quantities also.

Differences between silicon cells and graphene OPV cells:

The traditional silicon solar cells are more efficient as 14 watts of power will be generated from 1000 watts of sunlight where as only 1.3 watts of power can be generated from a graphene OPV cell. But these OPV cells more than compensate by having more advantages like physical flexibility and costing less.
More economical in the long run:
According to Gomez De Arco, a team member, it may be one day possible to run printing presses with these economically priced OPVs covering extensive areas very much like printing newspapers. In Gomez’ words – “They could be hung as curtains in homes or even made into fabric and be worn as power generating clothing…. imagine people powering their cellular phone or music/video device while jogging in the sun.”

Advantages of OPVs:
The flexibility of OPVs gives these cells additional advantage by being operational after repeated bending unlike the Indium-Tin-Oxide cells. Low cost, conductivity, stability, electrode/organic film compatibility, and easy availability along with flexibility give graphene OPV cell a decidedly added advantage over other solar cells.

The team:
The USC team, consisting of Chongwu Zhou, Cody W. Schlenker, Koungmin Rye, Mark E. Thompson, Yi Zhang and Gomez De Arco published a paper about their research in ACS Nano journal and are very much excited about the future potential advantages and uses that are possible with the OPV graphene cells.
The 2014 FIFA World Cup has set new records for streaming data traffic around the world, as football fans watch matches online in greater numbers than ever before.

The FIFA World Cup broadcast production has already broken television viewing records in several territories around the world, underlining the growing popularity of the competition, including a breakthrough in the United States.

In the United States alone, a record-breaking 5.3 million unique viewers tuned in for the round-of-16 match between Belgium and the United States on ESPN and Univision platforms, representing unprecedented traffic for both broadcasters.

“We are proud to say that this FIFA World Cup has been the biggest multimedia sporting event in history, with more people watching matches and highlights online than ever before,” said FIFA Director of TV Niclas Ericson.

FIFA TV actively supports its Media Rights Licensees with a variety of multimedia services including fully managed “white-label” solutions for the web, tablets and smartphones. It is the first time that a project on such a scale has been offered to the broadcast community. The services are delivered by FIFA World Cup broadcast production service provider HBS, with the support of EVS, Netco Sports and deltatre.

The FIFA World Cup “white-label” second screen app has been downloaded more than 10 million times in more than 20 broadcast territories since its launch at the start of June, with up to three million fans accessing videos, statistics and live match content each day. 24 million unique users have already watched some 15 million hours of content through FIFA’s multimedia services solutions alone. “More and more football fans want to watch high
quality, live coverage of matches on their tablets or mobile phones, as well as on their
televisions,” said Stefan Wildemann, Manager of Sales and Distribution at FIFA TV. “These
figures show just how fast our industry is adapting to a truly multimedia world. Only on the
digital platforms can fans watch the FIFA World Cup from every possible angle.”

For Any Feedback sent mail – Technolight-2010@gmail.com

5.3.6 Does the College have a Student Council or any similar body? Give details on its
constitution, major activities and funding.

Yes. The college has Student Council. It comprises rank holders of all section of all
departments. A final year student will be the President, and a third year student will be the
Secretary. They will provide constructive suggestions regarding the Teaching – Learning process,
conduct of various extra-curricular and co-curricular activities. Also, they suggest
changes/additional infrastructural requirements, sports requirements, improvement of transport
facilities etc. on regular basis, which will be reviewed by the management for necessary action.
5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.

The academic and administrative bodies have student representatives on them.
   a. Sports committee
   b. NEN committee
   c. Library committee
   d. Canteen committee
   e. Anti-ragging committee

The student representative enthusiastically participates in the meetings of the above named bodies and makes constructive suggestions for the improvement of their performance. Their views are given due consideration in the College Academic Committee meetings and appropriate decision taken.
CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the College.

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

Mission:

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

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

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

6.1.2 Does the mission statement define the College’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College’s traditions and value orientations, vision for the future, etc.?

➢ The society’s development depends on economic development of the country and economic development is made possible by technological development and human resource development. Our mission being to produce technocrats equipped with sound knowledge in basic sciences and technical skills, and human values, the products of our college can contribute to economic development. The human values that we seek to inculcate in the students can help towards mitigating the ills of discrimination on grounds of gender, race, ethnicity, culture, religion and caste. The scientific temper which they have the potential to promote in the society can contribute to eradicating superstition.

➢ Our mission aims at moulding the personality of the students into a well-rounded one and turn them into technocrats with a human face. With these inputs from the institution, they can set lofty goals for themselves and thereby render service to the society and feel a sense of fulfillment. Their quality of life would be enriched in this manner.
Our mission to preserve and promote cultural heritage and impart humanistic and spiritual values, is in sync with the institution’s value orientation and vision.

To summarise, the mission statements of the college define its distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, its tradition and value orientation and visions for the future.

6.1.3 How is the leadership involved in

- ensuring the organization’s management system development, implementation and continuous improvement
- interaction with stakeholders
- reinforcing culture of excellence
- identifying needs and championing organizational development (OD)?
- Leadership involvement in ensuring the organization’s management system development, implementation and continuous improvement

The vision and mission of the college are formulated by the top management. The objectives of the college are set as derivatives of the Vision and Mission. The management systems represented by the policies, processes and procedures have been developed, involving the head of the institution and the senior, experienced faculty, for the attainment of the objectives. The effectiveness of the systems is reviewed and improved on a continual basis.

Leadership involvement in Interaction with stakeholders

- The management, staff, students, parents, recruiters, professional bodies and alumni constitute the stakeholders of the institution.
- Interaction with the stakeholders takes place in the form of regular staff meetings, College Academic Committee meetings, department meetings, parent-teacher meetings, alumni meets, meetings with recruiters / industry personnel, meeting with professional bodies and so on.
- The interaction with stakeholders throws light on how our policies and system are viewed by them, what lacunae have been noticed by them and what remedial measures need to be taken. The feedback is discussed in Academic Committee meetings and appropriate action taken.

Leadership involvement in reinforcing culture of excellence

The culture of institutional excellence has been woven into the very fabric of the institution. This is evident from the institutional initiatives listed below:
Appointment of faculty and staff on purely merit basis.
Faculty and staff are encouraged to conduct and participate in seminars, workshops and conferences.
Faculty are also encouraged to acquire research degrees, take up research projects and avail themselves of faculty development programs etc and incentives are given to all such faculty who acquire research degrees.
Staff are encouraged to acquire higher qualifications and incentives are provided to all those who acquire the same.
Orientation programs are arranged for teachers, parents and students.
A strong emphasis is placed on developing the skills of students in the sports arena as well.
Academic experts are included in bodies such as the Governing Body, the IQAC etc, to benefit from diversity of perspective, leading to high quality decisions
A state-of-the-art digital library is established.
Seminars and invited lectures are arranged within the campus for the benefit of the teaching and student communities of our own and other institutions.

Leadership involvement in identifying needs and championing organizational development (OD)

In the process of continuous monitoring by the leadership of the teaching-learning activities at the weekly meetings of college Academic committee, the shortcomings, the scope and need for improvement of managements systems and processes are identified.

The Secretary of the college also attends some of these meetings when strategic decisions are to be taken. At these meetings, plans for growth and development are drawn up. The needs that are to be met for realization of growth and development are sketched out at these meetings and developed subsequently.

The college management and top leadership is obsessed with the desire for organization development (OD), the planned intervention to increase the organization’s effectiveness and health. Untiring efforts are put in this direction and the demands on the senior faculty, the leadership, to realize this are very exacting. These positions are therefore, filled with people with doctoral qualification and with rich industrial and research experience. As part of these efforts, the internal organisation of the academic departments is now being restructured
which would result in developing the junior faculty, motivating the faculty to carry on research, adoption of innovative teaching methods, aligning curriculum needs with industry needs etc. The details of the restructuring undertaken are presented in Sec.1.1.1 under “Curricular Aspects”.

6.1.4 Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.
No. The faculty turnover in the senior positions is low and, if and when a vacancy arises, it is filled on priority.

6.1.5 Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?
The statutory bodies of the college are: Governing Body, College Academic Council, Finance committee, Board of studies. All positions in these bodies are filled as per UGC guidelines and meetings are conducted at the stipulated intervals.

6.1.6 Does the College promote a culture of participative management? If yes, indicate the levels of participative management.
“YES”

- The college promotes a culture of participative style of management.
- The Governing Body of the college is the apex body to formulate the college vision, mission, objectives, strategies, goals. The Principal is its member secretary and the Chairman of the Governing Body is the Secretary of the college.
- The members are chosen as per UGC guidelines for autonomous institutions. Deans of the college are members of the Governing Body. HoDs are invited members. Governing Body takes strategic decisions and the Principal, Deans, HoDs as members, are parties to such decisions.
- Principal, who, as the head of the institution, is vested with the responsibility to plan, organise, and control academic activities, delegates authority to the Deans, heads, coordinators, conveners and in-charges for organizing the day-to-day functions of the institution. These functions are performed as per the policies, procedures, norms laid down by College Academic Committee which consists of Principal, HoDs, and senior
As seen from the organizational chart, the college is structured into departments, sections, and groups/divisions within departments. To assist HoDs and Group heads, in the day-to-day activities, several committees are formed at departmental level. Institutional level committees are formed to assist the Principal. Some of the committees are standing committees and some adhoc committees. The members of the committees are chosen form Professor, Associate Professor, Assistant Professor cadres.

The committees are empowered to deliberate, investigate and recommend actions on various issues. Thus, participation in decision making goes right down to Assistant Professor.

Some of the committees of the college are:
- Finance Committee
- Training and Placement committee
- Purchase committee
- Library committee on Resources Review and Disposal (LCRRD)
- Library Advisory committee
- R&D committee
- Discipline Committee
- Canteen Committee
- Institution News Letter committee
- Grievances Redressal committee
- Women Right Protection committee
- Anti-ragging committee
- Transport committee
- Cultural committee
- Sports committee
- Stock verification committee

6.1.7 Give details of the academic and administrative leadership provided by the University to the College

JNTUH, the affiliating university, has its representatives on the statutory bodies of the college mentioned at 6.1.5. The university nominees who are quite renowned in their respective fields, share their experiences with the committees and give vital inputs which are incorporated in all policy decisions of the college relating to academic and administrative matters.

6.1.8 How does the College groom the leadership at various levels?

The leadership skills at various levels are developed as a byproduct of task performance by committees.

The faculty members are involved in several committees which perform the tasks assigned independently.

As part of their work, the faculty, as members or co-ordinators of committees, they learn to work in teams and develop interpersonal and co-ordination skills. They learn to divide the task among the members and take responsibility for their part of the task. Based on the performance of the committees, increasingly higher responsibilities are assigned to the professors.
The skills so acquired are honed by exposure to skill development programs (FDPs) which they are encouraged to organize and participate in.

6.1.9 Has the College evolved any strategy for knowledge management? If yes, give details.

Yes. The college has a strategy for knowledge management, which may be described as follows:

**Knowledge harvesting:**
- Knowledge exists in the highly accomplished senior faculty of the college. This knowledge base is continuously sought to be widened through exposure of the faculty to the state of the art technology at institution sponsored seminars, workshops, where eminent personalities from universities, industry and research organizations take part.
- The institution’s website provides complete information about the institution, faculty, on-going events, and activities of interest to the faculty and students.
- The college library has a large collection of books, journals and e-resources.
- The digital library, having intranet facilities is a storehouse of e-resources such as journals, e-books, articles etc.

**Knowledge sharing:**

The knowledge gathered from various sources is made available for all students and faculty. The students and faculty are directed and encouraged to use the college library with its large collection of books, journals etc and the digital library with intranet facility. The faculty deputed to various seminars, workshops, outside the college, are required to make brief presentations in the departments to the other faculty members on the proceedings of the event(s). The students of the college organize technical fests, and such other co-curricular events where papers are presented and evaluated, which require tapping of the knowledge bank of the college. Thus, sharing of knowledge happens through the use of library facilities, internet, intranet facilities, faculty-faculty and faculty-student interactions.

**Knowledge use:**

The knowledge gained by the students are used in their project work, paper presentations at Technical fests conducted by the college and other institutions; the faculty use the knowledge in their research work for paper presentation, paper publications, or as part of their thesis for faculty.
Ph.D programs. Research projects funded by DST, which are undertaken, also apply the knowledge acquired from various sources referred to.

6.1.10 How are the following values reflected in various functions of the College?

- Contributing to national development
- Fostering global competencies among students
- Inculcating a value system among students
- Promoting use of technology
- Quest for excellence

**Contributing to National Development**

- The college turns out graduates with technical knowledge, managerial skills, and employable skills. The college’s placement cell showcases these skilled graduates to potential employers.
- The students are encouraged and motivated to become entrepreneurs by Career Guidance cell, EDC, and start-up cell of the college.
- The NSS team of the college is very active and renders service to society through organizing blood donation camps, eye camps, Swatch Bharat programs, clean and green programs.
- The college has adopted cheeryal village.

**Fostering global competencies among students**

- Organizing Campus Recruitment Training (CRT) classes conducted by TIME, a leading coaching institute in India. The CRT classes are scheduled during the working hours of the college and attendance is compulsory. The program is aimed at enhancing quantitative ability, verbal ability, reasoning skills, communication skills, group discussion skills.
- The students are encouraged to participate in cultural, sports events organized at college, inter college, university levels.
- The students are encouraged to actively participate in conferences, workshops at various levels.
- The students are encouraged to take membership of professional bodies.
- The students are exposed to guest lectures by experts whereby they get insights into the state of the art technology.
- Industry visits are organized. Through internship, and guidance in the selection of minor and major projects, competencies are developed.
Inculcating a value system among students

- The importance of values and the spirit of service to society are emphasized by eminent speakers at the induction programs and at the Graduation ceremony.
- Courses on human values, gender sensitization are prescribed as part of the curriculum structure.
- Lectures by eminent personalities from Ramakrishna mission and such other organizations are conducted to give service orientation to their personality.
- Encouraging students to donate blood instill spirit of service in the students.
- NSS, NEN activities promote value systems.

Promoting use of technology

- Teachers are encouraged to use PPT presentations in class rooms.
- The students are encouraged to use Digital Library with intranet facility.
- Webinars are organized.
- Student feedback is collected on-line.
- Student’s daily attendance is communicated to parents through text messages.
- Important instructions, directions are posted on college website.
- The student performance in examinations can be accessed on-line by parents/students.

Quest for excellence

- Outcome based education system is adopted
- A highly conducive environment is created in the campus for learning through provision of excellent infrastructural facilities, highly qualified and experienced faculty.
- Fee concessions are offered for top rankers in the common entrance test who are admitted to our college.
- Top rankers in each class are given cash awards every year.
- Faculty is recruited based on performance in demo-lecture-cum interview. The institution continuously scouts for the best available talent, salary being no constraint.
- Question papers for examinations are set on the basis of Bloom’s taxonomy.
- Examination system is fool-proof with little scope for malpractice; malpractice rules are strictly followed.
- Students are encouraged to participate in large numbers in academic, literary, cultural activities and prizes are given away for winners.
- The faculty is encouraged to continuously update their knowledge, do research work, participate in the seminars, workshops for which an incentive scheme is in place.
6.1.11 Give details of the UGC autonomous review committee’s recommendations and its compliance.

The college was conferred with autonomous status in AY 2016-17 by UGC for a period of 6 years. The UGC review committee visits only towards the end of validity period of the autonomous status.

6.2 Strategy Development and Deployment

6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

- Teaching and learning
- Research and development
- Community engagement
- Human resource planning and development
- Industry interaction
- Internationalization

Yes, The College has a perspective plan for development. The aspects considered in the development of the policy and strategy are:

**Teaching and learning**

- Plan for substantial improvement in the quality of students admitted through improvement of brand image of the college.
- Adoption of interactive and traditional teaching and learning methods with a right balance.
- Improvement in the student engagement
- Reformation of examination system, with Continuous Internal Evaluation being the larger component of overall evaluation.
- Having smart class rooms in all departments.
- Promoting project-based, depth learning in lieu of surface learning as at present
- Facilitating mobility across programs
- Internship agreements with reputed firms
- Offering a wide choice of course – faculty combination to students for registration, within the framework of curriculum structure.
- Making CBCS fully operational in form and spirit.
Salary of faculty to be structured to have basic and incentive components, the latter based on revenue earned by the faculty from executive development programs organized by them and consultancy projects secured and executed.

Rigorous academic audit

**Research and development**
- Inculcating research spirit among the faculty
- Allocating 2% of revenue earned by the institution for R & D activities
- Establishing incubation centers in the college
- Instituting attractive rewards for producing quality research outputs.
- Publishing a research journal
- Encouraging collaborative research with industry, and other institutions.
- Linking salary hikes to research contribution made by the faculty
- Conducting seminars at department / institution level, being made mandatory.
- Encouraging students to undertake industry sponsored projects.

**Community engagement**
- Adopting Cheeryal village and helping in its planned development over the long term.
- Conducting awareness drives in the vicinity of the college by Environment club in regard to energy conservation, using bio – degradable substitutes for plastics, etc, and monitoring implementation
- Progressively increasing the scale of NSS activities such as blood donation camps, tree plantation, awareness drives on AIDS, Swatch Bharath campaign, personal hygiene etc.

- Conducting free classes at local school(s), in English and mathematics by the college teachers.
- Extending help to old age homes by mobilizing funds from the staff of the college.
- Conducting skills-development programs for the un-employed youth in neighboring village community and extending financial and non-financial help to set up micro industries for manufacturing soaps, candles, paper bags etc.
- Encouraging faculty and students to take up community based research projects.

**Human Resource Management:**
- Recruitment and selection of faculty and staff strictly on merit according to the HR policy of the college.
- Well defined roles and responsibilities.
Establishing sound appraisal systems.
Establishing salary structure
Establishing equitable policy governing reward and punishment.
Policy for capacity building, team-building of staff through SDPs, FDPs, workshops, Industry interaction.
Establishing norms for promotion and career development.
Focus on healthy work culture in the institution resulting in enhanced dedication, commitment, loyalty, devotion among the staff.
Policy for payment of incentives for paper publications, participating in FDPs/Workshops to encourage continuous learning.
Encouraging teachers to accept nomination by other institutions/industry as resource persons, consultants, members of various academic bodies etc.

**Industry interaction:**
- Enlisting experts from industry on our Governing Body, Academic Council, Boards of studies etc.
- Encouraging students to do industry sponsored projects.
- Encouraging faculty to take up consultancy assignments from industry.
- Organizing guest lectures by industry experts.
- Undertaking collaborative research with industries
- Signing student internship agreements with industries.

**Internationalization:**
- Encouraging faculty to establish contacts with their counter parts in foreign universities on the basis of commonality of specialization, or research areas, for sharing of knowledge and inputs.
- Having tie-ups/MoUs with a few foreign universities for exchange of faculty.
- Exploring the possibility of tie-ups with one or more reputed foreign universities whereby students can study at our college for half the duration of the program and the rest at the partnering foreign universities.
6.2.2 Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.

The organization structure of the college is depicted in the following chart.

**Organizational Chart**
The Governing Body (GB) is the apex statutory body that guides in the development of and approves the Vision, Mission, and Quality policy of the institution. It gives direction to the institution and monitors its performance.

The other statutory bodies of the college are: College Academic Council, Board of studies, Finance committee.

The Academic Council is solely responsible for all academic matters, such as framing of academic policy, approval of courses, regulations and syllabi etc., The council involves faculty at all levels, apart from experts from outside.

The Board of studies frames the syllabi for various courses, reviews and updates syllabi from time to time, initiates new courses of study etc.,

The Finance committee advises the Governing Body on financial matters. It considers the budget estimates and the audited accounts.

The college has also the following non-statutory committees to assist the Principal/Secretary in the administration of the college

- Library Advisory Committee
- Library Committee on Resources Review and Disposal (LCRRD)
- Examination Committee
- Planning and Evaluation Committee
- Grievance Redressal Committee
- Student Welfare Committee
- Extra curricular Activities Committee
- Academic Audit Committee
- Admission Committee
- Women Protection Cell
- Purchase Committee
- Discipline Committee
- Anti ragging Committee
- Stock verification Committee
- Cast Accounting Committee
- Canteen Committee

Occasionally, as and when issues of importance and complexity come up, adhoc committees are formed by the Principal to advise him on the resolution of such issues.
Decision making Process

The internal decision making process of the college is as follows

- The Secretary of GCET, in association with the Principal and Governing Body members sets the objectives, strategies and goals for the institution as a whole.
- The Principal, in association with Deans and HoDs of various academic and administrative units, translates institutional objectives, strategies, goals into objectives, strategies, and goals for various departments.
- Faculty recruitment is done as per the university norms, applicable to autonomous and affiliated colleges.
- Faculty balance, in terms of experienced and fresh talent, and cadre ratio are decided by the Secretary and Principal, broadly following UGC/JNTUH norms; the deans and heads are then directed to scout for suitable staff members.
- Provisional appointments are made by the Principal and approved by the Secretary, subject to confirmation by staff selection committee, having JNTUH nominee as a member.
- It is the responsibility of departmental heads and deans to develop short term strategies, goals, tactics and budgets for various academic programs and get them approved by the Principal/Secretary.
- HoDs, in association with faculty members, develop course objectives, course outcomes, course mapping matrix, ILOs, course files, evaluation mechanism.
- The Principal is a link between the students and management.
- Most of the times, MBE(Management by Exception) is followed for execution of various day to day and routine functions of the institution by the Principal through deans and heads of the various departments.
- Faculty in-charges and student representatives of each department represent their special academic, administrative and R&D requirements, if any, to the HoD. HoD forwards the representation to the Principal for approval after vetting. The Principal refers the representation so received from HoDs for the recommendations of the committees concerned. On receiving the recommendations of the committees, the Principal reviews and sends them to the Secretary for final approval.
- Any requirements like consumables and non-consumables in labs, office and computer requirement, text and reference books and journals and e-learning resources are proposed by the faculty through heads. They are referred to the respective committees for final approval.

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recommendation and procurement.

- All recurring and non-recurring purchase proposals are invariably referred to Dean (Admin) and then sent to purchase committee for approval. However, it is the responsibility of Purchase and Stores department to obtain quotations, negotiate, place orders, based on the recommendations of department(s).

- The Principal co-ordinates and integrates the duties, responsibilities, roles and functions of the Deans, HoDs, sections-in-charge, chairmen, coordinators, conveners of various departments, cells and committees so as to align them with the institution’s objectives and goals more effectively and efficiently.

**Effectiveness of the organizational structure**

The organizational structure has been quite effective in the sense that it has facilitated fulfillment of the objectives of the college, overall. However, in pursuit of continuous improvement of teaching-learning process, we have planned to restructure the internal organization of departments by creating specialized area groups and a hierarchy within each group.

The internal organizational structure would be as follows:

![Organizational Structure Diagram]

The expected benefits of restructuring are given below:

- A healthy mentor – mentee relationship among faculty
- More learning opportunities for junior faculty (mentees)
- Creation of a fairly good talent pool in various areas/specializations of the department
- Establishment and conduct of creative and innovative experiments in the lab courses
- Value added teaching – learning process through development of curriculum that promotes creativity and innovation in the students and faculty
- Research culture

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Better assessment and evaluation of students’ performance
Establishment of a second rung leadership in various specializations
Smooth administration / functioning of the department

6.2.3 Specify how many planned proposals were initiated/ implemented, during the last four years. Give details.

The details of planned proposals initiated and implemented are as follows:

Table 1. Infrastructure developments

<table>
<thead>
<tr>
<th>Plans initiated</th>
<th>Plans Implemented in</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.no</td>
<td>Year</td>
</tr>
<tr>
<td>1</td>
<td>2014-15</td>
</tr>
<tr>
<td>2</td>
<td>2014-15</td>
</tr>
<tr>
<td>3</td>
<td>2014-15</td>
</tr>
<tr>
<td>4</td>
<td>2015-16</td>
</tr>
<tr>
<td>5</td>
<td>2015-16</td>
</tr>
<tr>
<td>6</td>
<td>2015-16</td>
</tr>
<tr>
<td>7</td>
<td>2015-16</td>
</tr>
<tr>
<td>8</td>
<td>2015-16</td>
</tr>
<tr>
<td>9</td>
<td>2015-16</td>
</tr>
<tr>
<td>10</td>
<td>2016-17</td>
</tr>
<tr>
<td>11</td>
<td>2016-17</td>
</tr>
<tr>
<td>12</td>
<td>2016-17</td>
</tr>
<tr>
<td>13</td>
<td>2016-17</td>
</tr>
<tr>
<td>14</td>
<td>2016-17</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>SI no</td>
<td>Program Particulars</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>B.Tech (EEE) Increase in intake from 60 seats to 120 seats</td>
</tr>
<tr>
<td>2</td>
<td>B.Tech (CE) Addition of new program with intake of 120</td>
</tr>
<tr>
<td>3</td>
<td>B.Tech (Mech) Addition of new program with intake of 60 seats</td>
</tr>
<tr>
<td>4</td>
<td>B.Tech (Mech) Increase in intake from 60 seats to 120 seats</td>
</tr>
<tr>
<td>5</td>
<td>B.Tech (ECE) Increase in Intake from 180 seats to 240</td>
</tr>
<tr>
<td>6</td>
<td>B.Tech (CSE) Increase in Intake from 180 seats to 240</td>
</tr>
</tbody>
</table>
### Table 3. Purchase of Lab equipments/workshop machinery

#### A. Financial year 2013-14

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Description</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Peripherals (4)</td>
<td>CSE</td>
</tr>
<tr>
<td>2</td>
<td>Lab Components (4)</td>
<td>ECE</td>
</tr>
<tr>
<td>3</td>
<td>Lab Components</td>
<td>EEE</td>
</tr>
<tr>
<td>4</td>
<td>Laptop mini</td>
<td>Principal office</td>
</tr>
<tr>
<td>5</td>
<td>LAB Software, Head Phones</td>
<td>S&amp;H</td>
</tr>
</tbody>
</table>

#### B. Financial year 2014-15

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Description</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Peripherals (4)</td>
<td>CSE</td>
</tr>
<tr>
<td>2</td>
<td>Digital Storage Oscilloscope, 5 kva stabilizer</td>
<td>ECE</td>
</tr>
<tr>
<td>3</td>
<td>Lab Equipments</td>
<td>ece Edc lab</td>
</tr>
<tr>
<td>4</td>
<td>5 H DC shunt motor cople</td>
<td>EEE</td>
</tr>
<tr>
<td>5</td>
<td>Bosch Drilling machine, Lab components</td>
<td>EEE</td>
</tr>
<tr>
<td>6</td>
<td>4 TB HDD</td>
<td>ELCS Lab</td>
</tr>
<tr>
<td>7</td>
<td>Computer Peripherals</td>
<td>Library</td>
</tr>
<tr>
<td>8</td>
<td>CNC Lathe Bed</td>
<td>MECH</td>
</tr>
<tr>
<td>9</td>
<td>LED TV, LCD projector with stand</td>
<td>S&amp;H</td>
</tr>
<tr>
<td>10</td>
<td>Chemicals (3)</td>
<td>S&amp;H Chemistry Lab</td>
</tr>
<tr>
<td>11</td>
<td>Computer Peripherals</td>
<td>sports</td>
</tr>
</tbody>
</table>
### Plans initiated and implemented

#### Financial year 2015-16

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Description</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EPSON? Printers, optical mouses, computer systems</td>
<td>CSE</td>
</tr>
<tr>
<td>2</td>
<td>Digital Storage Ossioscope</td>
<td>ECE</td>
</tr>
<tr>
<td>3</td>
<td>DC Regulalated power supply, core cables</td>
<td>ECE</td>
</tr>
<tr>
<td>4</td>
<td>lab Equipments</td>
<td>EEE</td>
</tr>
<tr>
<td>5</td>
<td>5 KVA Stablizer</td>
<td>EEE</td>
</tr>
<tr>
<td>6</td>
<td>Digital Multimeter</td>
<td>Mech</td>
</tr>
<tr>
<td>7</td>
<td>Mechanical Lab tools</td>
<td>Mech</td>
</tr>
<tr>
<td>8</td>
<td>Head Phones</td>
<td>S&amp;H</td>
</tr>
<tr>
<td>9</td>
<td>12V 100Ah Ups batties</td>
<td>S&amp;H ECE</td>
</tr>
<tr>
<td>10</td>
<td>lab Equipments</td>
<td>S&amp;H Physics</td>
</tr>
</tbody>
</table>

#### Financial year 2016-17

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Description</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theodolites, Petax work station</td>
<td>Civil</td>
</tr>
<tr>
<td>2</td>
<td>lab Equipments</td>
<td>Civil</td>
</tr>
<tr>
<td>3</td>
<td>Head Phones, computer systems, computer peripherals</td>
<td>CSE</td>
</tr>
<tr>
<td>4</td>
<td>DSO</td>
<td>ECE</td>
</tr>
<tr>
<td>5</td>
<td>ECE Lab components</td>
<td>ECE</td>
</tr>
<tr>
<td>6</td>
<td>ECE Lab components (4)</td>
<td>ECE</td>
</tr>
<tr>
<td>7</td>
<td>EEE Lab components (3)</td>
<td>EEE</td>
</tr>
</tbody>
</table>
Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

- The quality policy of the college as formally stated is “we aspire to continuously improve our performance through systematic monitoring and up gradation of all aspects of Teaching-learning process”
- The quality policy is **designed** based on the vision and the mission of the college. The policy was developed following several brain-storming sessions with all the senior faculty, experts from industry, the Principal and the Secretary participating in it. The brief policy statement gives direction to the efforts to be put towards fulfillment of our Mission and realization of our Vision.
- The quality policy is **driven** by the important role played by teaching-learning process in the delivery of quality education which is the raison d'être of the institution.
- Teaching and learning is a multidimensional process and unless each of the dimension is identified, processes planned, operationalized, and monitored, the teaching-learning process would not be effective. This understanding of the process has **driven** the formulation of our quality policy which emphasises systematic monitoring of all aspects of the teaching learning process.
Deployment of Quality Policy:

- The college recruits faculty following a stringent process. As a result, the faculty profile is very impressive with 40 doctorates, and all the others with post-graduate qualification. Some of them have industrial/research experience.
- The course file, lab manuals are prepared by the faculty in accordance with the guidelines developed for the purpose and meeting the required quality parameters.
- Standards for the teaching process have been developed and the performance of faculty evaluated for each criterion at pre-quality check, process-quality check and final-quality check stages.
- Quality control committee of the college is responsible for academic quality control. The committee’s members are drawn for all the departments and it functions under College Academic committee (CAC). The QC committee conducts quality checks twice in a semester and submits its report to the Principal, who is also the chairman of the CAC. The CAC examines the report and advises corrective actions to be taken for quality improvement, where required. The HoDs carry out the actions.

Review of Quality Policy

The quality policy of the college is reviewed once in 5 years. As of now, it has been reviewed twice and found to be quite relevant and recommended for retention.

6.2.5 How does the College ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

- The grievance of students and staff could be broadly classified as those which can be addressed at their department/section level and those which can be resolved at institution level. The former types of grievances are represented to the HoD/section in-charge and the latter kinds are represented to the Principal through the HoD/section-in-charge concerned.
- Most grievances are of minor nature and are satisfactorily resolved by the HoD, and section-in-charge. Grievances which cannot be thus resolved are referred to Grievance redressal committees. There are separate committees for students and staff. The committees examine the grievance and submit their report with recommendations to the Principal who acts on the report.
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- Women protection cell, chaired by the Principal, deals with complaints/grievances submitted by girl/woman students and staff.
- The parents of the students are open to air their grievances, on behalf of their wards at parent teacher meets or through personal interaction with HoD, section-in-charge or Principal. The redressal of their grievances follows the same procedure as outlined above.
- All grievances of the stake holders are addressed to their satisfaction. At the College Academic Committee meetings, the members bring up grievance cases which are complex and need policy changes for resolution. Such cases are discussed threadbare and suitable solution is worked out.

6.2.6 Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

**Mechanisms for collection and evaluation of student feedback**
- Course End Surveys and Course Assessment metrics are used to understand student opinions on achievement and attainment of course objectives and outcomes. Faculty, in consultation with Heads, will address these issues from time to time.
- Exit feedback is collected, on all aspects, from outgoing students to improve curriculum in the light of its vision, mission, PEOs, POs and Graduate Attributes.
- The views of the students are given due consideration revisiting its short-term goals for the benefit of existing students and other stakeholders.
- IQAC will take care of maintaining quality of the curriculum.
- Feedback is also taken on Infrastructural facilities.

**Evaluation of and response to student feedback on teachers**
Twice in every semester, the students evaluate the teachers handling their respective subjects covering various aspects of student-teacher interaction through a computerized structured format.

The computer on-line-evaluation pertains to:
- Teaching process dimensions viz: punctuality and regularity of the teachers, teacher’s control and conduct of the class, understandability of lectures, discussion of class tests, tutorials & assignments and syllabus coverage.
- Assessment of college environment, facilities and management responsiveness measured on...
the following dimensions: College environment, Cleanliness/sanitation, Library facilities, Canteen Water supply, Games/Sports, Transport, HOD’s attitude towards problem resolution, Principal’s response to grievance, Support of management in general. Absolute privacy and confidentiality is maintained so as to avoid the individual student assessor’s identity. After the evaluation process is completed, if any faculty member is found to be deficient, he/she is counseled, advised and trained to improve through an advisory committee consisting of Professors and Head concerned. The institutional administration takes necessary steps to encourage and reward teachers with excellent performance through appreciation letters, additional increments or promotion.

6.2.7 In what way the affiliating University helped the College to identify the developmental needs of the College?

- JNTUH has its nominees on the Governing Body, Academic Council, Boards of studies, Staff Selection Committee of the college. These nominees, who are invariably very senior and experienced professors, play a very active role in their respective areas and enforce conformance to applicable standards and norms of UGC/AICTE/JNTUH.
- Though our college has been granted “Permanent Affiliation” by JNTUH, it is the practice of the university to renew affiliation to various programmes each academic year, after inspection.
- As and when the college plans development in terms of introducing new programmes, increase of intake, introduction of new courses or effects changes in the syllabi, additional facilities are to be created in order to have university affiliation renewed. These include increased faculty strength with appropriate qualifications, additional laboratories, additional class rooms, additional lab equipments etc. The process of affiliation ensures that the needs are identified and provided for.

6.2.8 Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, In what way College is benefitted.

No
6.2.9 How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it utilized?

- The policies, systems and procedures of the institution are framed aligning the interests of the institution and all sections of the staff. Notwithstanding this, a few issues crop up now and then. The non-technical, non-teaching staff represent their problems, to the Administrative Officer or Dean – Admin, which are promptly attended to. Most such representations are in unwritten form, though some of them are formal.
- The technical, non-teaching staff report work related issues to Lab – in charge, who, with the intervention of HoD, resolves the issues and suggestions if any, are acted upon to their satisfaction.
- The teaching staff have opportunities to articulate their feedback in departmental meetings chaired by HoD. The views of the staff on the functioning of the department are considered, discussed and appropriate decisions taken to their satisfaction.
- The daily attendance of every student is informed to his/her parents through text messages. The students’ marks are uploaded on the college website, which can be accessed by the parents. The students’ mentors keep in touch with the parents, where their intervention is felt necessary, for the good of their wards. Parents seek their wards’ progress from the HoDs, both telephonically and in person. The parent-teacher meet is another platform where the feedback of parents is obtained. Well-meaning, feasible suggestions are considered and implemented.
- At the alumni meet, held once every year, their feedback is taken in a suitably designed format. The alumni are invited to speak on the occasion and their suggestions are noted and acted upon subsequently.

6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?

The departments exercise considerable autonomy in the administration of their departments. Some of these administrative activities are as follows:

- Designing curriculum: The BoS, chaired by the HoD, and having the entire faculty teaching the courses, as members, prepares the curriculum taking in the views expressed in the meetings.
• Identifying the requirements of facilities, faculty, preparing annual departmental budgets.
• Organizing guest lectures, training programmes for students based on need analysis.
• Conducting seminars, workshops, FDPs.
• Preparing time tables, allocation of subjects/courses to the faculty
• Conducting demo lectures and practical tests to prospective faculty and lab-assistants.
• Recommending substitute subjects for re-admitted students on account of change in academic regulations.
• Recommending panel of external examiners for paper setting, valuation of answer scripts, conducting lab exams.
• Mentoring of students
• Enforcing student / faculty discipline rules.

The autonomy exercised by the departments are circumscribed by the broad policies of the college.

At the weekly College Academic Committee (CAC) meetings chaired by the Principal, the activities of departments are reviewed. Inputs for deliberation are given by HoDs, apart from Dean, Academics, the Dean, Admin, Dean, Students Affairs, Dean, R & D, CoE, and In-charge of IQAC. In the discharge of coordinating functions performed by the senior faculty in the positions of Deans, CoE, I/c IQAC, they get feedback on the systems and practices of the academic departments. If any instances of abuse of freedom are noticed they are brought to the notice of the HoD/Principal and those concerned are pulled up and consequential corrective actions are taken thereafter. Accountability for the autonomy given to academic departments is thus ensured.

6.2.11 Does the College conduct performance auditing of its various departments?
Yes
Result analysis, student feedback, IQAC surveys, among others, constitute the mechanism for audit of departmental performance.

6.3 Faculty Empowerment Strategies
6.3.1 What efforts are made by the College to enhance the professional development of teaching and non teaching staff?
The college makes efforts aimed at professional development of the teaching and non-teaching
Sponsorship to attend national conferences/international Conference / FDPs / short-term Courses providing financial assistance which includes registration fees, travelling allowance, board and lodging expenses

- Conduct of training programs on pedagogy for newly appointed staff
- Nomination of faculty members as resource persons in the FDPs / workshops / seminars/ Conferences / technical paper contests organized in – house
- Having tie-ups with IUCE webinars, online NPTEL, Audio Visual lectures.
- Giving incentives for getting sponsored research projects, journal publications, paper presentations.
- Granting special (OD) leaves for Ph.D related research study.
- Granting special (OD) leaves for valuation of exam answer scripts at JNTUH spot valuation centre
- Granting special leave (OD) for the faculty nominated / selected for exam related work at other institutions.
- Giving incentives for acquiring Ph.D qualification by teaching staff and higher academic qualification by non-teaching staff
- Encouraging faculty to deliver guest lectures at other institutions.
- Giving financial assistance for membership registration in professional bodies
- Training of technical staff in labs by senior faculty members
- Organizing in-house skill-development programs like soft-skills training, Computer skills in the use of MS Office tools

6.3.2 What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.

- The performance of a faculty member is evaluated based on the appraisal reports of the HoD, the student feedback and Result Analysis
- High performers are entrusted with higher responsibilities, and considered for special increments and are given appreciation letters to motivate them for keeping up their performance.
- Where the performance is found to be below par, the weaknesses of such faculty are identified and communicated to them by the respective HoD. They are further counseled to put in greater efforts to improve their performance. If knowledge gap is
observed, they are encouraged to take training and attend workshops, training programs etc. for improvement of technical knowledge.

- If the appraisal exercise reveals serious deficiencies or limitations in an individual or the department as a whole, some major decisions are taken like.
  1. Giving notice to a low-performing faculty member to submit resignation.
  2. Recruiting new faculty to replace those who are thus made to leave/resign.
  3. Strengthening the department by recruiting faculty with high credentials

6.3.3 What are the welfare schemes available for teaching and non teaching staff?

What percentage of staff have availed the benefit of such schemes in the last four years?

The following are some of the schemes / benefits offered by the Institution.

- EPF contribution by Management to all the eligible staff members.
- Free Medical facility at the institute
- Subsidized transport to needy staff members
- Vehicles and Bus Passes to the Runners/Messengers.
- Public transport Bus Passes to all drivers.
- Special Allowance to Training and Placement Officers
- Need Based Financial Assistance to staff
- Cell-Phones and Laptops to HODs for better connectivity and networking.
- CLs, HPLs, CCL, Medical Leave and Examination Leave as per their eligibility.
- Maternity Leave for female employees
- Special Leave to staff on the occasion of their marriage
- Health Awareness camps within campus and Free Medical Check-ups.
- Sports and Cultural activities conducted with the participation of staff at the time of annual day celebrations
- Fee concession to children of staff members who are studying in GCET.
- Financial assistance for higher studies.
- Canteen facility for students and staff.
The beneficiaries of some important welfare measures are as follows

<table>
<thead>
<tr>
<th>No</th>
<th>Facility</th>
<th>Employees benefited out of 473 on rolls</th>
<th>%</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EPF</td>
<td>All</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ESI</td>
<td>All eligible employees</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Medical facility</td>
<td>Emergency OTC medicines available to all in the college.</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Subsidized transport</td>
<td>175</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Vehicles and Bus Passes</td>
<td>Bus passes to 44 drivers. Vehicles to all Professors / HODs.</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Special Allowance to Training and Placement Officers</td>
<td>3 TPOs, 3 exam staff branch, Maintenance staff: 1, Admin staff : 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Need Based Financial Assistance to staff</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cell Phone/Laptops</td>
<td>To all department in charges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Special Leaves</td>
<td>9</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Maternity Leave</td>
<td>31</td>
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<tr>
<td>11</td>
<td>Medical Leave</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Study Leave</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Concession in Fees of Staff Children in GCET</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Financial Assistance for Higher Studies/ International conference and journals.</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

The college has always maintained a vibrant academic atmosphere which is the key to attract and retain eminent faculty and shown appreciation for all the achievements of the faculty.

- The college has a well defined recruitment policy within the framework of the Government norms, with adequate facilities for research and extension activities.
- Appointments of faculty and staff are made purely on merit.
- All teachers enjoy academic freedom and there is absolutely no preferential treatment or victimization.
- The Institution encourages eminent faculty to publicize their area of expertise. It provides maximum opportunities for extraordinary teachers to implement their innovative ideas.
- The Institution provides physical facilities such as well furnished faculty and staff rooms, free internet access, computers, well equipped laboratories and a digital library and provides an atmosphere conducive for teaching and learning.
- The Management appreciates the achievements of the faculty and staff in the faculty and staff meetings held periodically.
- Quality enhancement programs are arranged for the faculty and staff.
- Research is given priority, publications, research projects and paper presentations are encouraged.
- Teachers are encouraged to attend seminars, workshops, conferences and orientation programs.

The following are the some of the institutional initiatives in this direction.

Special increments, promotions and compensation packages are provided to eminent faculty, comparable with the best in the field

- Special transport allowances and facilities
- Provident fund contribution
- Flexible, convener, timings
- More weekly offs
- Motivation to apply for consultancies and externally funded R&D Schemes
- Industrial Associations//Professional Body Members/Professional Associations tie up will help to attract eminent professors to our organization
6.3.5 Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

Yes

Gender audit has been done to ascertain the composition of staff & students by gender and the pass particulars of girl students as compared to boy students. The following observations are made on the basis of the formal audit as above and the informal analysis made and discussed in several meetings.

**Faculty and staff**

- The ratio of male to female faculty is 1.3:1
- The absenteeism among female staff and faculty is higher
- The willingness of male staff / faculty to work late hours is higher
- Male faculty are more effective in class control
- Engagement of faculty in research work, paper publications is higher among males.
- The female faculty show higher levels of interest and enthusiasm in conducting literary and cultural events.
- The stability of tenure is higher among female faculty.

**Students**

- The number of girl students admitted exceeds the quota reserved for them.
  Pass percentage of girls is higher. Higher percentage students become eligible for placement tests/interviews. (See table given below)

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**Placement details**

<table>
<thead>
<tr>
<th>S.No</th>
<th><strong>AY - 2013-14</strong></th>
<th><strong>AY - 2014-15</strong></th>
<th><strong>AY - 2015-16</strong></th>
<th><strong>AY - 2016-17</strong></th>
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<td>Eligible</td>
<td>Placed</td>
<td>Strength</td>
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<td>Female students</td>
<td>209</td>
<td>160</td>
<td>110</td>
<td>196</td>
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</tbody>
</table>
The percentage of girls participating in literary and cultural activities is higher.
The percentage of boys participating in sports and games is higher.
The number of girl students admitted in Mechanical and Civil branches is much less than that of boy students.
Girl students are more attentive to class lectures.
Girl students are more regular to classes and have higher percentage of attendance.
Higher percentage students bag 'Top Ranker' awards.

6.3.6 Does the College conduct any gender sensitization programs for its staff?
The staff of our college are in the mature age group and quite aware of the special needs, sensibilities and characteristics of the opposite gender. Hence the need for gender sensitization has not been felt. It may be relevant to mention here that a course titled Gender Sensitization is taught to students at UG level.

6.3.7 What is the impact of the University’s UGC-Academic Staff College Programs in enhancing competencies of the College faculty?
No such programs have been conducted for the benefit of our college faculty

6.4 Financial Management and Resource Mobilization
6.4.1 What is the institutional mechanism to monitor effective and efficient use of financial resources?
- Budget proposals for one year are prepared by respective departments/sections at the beginning of financial year.
- The finance committee of the college scrutinizes the budget proposal and gives its recommendations.
- The Principal / Secretary / Governing Body consider the recommendations of the finance committee and approve the budget proposals with revisions, if found necessary.
- Funds are mobilised as per the requirements projected in the budgets.
- The expenditures are planned and incurred as per the provisions made in the budget.
- Expenses not provided for in the budget need to be authorized by the secretary/Governing body, on the basis of their importance and the ability to arrange for funds.
The purchase committee oversees purchases of material ensuring reasonableness of price.
Before committing a purchase of material or service, the previous prices paid are compared with the proposed prices, and if necessary, negotiations are conducted and orders placed.

The process outlined above ensures effective and efficient use of financial resources.

6.4.2 Does the College have a mechanism for internal and external audit? Give details.
Yes
- The college has an internal audit system where the receipts, bills and vouchers, supporting documents are verified periodically.
- External audit is conducted by a registered Chartered Accounting firm.

6.4.3 Provide audited income and expenditure statement of academic and administrative activities of the previous four years.

Audited income and expenditure statements of the previous four years is given in the following table:

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<tr>
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<td>234073810</td>
<td>294603478</td>
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</tbody>
</table>

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</thead>
<tbody>
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<td>4</td>
<td>Payments &amp; Amenities to Employees</td>
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<td>191582637</td>
<td>234073810</td>
<td>294603478</td>
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</tbody>
</table>
6.4.4 Have the accounts been audited regularly? What are the major audit objections and how are they complied with?
Yes
There have not been any adverse remarks made by the auditors.

6.4.5 Narrate the efforts taken by the College for resource mobilization.
Tuition fees, admission and miscellaneous fees are the main source of funds for the college. Constant efforts are made to collect fees in time to meet cash out flow requirements.
To bridge the gap between cash inflow and budgeted outflow, additional funds are generated as follows.
   a. Loans from Teja Educational society in the form of non-interest bearing fund
   b. Loans from Canara Bank, Abids branch bearing interest.
   c. Rental income from TCS, TSPSC, GATE, EAMCET conveners etc., for conduct of various online/offline competitive examinations.

6.4.6 Is there any provision for the College to maintain the ‘corpus fund’? If yes, give details.
Yes; the college has corpus fund amounting to Rs. 63,325,803-00, being the capital investment.

6.5 Internal Quality Assurance System

6.5.1 Does the College conduct an academic audit of its departments? If yes, give details.
Yes, The Academic audit committee conducts academic audit of the departments annually. All the Heads of the departments present the activities and achievements of their respective departments in the Administrative and Academic Audit form which is essentially based on NBA format. Constructive criticism is offered by the audit committee.

6.5.2 Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?
Based on the recommendations of academic audit, specific measures have been taken by the college to improve teaching, learning and evaluation. They are:
- Improvement of library facilities
- Organization of seminars and workshops for the faculty and staff to further improve their skills
- Staff are encouraged to publish their research work and engage in research activities.
- The computer training for the office staff has increased the administrative efficiency of the office.
- Quality of classroom instruction, course files, lab experiments and lab manuals, assignments, question papers for internal assessment, tutorial sessions etc.
- Maintenance of a teacher’s diary to record work done by teachers
- Publishing newsletters / magazines etc.
- To showcase creative exhibits and the activities of the departments
- Subscribing to on-line journals.
- Improving extension activities
- Optimum utilization of e-journals.
- More ICT enabled / innovative teaching
- Conducting Value education classes
- Starting short term courses
- In addition, the college gets the audit done by external agency and is ISO 9001-2008 certified institution.
- Three UG programs were accredited by NBA. Applied for reaccreditation of the UG programs.
- CYIENT, a highly reputed Engineering and IT services company also conducted its audit for conducting campus placements in the college.

6.5.3 Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Yes, College Academic Committee is the central body which continuously reviews the teaching - learning process.

The structure, methodologies of operations, and their outcome is are as follows:

- Weekly reports are collected from faculty on the progress made in the completion of syllabus.
- Three separate student counsellors are available for each section, who act as mentors
Mentoring sessions to provide students with personalized support are regularly held.

In addition, a class adviser is provided to each section.

Detailed lesson plan and subject-wise lecture notes are required to be provided by each faculty member. The faculty members have to give assignments to students for their assessment.

Lab manuals are prepared by the institution and made available to the students so that the students can correlate their theoretical concepts with practical application.

Special tutorial sessions and remedial classes are conducted to help slow learners, who are identified by means of an entry level test and from their performance in class tests.

Tutorials, seminars, workshops, and sessions to discuss the sessions performance in assignments, tests are held.

Parent-teacher meetings are held regularly to inform the parents about the performance of their wards and instructions are given for improvement. Parents can also see their ward’s performance on college portal / winnou software.

Mid Examination results are analyzed and reviewed. Strategies for improvement are devised and implemented at department level.

IQAC verifies if lesson plan, course files are provided by the faculty. It also organizes student feedback and conducts academic audit.

Hods review, once a fortnight, the student attendance reports, mentor books, syllabus coverage by the faculty, mid examination performance of students, conduct of tutorial classes and remedial classes as scheduled.

Dean-Academics collects weekly progress reports submitted by the faculty

The Research committee having the Principal as chairman promotes the research activities of the college. It monitors applications for research projects and the progress of sanctioned projects.

The Research committee conducts sessions for faculty and motivates them to do research by stressing on the aspect that teaching and research go together.

The Research committee also informs the faculty that their research should be brought into the class room in the sense that their research should be well connected to the students’ curriculum and should facilitate students with the emerging trends in the area of their study for a progressive long term career.

The College Academic committee meets once a week to review the academic and
administrative matters with particular emphasis on teaching-learning process. The inputs for
the meeting are provided by IQAC, Hods, Dean-Academics, Research committee. The
committee develops strategies for improvement of teaching-learning process as required,
with responsibilities fixed clearly. Compliance with the decisions taken in the meeting are
verified in the next week’s meeting.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and
processes?

IQAC has contributed to institutionalizing QA strategies through:
- Identification of quality parameters for academic activities.
- Establishment of a system for measurement of quality parameters.
- Design of forms for data collection and measurement of performance.
- Developing benchmarks and metrics for grading performance.
- Co-ordinating feedback collection from students, parents, alumni and employees.
- Organizing review of performance quality for reinforcing good performance and
  planning corrective actions in the deficient areas.

6.5.5 Does the IQAC have external members on its committees? If so, mention any
significant contribution made by such members.

Yes. Alumni representatives, Industry representatives are the external members of IQAC.
Their contributions have helped in:
- Improved R&D work of students
- Improved placements
- Enhanced motivational levels of students

6.5.6 Has the IQAC conducted any study on the incremental academic growth of
students from disadvantaged sections of society?

Yes, a study has been conducted. The study, however, does not show any evidence of a
pattern in the growth of students from disadvantaged sections of society. The performance of
SC, ST, BC students over the last 3 years is more or less at par with that of OC students.
Statements showing pass particulars of students, classified on caste basis, for the last 3 years
are enclosed.
## PASS PARTICULARS OF STUDENTS FOR THE YEAR 2013-14

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<th>Course</th>
<th>Total No. Students</th>
<th>Out of them</th>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 341
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 344
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### 6.5.7 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centers, etc.?

- The organizational structure of the college defines the administrative system put in place.
- At the department/section level, the gamut of academic and administrative activities
have been broken down to minute detail and the faculty/staff members assigned to perform each of the activities.

- The Academic calendar for each program is prepared by Dean (Academics), which schedules all activities for the semester.
- Adherence to the academic schedule ensures that all activities are necessarily performed.
- The performance of the activities cannot happen unless there is self-monitoring by each individual assigned the responsibilities for the activities.
- In other words, the control system is built into the overall organizational design.
- The system outlined above is the aggregate of standing plans calling for constant control or reviews.
- Apart from the control by individuals, various committees constituted and mentioned in previous sections form part of the periodic control systems or reviews.
- The committees, statutory and non-statutory, encompass all aspects of governance including academic, administrative, research and subject area activities. For instance, class co-ordinators, course co-ordinators, program co-ordinators, HoDs, mentors, Library committee etc., review activities under their purview at regular intervals. Academic committees, Academic council, Governing body meet at stipulated intervals and review activities at institutional level.
- Thus the college has comprehensive polices and systems firmly rooted into its work culture and ensure all the activities of the college are reviewed.
CRITERION VII

7.1 ENVIRONMENT CONSCIOUSNESS

Geethanjali College of Engineering and Technology is located in a serene environment. The college is away from the hustle and bustle of the city. It is located in a lush green campus. The college has well established state-of-the-art labs, and well ventilated classrooms. The Library is stacked with large number of books. The Library is a store house of knowledge, with books not only on engineering courses, but also on personality development, soft skills and motivational books, to name a few. Geethanjali has all the required facilities to provide and hone employability skills among its students. Geethanjali College of Engineering and Technology and its Management are cognizant and extremely serious about conservation of environment. We have taken various measures to impart and maintain our ambience green over our existence for the past 11 years. We are committed to promote a clean and green environment fostering creativity and originality. Geethanjali believes in ‘Innovation is life.’ With this in mind, to support the theoretical knowledge gained, practical exposure is provided for students. This amalgamation of theory and practice enhances confidence and also creativity among the students. To provide practical approach to students on various emerging trends, workshops, seminars and guest lectures are conducted at periodic intervals.

7.1.1 Does the college conduct a Green Audit of its campus and facilities?

Yes, The college conducts Green audit of its campus The faculty teaching environmental science carry out the audit. They set objectives of the audit and standards for good environmental management. They evaluate the practices in the college with respect to the laid down standards for the criteria of management and recommend corrective actions where necessary.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

a) Energy Conservation

- Awareness among the students and staff on energy conservation is created by displays at appropriate places.
- Energy preserving lights like CFL, LED are used in the college campus.
- Switching off all the electrical appliances whenever and wherever they are not required.
- All the departments are equipped with appliances and equipment that consume low power.
- The UPS Batteries are maintained in good condition which reduces charging current of batteries.
The buildings are fitted with glass windows for maximum utilization of natural light.

The college has widespread arrangements for power distribution with a Central Substation, Control panel and Power room.

Periodically equipment checking and monitoring its output current to avoid excess current drawl.

The Library is designed and planned in such a way that it works on complete day light.

b) Use of Renewable Energy

Steps are being taken for the utilization of solar power in the college campus.

c) Water Harvesting

It is done through water ponds.

During every rainy season the gardener collects / saves / stores the rain water and reuses the same in garden for plantation.

The water table is maintained satisfactorily in the vicinity of the college.

d) Check Dam Construction

The topography of the area surrounding the college does not call for construction of check dams.

e) Efforts for Carbon neutrality

Care is taken to restrict vehicle entry into the campus and specific parking area is allotted for faculty and students, thereby minimizing the carbon emission.

Large scale plantation is done to balance the emissions and earn adequate carbon credits.

f) Plantation/Greening Drives

Plantation programme has been taken up by the ECO-CLUB unit to increase the Green Cover in the village. Every year, tree plantation is being done for making the campus green.

In the year 2012 we have organized plantation program in Cheeryal village and Planted about 100 saplings.

The NSS team takes care of maintaining healthy environment in the college campus.

The Gardeners take care of the lawn and plants in the college.

Awareness programme on eco – friendly clay idols of Lord Ganesh and distribution of idols was done on 03-09-2010 in the college campus.

g) Hazardous Waste Management and e-Waste Management

This college does not produce any hazardous waste.

The waste produced include paper, horticultural waste and left over eatables.
Such wastes are disposed off through certified agencies.
No burning is permitted in campus.
The e-waste including old PCs/ Printers/Medians/Batteries etc is disposed through authorized agencies.
College works on the principle of minimizing e-waste and promotes refill and reuse.
Both side printing, reduced intensity prints/ draft prints to minimize ink usage are used.
Students and faculty members are discouraged from using cell phones in the campus.
Segregation of waste into wet, dry, bio-degradable, e-waste and hazardous, and colour coding of waste.
Crockery and broken glassware of any sort is considered hazardous waste and are disposed appropriately.
Use of plastic bags discouraged within the premises of the college.

h) Eco-club

ECO-CLUB:

‘Save Today – Survive tomorrow’ is the motto of our E-Club.
The “Environmental club” was formed in the college in 2009. The committee works towards creating awareness of the hazards of environmental pollution among the students and involving them in tasks to minimize wastage of water, usage of plastics and increase of green cover. The club’s motto is- “Geethanjalites Go Green (GGG)”. As a part of Adhira foundation, ECO-CLUB has organized many eco-friendly events. Environmental consciousness is spread among the students and the villagers. The environmental club takes the responsibility of educating the villagers on the need to utilize eco-friendly material while preparing idols of Ganesh for Ganesh Chathurthi & eco-friendly colors during Holi. Students and faculty of the college engage themselves in preparing and distributing eco-friendly clay Ganesh Idols. The club also spreads awareness among the villagers about the importance of using natural colors while celebrating Holi festival; as an urgent need to protect the environment. The students actively involved in creating awareness towards environmental issues while celebrating Diwali.

Eco club, as a part of Adhira foundation has been organizing many eco-friendly events from 2011. In the month of September 2012 and 2013, members of the club distributed mud Ganesh idols to all the faculty members in order to create awareness about the
dangerous effects of Plaster of Paris when mixed with water. In the year 2012, plantation program was organized in Cheeryal village and planted about 100 saplings. This year in addition to the distribution of mud Ganesh idols, the club also conducted awareness program in which students prepared power point presentations on the immediate need to protect environment and cleanliness in schools of Cheeryal village. The programme was a roaring success.

- An environmental club with its motto “Geethanjalites Go Green (GGG)” was established in 2009. The club works towards creating awareness of the imperilments of environmental pollution among the students. They are involved in conducting awareness camps like educating the masses on the various ways and means to minimize wastage of water, necessity to reduce the usage of plastics and the immediate need to increase the green cover.
- **Swachh Bharth:** Under NSS wing and Eco - Club Conducted Swachh Bharth Abhiyan (Campaign clean India) program on 1\textsuperscript{st} November 2014. Both the faculty members and students joined their hands in this national level campaign initiated by the Government of India to maintain cleanliness in and around our surroundings.
- The institution is aware of its responsibilities in protecting the environment and conducts Green Audit of its campus and facilities. The institution maintains a checklist of the following in connection with Green Audit:

### 7.2 Innovations

Though restricted by the limited academic freedom of an affiliated institution, the college has introduced a spectrum of transformative and innovative options during last four years to respond to the complex needs of its stakeholders, as mentioned hereunder.

7.2.1 **Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.**

- **a) Innovative mechanism / process for internal quality checks**

The innovations that are introduced during the last four years which have created a positive impact on the functioning of the college are:

- Outcome Based Education
- /Project based learning wherever applicable
- Active Feedback System
- Problem Enrichment and Value added Courses
- Holistic Education
Academic Innovations

Online daily attendance with SMS to parents

Group mail IDs for faculty, staff and students

VCHE center.

**Outcome based and Feedback System:**

- College has **EZ school** software to maintain student and faculty details.
- Students give the feedback about the faculty, program outcomes and course learning outcomes during the semester and at the end of each semester.
- Students are expected to do so for all the faculties concerned with their classes. Informal interaction between students and the class teacher / HOD / principal about issues pertaining to teaching quality is also encouraged.
- Faculty are counseled by the HOD and Principal regarding improvements in course understanding / teaching skills.

**Enrichment and value added courses:**

- The College supplements the University curriculum through value added courses, capstone courses and enrichment courses that help enhance the employability of the students.
- Introducing professional electives and inter departmental elective courses to Improve the knowledge of students which meets the industry needs.
- Centre for Advancement of Career and Human Excellence (CACHE) is the separate department which is responsible for Career Guidance, Training, and Placement and Entrepreneurship development. It is a unique initiative of Geethanjali
- Geethanjali College of Engineering and Technology in association with T.I.M.E. runs a comprehensive student development programme with an objective to build employability skills of students. The program focuses on honing various personality and problem solving skills.
- Pre-placement training (CRT and soft skills) classes are conducted to improve their performance in the placement interviews.
- The College is providing **Academic Support for Students by arranging Remedial classes.** It helps slow-learners or weak students in learning difficult topics.
Holistic Education:

- The purpose of holistic education is to make the students ever ready to meet the challenges of living as well as academics. Holistic education is especially important for young people to learn and understand about themselves, maintain healthy relationships and pro-social behavior. This in turn aids in social and emotional development.
- The college has started a nodal centre of excellence, with the support of Ramakrishna Mutt, Domalguda. As a nodal centre, the college organizes many lectures to motivate the young engineers to invent and also helps them in becoming engineers with values. The guest lectures delivered by learned Swamijis of the Mutt, aid the engineers to become responsible citizens.
- Holistic education aims to call forth from people an inherent respect for life and a passionate love of learning.
- The institute through its curriculum provides a sound base for students to become responsible citizens of this world.
- Arranged a Guest Lecture for B.Tech students on “ETHICAL & MORAL VALUES IN LIFE” by Brahmakumari’s Eswaria Viswa Vidyalaya Mount Abu.
- Dr.Kambhampati Subrahmanyam Pro-Chancellor S-Vyasa University Bengaluru delivered a Guest lecture on Holistic Development on 5th November 2014.
- One –Day Session on Philosophy of Life and Work Ethics by Dr. Pradeep Kumar Ramancharla IIIT Hyderabad for Faculty under Career Guidance Programme was conducted on 13th December, 2014. He highlighted the various aspects of personal and professional lives of individuals. He focused on understanding harmony at various levels- starting from the human being and going over to understanding of harmony in the family, in the society, in the nature and finally in the entire existence. Also on the implication of the Right understanding in life and profession, throwing light on human values, the definitiveness of ethical human conduct, humanistic education, humanistic constitution and provided a vision for the holistic way of living.

VCHE center

Vivekananda Center for Human excellence of RK Mutt was inaugurated on 15th September at GCET by Swamy Bhodmayanandaji. The programme was initiated to inculcate positive thinking, self-confidence, moral values among students which would help in building their positive personality and would result in holistic development of the students. The idea behind opening a nodal center is to conduct sessions on various topics including scientific advancement, morals,
motivational sessions, softskills etc. by resource persons deputed by VCHE-RK Mutt at our college bi-monthly, giving exposure to various issues, and transform themselves into human individuals

b) Academic Innovations:

- The need for engineers has enormously increased in the recent past which has resulted in starting of more and more number of engineering colleges opening the gates for higher education in the technical field. The institutions are compelled to take extra efforts to leverage the below average students as well, through innovative teaching learning process which will guarantee a decent degree in the stipulated period.
- GCET organizes paper contests, poster presentations, technical exhibitions and project exhibitions for all students (BHASWARA) for every academic year.
- The staff members are encouraged to participate in short-term courses, staff development programs and workshops on advanced topics to enhance their level of knowledge and also as a means to constantly upgrade their knowledge.
- Guest Lectures/ workshops are organized by experts / resource persons on advanced topics for the benefit of students and faculty.
- Teachers deliver “Content beyond syllabus” during their classroom instruction.
- Industrial tours are arranged for the students for practical exposure.
- Faculty members are encouraged to participate / present papers at national/ international seminars / conferences.
- College has the students’ chapters of professional bodies like IEEE, ISTE, and CSI which organizes events to expose the students to advanced level of technology.
- With this in mind, the following academic road map was designed to be adopted.
c. Quality assurance for administration:

- The institution has been granted the status of permanent affiliation by JNTUH.
- Three Departments (ECE, CSE, EEE) are accredited by National Board of Accreditation, New Delhi of which ECE and CSE are re-accredited, having already been accredited in 2012. It was the first college to be accredited in 2012 among the colleges established in and after 2005.
- Centre for Advancement of Career and Human Excellence (CACHE) is the department of the college responsible for Career Guidance, Training, and Placement and Entrepreneurship development. It is a unique initiative of Geethanjali.
- Geethanjali College of Engineering and Technology in association with T.I.M.E. (Triumphant Institute of Management Education) conducts a comprehensive student development programme with an objective to enhance employability skills of its students.
- Improvement in faculty expertise leading to qualified faculty.
Provides opportunities to non teaching staff to enhance their skills and qualifications.
Institute is a recipient of the Engineering educator award by University of Bradford, UK.
The college has software for maintaining students’ attendance and marks. Parents are provided with user ids and passwords. Hence, the parents have an opportunity to know their ward’s records on daily basis.
College conducts parent meets twice in a semester and gives a feedback about the students.
Student Mentors conduct / interact regularly with students assigned to them to find out the academic performance of students and probable reasons for the same.
Poor performance due to frequent absenteeism is dealt with by informing the parents of such students over phone, also by sending registered letters and by sending college staff to their residency.
College has the students’ chapters of professional bodies like IEEE, ISTE, IETE and CSI which organizes the events to expose the students for advanced level of technology.
College carries out result analysis and gives the information to Internal Quality Assurance Cell (IQAC) and seeks the guidelines from it for further improvement.

d. Memorandum of Understanding (MOU)
The College has MOU’s with the following Industries for the Institute –Industry Interaction
2. Navanidhi Electronics Pvt. Ltd. is one of the leading manufacturers of Antenna, Filters, Power Supplies, Servo Electronics and other power electronics equipment in 2010.
3. Powertronics Ltd. is one of the leading manufacturers of Power Supplies, Batteries Chargers, Inverters and other power electronics related products in 2010.
4. As an Educational Organization we are very glad to announce that we are CISCO Academy Partner (ID 3089885). Students are provided with CCNA Exploration (Network fundamentals, Routing protocols and Concepts) Certificates upon successful completion.

e. Innovations in Research and Development and Extension
Recognized as R&D Center by DSIR (SIRO), Govt. of India (F.No. 11/532/2011-TU-V).
A project titled Design and development of Multi Wavelength LASER RADAR (LIDAR) is sanctioned by Department of Science and Technology (DST), Govt. of India with an overall budget of 34.58 lacks and was successfully executed.
f. National Events

- Several state level events like seminars, workshops are conducted for students and faculty in order to update their knowledge.
- The institute conducts a technical festival called ‘BHASWARA’ every year, in which the students from all engineering colleges from the entire state participate to exhibit their talents in various technical fields.
- **Project Expo** – Technical projects (CSE & IT) are conducted every year. On this day, the students exhibit their creative projects.
- **Tech Expo** - Simulation and execution of projects (ECE) are conducted.

**Engineers’ day celebrations** - The institute has been celebrating Engineers’ Day every year on 15th September since its inception. On this day, the students exhibit their creative technical exhibits. These exhibits are evaluated by judges from other institutions. This event increases innovative capabilities of budding engineers.

Students’ exposure to industries

- The students go on frequent visits to different industries related to their branch so that they can observe the operations, taking place there. This provides greater awareness and clarity on the concepts and techniques they learn in the classrooms.

**Project Work** - Students are encouraged to take up Industry related projects.

**Placement** - A training and placement cell is established with necessary infrastructural facilities for providing training and placement assistance to students.

**Innovative Faculty Development Initiatives - Sponsoring for higher education:**

- Faculty with a minimum of two years’ service with satisfactory performance will be given preference and shall be sponsored for the higher programme in their required specialization.
- Incentive to faculty for paper presentation.

g. Innovative activities to make students socially responsible

- NSS activities: All departments are undertaking activities like blood donation camps, visits to Orphanages, Medicine Distribution, Childrens Day Celebrations, Driving Rules Awareness Camp, Fire Demo, Meditation and Yoga Program, Clean and Green program, Man and Environment activity programme create awareness in people in respect of their role in developing hygienic environment. AIDS awareness camp and vaccination programmes are conducted.
Photos:

Blood Donation Camp

Plantation drive in Govt schools in Keesara Mandal with the collaboration of Green Revolution
NSS Activity - DISTRIBUTION OF NOTE BOOKS AT GOVT. SCHOOL

Health camp for village people

Free Dental Camp
Tree Plantation Drive

Fight the lows of drug highs

On International Day Against Drug Abuse, experts believe youngsters should face the reality

The drug market has seen its share of waves where drugs like cannabis and heroin were quite common. But now, with the implementation of the Narcotics Control Act, availability of drugs like cannabis and heroin has been reduced. However, the problem persists with other drugs like ecstasy, amphetamines, and codeine, which are easily available.

Drugs for people of all kinds

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The prevalence of drug abuse is on the rise, with younger generations being more vulnerable. The easy availability of drugs has made it a lucrative business for criminals. The drug trade is a multi-billion dollar industry, with profits derived from the sale of illegal drugs like cannabis and heroin.

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Other innovations that impacted the functioning of the college

- The institute forms various CELLS and COMMITTEES for implementation of curricular, co-curricular and extra-curricular activities.
- College Academic Committee (CAC) meetings headed by the Principal will be convened regularly to chalk out a blue print of issues to be discussed and steps for their implementation.
- College Magazine, Handbook, Yearbook, Semi Annual Newsletter, Brochure, Department magazine, etc. are brought out.
- Student exit feedback, feedback from faculty and staff on the institute, teacher’s monthly report, proforma of appointment order, teacher’s self appraisal report, performance appraisal of faculty, result analysis, proforma of intimation of retirement, self appraisal report of lab technicians, the semester wise feedback for teachers, is taken during the beginning and middle of the semester. This helps in improving and upgrading the Teaching-Learning process on need based analysis.
- Course end survey is taken at the end of the semester and the reports are useful to faculty for improving subsequent offerings of the same or related courses.

Innovative Practices of Various Departments

- In addition to the above, various innovative practices have been adopted by all the departments which are explained in the evaluation reports.

7.3 Best Practices:

7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Best Practice I
1. Title of the Practice:
Outcome Based Education, Assessment and Continuous Improvement- Interpret, analyze and evaluate.

2. Goal: We, at Geethanjali, believe in the popular adage ‘Nothing is permanent except change.’ The outcome based education helps both the faculty and the learners to understand the desired behavior that is expected of them by the end of the course. This practice provides right direction to carefully interpret, analyze and evaluate various situations and changes to made wherever and
whenever necessary. This kind of objective based and outcomes oriented teaching is definitely the need of the hour to provide stable and right direction to implement strategies that facilitate motivating the students towards their continuous upgradation.

3. Context: With the changing economy and global trends the demand for engineering education is increasing day by day. This has also implications on the intake of the students. Students securing high ranks are also admitted in the course. Apart from that, faculty also should be familiar and understand the importance of outcomes based education. Thus rigorous brainstorming sessions and Faculty Development Programs were planned to acquaint the faculty with the need to think on the lines of outcome based education, blended carefully with continuous assessment.

4. The Practice: Outcome based education can be considered as transitional and transmission approach to the traditional teaching. This paradigm shift in education enables the faculty to closely monitor and mentor the students. It is a unique approach especially in higher education primarily for one reason that there is a close monitoring of the students and also of the implementation of curriculum. Apart from these, teaching of human values and professional ethics, awareness among the students about their rich cultural heritage has brought about tremendous change in the mind set of the students.

The OBE approach, or for that matter any approach demands the following three things from both faculty and students.

- Faculty should focus on ensuring learning rather than teaching
- Students cannot learn if they do not think
- Faculty has a major responsibility to help students learn how to learn.

These three things are interdependent. Students should feel responsible and should also get continued support from the teacher. This becomes contingent upon the students’ acceptance of this responsibility. While concentrating on outcome based education, the faculty should be careful to see that their spontaneity is not withered and initiative is not stifled. Learning outcomes and competence descriptors are difficult and time consuming. Since course and curriculum development is an ongoing cycle or process, all objectives and learning outcomes need to be re-appraised continuously at regular intervals.

5. Evidence of Success: The success of any institution is closely and directly connected with the success of the students. The steadily increasing pass percentage is the primary indicator. Secondly, many students are being placed in reputed companies. Majority of the students are also pursuing higher education both in the country and abroad. Evidence of the students who have been self-
employed is also a positive indicator. The growing research culture among the students has resulted in two in-house projects by students. These projects have secured recognition from CSI.

6. Problems Encountered (by non-autonomous institutions) and Resources Required.

Less motivation among middle cadre faculty decreases the chances for developing research culture in the institution. Moreover, the government fixes the fee structure for the professional colleges and as a result there is no liberty to fix the tuition fee. There is very little academic freedom. Hence, there is very little scope to implement the changes in curriculum to reduce the gap between academia and industry. Inadequate human resources is also a major problem. This is mainly due to mushrooming growth of engineering colleges. Owing to this, quality and qualified faculty are scattered across institutions.

The college firmly believes in providing Outcome Based Education (OBE) clearly focusing and organizing everything in an educational system around "what is essential for all students to be able to do successfully at the end of their learning experiences".

All our programs start with a clear picture of what is important for students to be able to do, then organize the curriculum, instruction, and assessment to make sure this learning ultimately happens. Such an approach presupposes that we can determine what things are “essential for all students to be able to do”, and that it is possible to achieve these things through an appropriate organisation of the education system and through appropriate classroom practices.

It is our conviction that:

- All students have talent and it is the job of colleges to develop it.
- The role of colleges is to find ways for students to succeed, rather than finding ways for students to fail.
- Mutual trust drives outcomes based education.
- Excellence is for every student and not just a few.
- By preparing students everyday for success, the next day, the need for correctives will be reduced.
- Students should collaborate in learning rather than compete.
- As far as possible, no student should be excluded from any activity in the college.
- A positive attitude is essential. (If we believe that we can get every student to learn well then they will). We have been striving hard to ensure faculty appreciate the aspect that whatever approach to teaching one may use, it is important to keep the following points in mind:
- Faculty main focus should be on ensuring LEARNING rather than teaching.
- Students cannot learn if they do not THINK.
Thinking is facilitated and encouraged by the PROCESSES that faculty use to engage students with the content, as well as by the CONTENT itself.

The subject/course the faculty teach does not exist in isolation: Faculty have to help students make LINKS to other subjects.

Faculty have a responsibility to help students LEARN HOW TO LEARN.

For successful learning to take place, students are encouraged to take some responsibility for their own learning, and continued support from the teacher becomes contingent upon the students’ acceptance of this responsibility.

Our outcome based programs include the following:

- A clear set of outcomes that all students will achieve (if you like, a minimum set of outcomes). Teachers select, from all the possible outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are written in a way that the students can understand. We provide examples to students of what they will be able to do when they have achieved those outcomes.
- A clear set of suitably categorized outcomes for all students. A few additional extension outcomes provide some students with a much more deeper understanding of the issues being studied.
- A detailed specification of the prerequisites that students must master before attempting to achieve each new outcome.
- Plans for several different teaching strategies that can be used to help students achieve the desired learning outcomes.
- A variety of tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the teacher and the students with feedback on their progress towards the learning outcomes achieved.
- Resources and teaching techniques to assist students who do not master the required outcomes as quickly as other students.

Because of its focus on student success, our outcomes based approach education places much more importance on individual learning than many other approaches to education. One of the key questions in our outcomes based program is “What are reasonable and attainable outcomes for each student?” Once that question has been answered, teachers consider how they keep records of individual students’ progress towards these outcomes. Record keeping becomes much more important than it might be in situations where testing is a necessary evil rather than an integral part of student learning. We involve students in this record keeping so that they are reminded...
continually of the goals towards which they are working, and of the need for them to accept some of the responsibility for achieving those goals.

To guarantee the outcome of the course, the teaching of each topic in the course contents are designed to meet aforementioned criteria (a-m) and evaluated by a set of assessment tools. Notice the keywords as follows: “define, repeat, remember, describe, explain, discuss, illustrate, interpret, analysis, design, derive, apply, compare, solve, calculate, perform, produce, justify, and evaluate.”

These keywords determine the time and effort that the instructor has to spend on each topic. It also indicates the level of complexity for the learning process. The student’s learning outcome is evaluated according to the keywords using the assessment tools. These outcome based course assessment and evaluation tools are a combination of the following:

- Homework assignments,
- Quizzes,
- Exams,
- Class Attendance,
- Design Project and laboratory written reports,
- Design Project, its Written Report and Oral Presentation,
- Computer Simulation using C, C++, MATLAB, LABVIEW, ANSYS, etc
- Prototype development, if any,
- Laboratory Testing / Project teamwork,
- Course assessment (by students),
- Instructor’s teaching performance evaluation (by students).

Program Outcomes (POs):

- An ability to apply knowledge of Mathematics, Science, and Engineering to solve complex engineering problems of Electronics and Communication Engineering systems.
- An ability to model, simulate and design Electronics and Communication Engineering systems, conduct experiments, as well as analyze and interpret data and prepare a report with conclusions.
- An ability to design an Electronics and Communication Engineering system, component, or process to meet desired needs within the realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
- An ability to function on multidisciplinary teams involving interpersonal skills.
An ability to identify, formulate and solve engineering problems of multidisciplinary nature.

An understanding of professional and ethical responsibilities involved in the practice of Electronics and Communication Engineering profession.

An ability to communicate effectively with a range of audience on complex engineering problems of multidisciplinary nature both in oral and written form.

The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.

A recognition of the need for, and an ability to engage in life-long learning and acquire the capability for the same.

A knowledge of contemporary issues involved in the practice of Electronics and Communication Engineering profession

An ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

An ability to use modern Electronic Design Automation (EDA) tools, software and electronic equipment to analyze, synthesize and evaluate Electronics and Communication Engineering systems for multidisciplinary tasks.

Apply engineering and project management principles to one's own work and also to manage projects of multidisciplinary nature.

To guarantee the outcome of the course, the teaching of each topic in the course contents is designed to meet the aforementioned criteria (a-m) and evaluated by a set of assessment tools selected from the above (11) tools. Table below shows the mapping of the sample "Switching Theory and Logic Design" course topics to criteria (a-m) and its corresponding assessment tools.

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Mapping to Criteria (a – m) of Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td>a. Explain different Number Systems, Codes and their Conversions.</td>
<td>✓</td>
</tr>
<tr>
<td>b. Explain Error Detecting &amp; Error</td>
<td></td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
| Correcting Codes |  |  |  |  |  |  |  
|------------------|---|---|---|---|---|---|---|
| c. Solve typical problems on the above. |  |  |  |  |  |  |  
| Represent the given Boolean / Switching functions in various forms, prove Boolean Theorems, and minimize Boolean functions using these Theorems. Realize Switching functions using basic logic gates/universal gates. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. Given a switching a function, generate the set of Prime Implicants using Tabular Method and minimize the function. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Design the different types of combinational logic circuits. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Design combinational logic circuits using different types of PLDs, namely, PROM, PLA and PAL. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Design different types of synchronous sequential logic circuits. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Design fundamental mode and pulse mode asynchronous sequential machines. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Design digital systems using ASM Charts. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Over the past three years, students' design project performance has been evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include:

a. Were the objectives and purpose clearly stated?

b. Was the problem well defined?

c. Was the project properly justified (Why?) (Scientific, economic, value?)

d. Was the design, analysis and modelling understood?

e. The approach taken was reached as part of a selection process?

f. Are the results technically and economically feasible?

g. Effective conclusions / recommendations?

h. Quality of the work or design.

1. Was the content was well organized?

2. Were there Appropriate use of graphs, charts, board, audio-video.

3. Was the message clearly delivered?

4. Was Teamwork evident in the presentation?

➢ Faculty start by assessing the students’ prerequisite knowledge and skills; if students do not understand essential prior knowledge or if they do not have the skills on which one wants to build; faculty provide instruction on the prerequisites.

➢ Next, faculty prepare the students by explaining the outcomes that they are to be achieved (what they will be able to do when they have completed the unit satisfactorily). To be
meaningful, each outcome is placed within an appropriate context and it should be related to one or more of the Key Competencies.

- The faculty provides whatever forms of whole class instruction or individual/group work they consider will have the best chance of enabling all the students to achieve mastery of the unit.

- Next, faculty organises guided practice for the students so that they can be evaluated informally and provided with feedback to enhance their learning. The emphasis here is on successful guided practice through careful selection of examples and problems.

- When most students seem to be ready to demonstrate mastery, assess their learning, or have the students assess their own learning through an appropriate form of self-assessment or peer assessment. This assessment should take into account the context in which outcomes should be demonstrated.

- Students who have achieved mastery work on enrichment activities while those who have not achieved mastery receive additional instruction and practice.

- All students then take a summative test. Those who do not demonstrate mastery on this test receive an “incomplete” grade that they are required to convert to a mastery level through additional effort.

To be useful in an OBE system, assessment should conform to the following principles:

Our assessment procedures have been found to be:

- Valid and useful - they facilitated faculty to assess what they intend the assessment procedures to assess.

- Reliable - they gave consistent results.

- Fair and just - they were not influenced by any irrelevant factors such as the learner’s cultural background.

- Able to reflect the knowledge and skills that are most important for students to learn.

- Able to tell teachers and individual students something that they do not already know. That is, they have stretched students to the limits of their understanding and ability to apply their knowledge.

- Both comprehensive and explicit.

- Able to support every student’s opportunity to learn things that are important; and, Able to allow individuality to be demonstrated because learners are individuals.
Our observation has been that

- Outcome based program made teaching purposeful and systematic, rather than haphazard, while still allowing students to discover, to follow their interests, to take responsibility for their own learning, and to develop both academically, personally and professionally.
- It enabled our teachers to provide students with appropriate and purposeful learning experiences and opportunities so that they can develop originality, self-motivation and independence at the same time as they acquire useful knowledge and skills.

**Best Practices II**

1. **Title of the Practice:**
Centre for Academic and Career Guidance-Apply, compare, perform and produce.

2. **Goal:** The main goal of the center is to make the students discover their inner potential and strive to attain success in their chosen filed. The center helps the students in identifying their talents, interests and values in making right career choices. It lends its full support to students in academic planning and exploring future professional and placement opportunities available as per the changing global economy.

3. **The Context:** The college has decided to implement this center keeping in mind the changing market situation, volatile industry growth and demands, and availability of more number of opportunities to students but lack of proper understanding about the opportunities among the student community. With this humble thought the college has formed a center with the head of the institution as the chairman. In the process of functioning of the center it is observed that it is practically difficult in developing a common competence framework. The center demands a diverse workforce operating through both developed and assorted networks at all levels. The career guidance has to be widely available to a large group of students. Sometimes it is little difficult to accomplish the needs of the students at an optimum level.

4. **The Practice**
The center actually starts working making the students remember Socrates and his valid statement ‘Know thyself’. The students are made to understand about themselves thoroughly. To achieve this, few questions that test their skills, aptitude, interests and goals are prepared and they are expected to answer the same after a thorough introspection. This can be considered as the first stage of the practice. With the attained clarity by answering the questions, the students are ready to brainstorm on various career options available. This is the second stage, which can be called as planning stage. Finally an interactive session is conducted with the students based on their goals and their
strengths. This kind of planning to make the students realize their potential and inner talent is definitely a unique practice to be implemented in higher education. The practice emphasizes and believes that 21st century illiterate is not a person who does not know how to read or write, but a person who cannot learn, unlearn and relearn. The center strives to bring in all the three phases among the students.

5. Evidence of Success: It has been observed that more number of students are showing interest in pursuing higher studies in less known careers as well. The Alumni survey report clearly talks about the volunteering nature of the students of Geethanjali. The Alumni is ready to talk to their juniors on various career choices available. This is made possible with the efforts of the active center in the college.

6. Problems encountered and Resources Required:
Major constraints or rather challenges in developing the center is less motivation and interest in this direction among the middle cadre or young faculty joining teaching profession. The students find it difficult to prioritize their challenges, even after the guidance, because of family or societal constraints. Limited number of faculty with an orientation towards career guidance, and less number of trained in-house faculty. As a result, guest lectures on the importance of ethical behavior and proper code of conduct is provided to students at regular intervals by experts. This has turned to be a costly affair to colleges, especially to self-financed colleges. To be an active member of the center, people involved should constantly update themselves in all walks of life. Though the questions framed to understand their inner potential apparently look simple, yet it is difficult for them to answer. This first stage demands a lot of attention by the senior and experienced faculty involved in the centre. The first stage requires a lot of clarity and positive thought process and passion to perform even among the faculty involved.

7. Notes (Optional)
As a part of the Career Guidance Center, the college has established a nodal center in collaboration with R.K.Mutt, Domalguda, Hyderabad, with an aim to inculcate self-confidence and make them realize the need for self monitoring. The basic premise of the center is to ‘educate, build and reform’.
It is the conviction of the college that students who have been closely monitored and mentored have always performed far better than others who were not monitored didn’t undergo mentoring. With this strong belief in mind, the college has established a "Center for Academic and Career Guidance (CACG)", with the Principal as its Chairman, that facilitates academic and career
excellence of every student and to help discover his/her full potential and strive to attain success in his/her chosen field.

**Activities of the Center are as follows:**

**Academic Guidance**

Academic Guidance is provided to the students with the following objectives:

1. It is our endeavour to further extend the existing standards of discipline, attendance, and academic performance among students through continuous monitoring.
2. We strive to consistently and progressively effect improvement of each student in his/her overall academic performance by identifying students falling below desired standards and initiate remedial measures.

We fervently believe that monitoring student learning is an essential component of high-quality education. Therefore, the centre:

- Provides professional and confidential assistance in a supportive atmosphere.
- Offers advice on an individual basis on academics and allied issues.
- Provides counselling to students who experience academic setback, falling short of attendance and violating/deviating from general norms of code of conduct of the college.

**The Centre aims at**

- Reviewing student performance in the classroom through observation by the faculty who in turn inform the mentor, analysing the performance of the student in the tests, examinations, tutorial sessions, etc. The mentor would then suggest student to make required adjustments in his study habits and if need be arranges remedial instruction.
- Providing quality, professionally delivered counselling services to students through external professional mentors/counsellors.
- Helps resolve academic difficulties of students by conducting periodic reviews and identifying gaps in their understanding and knowledge and provides a range of supportive activities and services aimed at enhancing the learning experience of the students.

**Activities**

The activities of counselling centre can be broadly classified into two heads.

1. Academic  
2. Attendance & Discipline

**Academic**

1. An information gathered questionnaire is given to all students and information is collected and analysed. Subsequently academic counselling is conducted, which is done at least twice
in a semester, once at least five to six weeks before the first mid-exam with a follow up before the exam and the second at least five to six weeks before the second mid-exams with another follow up.

2. Students whose performance is found poor are identified and counselled to know the reasons for their poor performance and are advised appropriately. Remedial classes are arranged to help such students to improve their performance. These students are monitored closely and when required are counselled more frequently until they improve their performance.

3. Academic performance of students exposed to remedial classes is reviewed and necessary action is taken accordingly.

4. Performance of students who are unable to earn required credits/performance has to be intimated to their parents from time to time.

**Attendance**

Centre ensures that:

1. Daily attendance of the student is sent as SMS to his/her parents in the evening. Further, parents are given user ID and password to login to our attendance portal and can check his/her ward's attendance.

2. Attendance of students is compiled once in a fortnight, their signature is obtained on same against their name and displayed on the notice board.

3. The students falling short of required attendance are informed about the same after such compilation and students are to be informed about how attendance is related to their performance in all modes of assessments namely, tests, tutorials, assignments, exams and also in their career subsequently.

4. An undertaking is taken from students falling short of attendance.

5. Parents of such students are intimated as and when required and when they visit the campus to meet the mentor of their ward; their signature is also obtained.

**Career Guidance**

a. Offers career guidance programs and provides assistance and resources to support students in making real life connections to academic learning.

b. Enable students to gain the skills, ability and confidence to transit successfully to further studies/work/self-employment or any other activity in which he/she lands deliberately or unwittingly.

c. Equip students with tools needed to answer the “Life Long Learning” questions.
d. Encourage students to open their mind to the numerous opportunities awaiting them.

e. Facilitates students to explore their interest and talents and to take a realistic look into the world that awaits them.

f. Provide services which expose students to infinite possibilities available in their future; to equip them with the tools they need to plan for future endeavors and to provide continued support and encouragement that they need to be successful in professional career as well as in personal life.

g. Enable students to evaluate various career options and embark on their career path to meet their interests by showing them how to assess their interests and talents.

h. Help find answers to the following questions which pester students:
   - What am I going to do when I leave college?
   - Do I meet the entrance requirements of places of higher education?
   - Can I afford to study further?
   - Will I find a job in my chosen field and place?
   - Should I take a gap/break after college?
   - Are some places better to study than others?
   - Is my degree internationally recognized?
   - Will my job earn me the money to live the lifestyle I desire?

The college is highly confident that finding answers to these questions is easy if one has a good understanding of himself/herself and his/her choice of careers. It is possible to find a career path for each individual which draws on their strengths and builds on areas requiring improvement.

After facilitating students find answers to the above questions, the center

a. Assists students realize their career priorities and goals;
   i. provides students with skills needed to help manage their career throughout their professional life;
   ii. helps students assess their aspirations and capabilities;
   iii. advices and assists them about study opportunities, fellowships and academic programs in the country and abroad, career choice and decision-making etc.
b. Helps the student, on an individual basis, formulate his/her own career plans as well as determine the nature of assistance needed from the office.

c. Provides various services like:
   - Identifying strengths of students and guiding/counseling appropriately.
   - Appraisal
   - Follow-up
   - Referral (Self; faculty recommendation or formal faculty referral)
   - Relevant information

**Discipline**

1. Act of indiscipline includes non-compliance of dress code, improper behaviour in class and premises, teasing, smoking, consuming alcohol, malpractice in examinations, absconding from class etc.

2. Centre on the advice of CAC may constitute inter departmental disciplinary committee which would monitor continuously to maintain discipline in the college premises.

3. Any act of indiscipline found by the disciplinary committee which comprises faculty of various departments is brought to the notice of the centre immediately, which forwards it to the Principal, who in turn takes necessary action.

**Operationalization of the activities**

1. The centre takes steps to educate students to impress upon them the importance of maintaining discipline while in college and outside college so that they will actively and willingly co-operate with the college authorities in maintaining highest standards of discipline.

2. Heads of various departments are advised to nominate a few of their faculty members to liaise with the centre on behalf of their department with regard to activities prescribed.

3. The centre conducts periodical meetings with liaison officers to monitor smooth and effective functioning of the centre.

4. The centre designs required formats and circulate them to all HoDs to be submitted periodically with required data for a free flow of information from each department to the centre which can be consolidated to put up to the Principal.

5. The mentoring system of the college has been working exceptionally well.
Evaluative Report of
Computer Science and Engineering (CSE)
Department

1. Name of the Department & its year of establishment: COMPUTER SCIENCE AND ENGINEERING, 2005

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): During the four Assessment Years (AY13-14 to AY16-17)

   UG – B.Tech: Computer Science and Engineering
   PG – M.Tech: Computer Science and Engineering (CSE)

3. Interdisciplinary courses and departments involved:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Course offered by the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English-I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Physics</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics – I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>4</td>
<td>Engineering Chemistry</td>
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<td>5</td>
<td>English-I Laboratory</td>
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<td>Humanities and Social Sciences</td>
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<tr>
<td>6</td>
<td>Engineering Drawing</td>
<td>I-I</td>
<td>Mechanical Engineering</td>
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<td>7</td>
<td>Engineering Chemistry Laboratory</td>
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<td>Humanities and Social Sciences</td>
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<tr>
<td>8</td>
<td>English – II</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>9</td>
<td>Semiconductor Physics</td>
<td>I – II</td>
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<td>10</td>
<td>Mathematics – II</td>
<td>I – II</td>
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<td>11</td>
<td>Mathematics – III</td>
<td>I – II</td>
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<td>12</td>
<td>English – II Laboratory</td>
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<td>14</td>
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<td>15</td>
<td>Switching Theory and Logic Design</td>
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<td>Electronics and Communication Engineering</td>
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<td>16</td>
<td>Basic Electrical Engineering</td>
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<td>Basic Electrical Engineering Laboratory</td>
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<td>18</td>
<td>Logical Reasoning</td>
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<td>Humanities and Social Sciences</td>
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<td>19</td>
<td>Probability and Statistics</td>
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<td>Humanities and Social Sciences</td>
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<td>20</td>
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<td>Course</td>
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<td>Gender Sensitization</td>
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<td>Human values and Professional Ethics – Open Elective</td>
<td>III – I</td>
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<td>Intellectual Property Rights – Open Elective</td>
<td>III – I</td>
<td>MBA</td>
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<td>Industrial Safety and Hazards – Open Elective</td>
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<td>Electrical and Electronics Engineering</td>
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<td>Soft Skills</td>
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<td>Management Science</td>
<td>III-II</td>
<td>MBA</td>
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<td>Supply chain management – Open Elective</td>
<td>III –II</td>
<td>MBA</td>
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<tr>
<td>Knowledge management – Open Elective</td>
<td>III –II</td>
<td>Computer Science and Engineering</td>
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<td>Energy Conservation and Management – Open Elective</td>
<td>III –II</td>
<td>Electrical and Electronics Engineering</td>
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<td>Foreign Language – French Open Elective</td>
<td>III –II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>Foreign Language – German Open Elective</td>
<td>III –II</td>
<td>Humanities and Social Sciences</td>
<td></td>
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<tr>
<td>Foreign Language – Spanish Open Elective</td>
<td>III –II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>Banking and Insurance – Open Elective</td>
<td>III –II</td>
<td>MBA</td>
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<tr>
<td>Disaster Mitigation and Management</td>
<td>III –II</td>
<td>Civil Engineering</td>
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<tr>
<td>Advanced English Communication skills laboratory</td>
<td>III – I</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>Project and Financial Management</td>
<td>IV-II</td>
<td>MBA</td>
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<tr>
<td>Entrepreneurship</td>
<td>IV-II</td>
<td>MBA</td>
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<tr>
<td>Actuarial Science</td>
<td>IV-II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>Anthropology</td>
<td>IV-II</td>
<td>Humanities and Social Sciences</td>
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</table>
4. Annual/ semester/choice based credit system:

**UG Program:**

<table>
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<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Is under affiliation/ Autonomous</th>
<th>Academic Regulation</th>
<th>Annual/ Semester/ CBCS</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>2015-16 admitted Batch</td>
<td>B.Tech (CSE)</td>
<td>Affiliated</td>
<td>R15 of JNTUH</td>
<td>I-yr. Annual, II, III, IV Yr-Semester System</td>
<td>Only Regulations changed; but the Syllabi remains same as that of R13</td>
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<tr>
<td>2016-17 admitted Batch</td>
<td>B.Tech (CSE)</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
<td>Became UGC Autonomous w.e.f. academic year 2016-17</td>
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</table>

**PG Program:**

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<th>Academic Regulation</th>
<th>Annual/ Semester/ CBCS</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 and 2014-15 admitted Batches</td>
<td>M.Tech CSE</td>
<td>Affiliated</td>
<td>R13 of JNTUH</td>
<td>Semester</td>
<td>-</td>
</tr>
<tr>
<td>2015-16 admitted Batch</td>
<td>M.Tech CSE</td>
<td>Affiliated</td>
<td>R15 of JNTUH</td>
<td>Semester and Choice Based Credit System</td>
<td>-</td>
</tr>
<tr>
<td>2016-17 admitted batch</td>
<td>M.Tech CSE</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
<td>Became UGC Autonomous w.e.f. academic year 2016-17</td>
</tr>
</tbody>
</table>
5. Participation of the department in the courses offered by other departments:

(a) As per AR16 (Autonomous)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Program UG</th>
<th>Department</th>
<th>Courses offered by the Department</th>
</tr>
</thead>
</table>
2. Computer Programming –II  
3. Computer Programming –I Lab  
4. Computer Programming –II Lab  
5. Information Technology Workshop  
6. Object Oriented Programming through JAVA  
7. Object Oriented Programming through JAVA Lab  
8. Computer Networks |
| 2    | B.Tech     | Electrical and Electronics Engineering | 1. Computer Programming -I  
2. Computer Programming –II  
3. Computer Programming –I Lab  
4. Computer Programming –II Lab  
5. Information Technology Workshop |
| 3    |            | Mechanical Engineering               | 1. Introduction to Computer Programming  
2. Information Technology Workshop  
3. Computer Programming Lab |
| 4    |            | Civil Engineering                    | 1. Introduction to Computer Programming  
2. Information Technology Workshop  
3. Computer Programming Lab |

(b) As per R15 and R13 (JNTUH)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Program UG</th>
<th>Department</th>
<th>Courses offered by the Department</th>
</tr>
</thead>
</table>
| 1    | B.Tech     | Electronics and Communication Engineering | 1. Computer Programming  
2. Database Management Systems  
3. Operating Systems  
4. Computer Networks  
5. Object Oriented Programming  
6. Computer Organization & Operating Systems  
7. Information Technology Workshop |
| 2    |            | Electrical and Electronics Engineering | 1. Computer Programming  
2. Information Technology Workshop |
| 3    |            | Mechanical Engineering               | 1. Computer Programming  
2. Information Technology Workshop |
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors).

<table>
<thead>
<tr>
<th>S.No</th>
<th>Faculty Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professors</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Associate Professors</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Assistant Professors</td>
<td>45</td>
<td>45</td>
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</tbody>
</table>

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. S. Nagender Kumar</td>
<td>Ph.D</td>
<td>Professor &amp; HOD</td>
<td>Wireless Sensor Networks; Internet of Things; Real-Time Data Mining</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Dr. K. Venkata Ranga Rao</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Parallel Computing, Machine learning</td>
<td>25</td>
<td>-</td>
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<tr>
<td>3</td>
<td>Dr. D. Ratnaadeepthi</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Artificial Intelligence, Machine Learning</td>
<td>12</td>
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<tr>
<td>4</td>
<td>Dr. B. V. Swathi</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Information Retrieval Systems, Machine learning</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Ch. Ramesh Babu</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Grid computing, cloud computing, w/w Security, image processing</td>
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<tr>
<td>No.</td>
<td>Name</td>
<td>Designation</td>
<td>Department</td>
<td>Year</td>
<td>Department</td>
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<tr>
<td>6</td>
<td>M. Ashwini</td>
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<td>CSE</td>
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<td>7</td>
<td>Y. Raju</td>
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<td>CSE</td>
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<td>8</td>
<td>M. Raja Krishna Kumar</td>
<td>M.Tech</td>
<td>IP</td>
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<tr>
<td>9</td>
<td>A. Sri Lakshmi</td>
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<td>CSE</td>
<td>15</td>
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<td>M.Tech</td>
<td>CS, MBA</td>
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<td>11</td>
<td>D. Venkateswarlu</td>
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<td>12</td>
<td>M. Srinivas</td>
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<td>13</td>
<td>Deepa Panse Ashok</td>
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<td>SE</td>
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<td>M. Vishwashanthi</td>
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<td>39</td>
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<td>41</td>
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<td>53</td>
<td>P. Nagaraj</td>
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<td>54</td>
<td>B. Sujatha Bai</td>
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<td>CSE</td>
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<td>55</td>
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<td>56</td>
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<td>M.Tech</td>
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<td>57</td>
<td>J. Uma Mahesh</td>
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<td>58</td>
<td>G. Kalpana Devi</td>
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<td>Asst.Prof.</td>
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<td>G. Prisilla Jayanthi</td>
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<td>Asst.Prof.</td>
<td>CNIS</td>
<td>11</td>
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</tbody>
</table>
8. Percentage of classes taken by temporary faculty – programme-wise information:
   - Nil

9. Programme-wise Student-Teacher Ratio

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Total faculty members</th>
<th>Students</th>
<th>Student : Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Tech</td>
<td>59</td>
<td>720</td>
<td>12.2:1</td>
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<tr>
<td>M. Tech</td>
<td>5</td>
<td>60</td>
<td>12:1</td>
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</table>

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

<table>
<thead>
<tr>
<th>S.No</th>
<th>Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Academic Support Staff</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Administrative Staff</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. **NIL**

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc. total grants received.  
**NIL**

13. Research facility / centre with  
   - state recognition: **NIL**  
   - national recognition :  
     - Recognized as R&D Center by DSIR (SIRO), Govt. of India (F.No. 11/532/2011-TU-V).  
   - international recognition: **NIL**

14. Publications:  
   * Number of papers published in peer reviewed journals (national / international)  
   * Monographs  
   * Chapter(s) in Books  
   * Editing Books  
   * Books with ISBN numbers with details of publishers  
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)  
   * Citation Index – range / average  
   * SNIP  
   * SJR  
   * Impact factor – range / average  
   * h-index

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Publication Type: Peer reviewed Journals (national/ international)</th>
<th>Total Number</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
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<tbody>
<tr>
<td>1</td>
<td>International Journals</td>
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<td>30</td>
<td>18</td>
<td>25</td>
<td>12</td>
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<tr>
<td>2</td>
<td>International conferences</td>
<td></td>
<td>6</td>
<td>-</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>National Journals</td>
<td></td>
<td>7</td>
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<td>-</td>
<td>-</td>
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</tbody>
</table>

For details on specific Research Publications published/presented in Journals and/or Conferences please refer to **ANNEXURE- CSE-A**
15. Details of patents and income generated: NIL
16. Areas of consultancy and income generated: - NIL
17. Faculty recharging strategies

- GCET regularly invites faculty experts of repute from institutes of higher learning such as: NIT Warangal, IITH, IDRBT, Osmania University, JNTUH, JNTUK and so on to deliver Expert lectures on a various topics to strengthen the faculty members’ instructional skills.

- The faculty are encouraged to conduct and attend FDP’s, Workshops, Refreshment courses to update new and/or emerging technologies in addition to those for strengthening teaching skills in the current subjects being taught. The institute offers necessary grants and infrastructure for the above.

- The period of absence of the faculty member at GCET for attending such FDPs is being treated as “ON DUTY”

- Also GCET, on a case to case basis, bears the registration fee for attending such FDPs/workshops/training sessions and so on. Please refer the table in ANNEXURE- CSE-B which provides a listing of the faculty who attended such FDP’s, Workshops, training sessions or refresher courses for the last three academic years i.e., AY 2016-17, AY2015-16 and AY 2014-15.

- To promote and inculcate a research environment in the department, Eminent professionals are recruited in various areas: Microwave Engineering, Electronic instrumentation and medical informatics, Digital Image Processing, Microwave Antennas, GPS and wireless Positioning technologies etc.,...

- The Department and the GCET, Hyderabad, administration encourages

  a. Its faculty to register and pursue Ph.D. Degree. A list of faculty pursuing Ph.D. is as in the table given below:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Faculty Name</th>
<th>Designation</th>
<th>Area of Specialization</th>
<th>University and Year of Registration</th>
<th>Expected year of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A.Sreelakshmi</td>
<td>Associate Professor</td>
<td>Big data, Cloud computing</td>
<td>JNTUH, 2011</td>
<td>2018</td>
</tr>
<tr>
<td>S. No</td>
<td>Faculty Name</td>
<td>Designation</td>
<td>Area of Specialization</td>
<td>University and Year of Registration</td>
<td>Expected year of completion</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>2</td>
<td>G. Lokeshwari</td>
<td>Associate Professor</td>
<td>Cryptography &amp; Security</td>
<td>JNTUH, 2009</td>
<td>2017</td>
</tr>
<tr>
<td>3</td>
<td>M. Raja Krishna Kumar</td>
<td>Associate Professor</td>
<td>Information Retrieval, Image Processing, Pattern Recognition</td>
<td>JNTUH, 2009</td>
<td>2017</td>
</tr>
<tr>
<td>4</td>
<td>M. Srinivas</td>
<td>Associate Professor</td>
<td>Natural Languages Processing(NLP), Network Security</td>
<td>JNTUH, 2012</td>
<td>2018</td>
</tr>
<tr>
<td>5</td>
<td>D. Venkateshw arlu</td>
<td>Associate Professor</td>
<td>Cloud computing, Security in Virtualization</td>
<td>JNTUH, 2012</td>
<td>2018</td>
</tr>
<tr>
<td>6</td>
<td>Deepa panse</td>
<td>Associate Professor</td>
<td>Cloud computing</td>
<td>JNTUH, 2012</td>
<td>2018</td>
</tr>
<tr>
<td>7</td>
<td>M.Y.Babu</td>
<td>Associate Professor</td>
<td>Information Retrieval Systems, Data Mining</td>
<td>JNTUA, 2011</td>
<td>2018</td>
</tr>
<tr>
<td>8</td>
<td>V. Sivanaraya Reddy</td>
<td>Associate Professor</td>
<td>Data mining, Cloud computing</td>
<td>HCU, 2009</td>
<td>2018</td>
</tr>
<tr>
<td>9</td>
<td>K Naresh Babu</td>
<td>Assistant Professor</td>
<td>Big data</td>
<td>JNTUK, 2015</td>
<td>2020</td>
</tr>
</tbody>
</table>

b. In-house research is highly encouraged, a full-fledged establishment of R&D Laboratory – which is underway and will be a reality by end of May, 2017.

c. Its faculty to work on topics related/in extension to the already completed Research Projects.

d. a formal Faculty mentee – Faculty mentor system to strengthen and improve the teaching-learning pedagogy for both the UG and PG students

18. **Student projects:** During the AY 13-14 to AY16-17,
   - The percentage of students who have done in-house projects including inter-departmental: **52%**
   - The percentage of students doing projects in collaboration with industries / institutes: **48%**
19. Awards / recognitions received at the national and international level by
   o Faculty
   i. Dr. Udaya Kumar Susarla won the “Best Teacher” award in Sreenidhi Institute of Science Technology for the year 2001-2002 and for the years 2004-05, 2005-06, and 2006-07.
   ii. Sri.D.Venkateshwarlu , Associate Professor received “Merit Certificate” from the Balaji Institute of Technology & sciences.

   o Doctoral / post doctoral fellows: NIL

   o Students:

     S.B.Venkata Naveena – CSE (R.No: 08R11A0550) (87.76%) received Gold Medal from JNTUH, for being 1st rank in B.Tech CSE among all affiliated colleges of JNTUH.

     (A) Merit Scholarship:

     ❖ The scholarship is provided to the topper in branch for all years of students.
     ❖ The following are details of CSE students who received Shri Raja Reddy Memorial Scholarship (from M/s. Teja Educational Society):

<pre><code> | S. No | Year | Roll No  | Name Of The Student      | %  | Rank | Prize Money (Rs) |
 |------|------|----------|-------------------------|----|------|-----------------|
 | 1    | I Year | 14R11A05F8 | RAYALA PRIYANKA       | 88.7 | I    | 3000            |
 |      |       | 14R11A05H7 | Y SREEJA              | 87.10 | II   | 3000            |
 |      |       | 14R11A0518 | K JWALA               | 80.40 | III  | 3000            |
 |      |       | 14R11A0567 | CHITTRAVU LAKSHMI ISHWARYA | 80.30 | IV   | 3000            |
 | 2    | II Year | 13R11A05M9 | T RAVI THEJA         | 82.1 | I    | 3000            |
 |      |       | 13R11A0555 | ADLA JAYASREE        | 80.73 | II   | 3000            |
 |      |       | 13R11A0531 | K NITYA PURNIMA       | 80.07 | III  | 3000            |
 |      |       | 13R11A05N1 | U V SATHYA SUNANDA    | 79.33 | IV   | 3000            |
 | 3    | III Year | 12R11A05C7 | B SNEHA SRIKANTH     | 80.27 | I    | 3000            |
 |      |       | 12R11A05H2 | YADAVALLI SHRAVANI   | 76.26 | II   | 3000            |
 |      |       | 12R11A0529 | KETKI SUNIL RAYTER    | 74.93 | III  | 3000            |
 |      |       | 12R11A0571 | BORRA SWATHI         | 72.46 | IV   | 3000            |
</code></pre>
<table>
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<tr>
<th>S. No.</th>
<th>Year</th>
<th>Roll No</th>
<th>Name Of The Student</th>
<th>%</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
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<tr>
<td>1</td>
<td>I Year</td>
<td>13R11A05L9</td>
<td>R SRUTHI REDDY</td>
<td>83.10</td>
<td>I</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0597</td>
<td>PUNNA SPOORTHY</td>
<td>81.50</td>
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<td>BHANDARKAR SNEHA SRIKANTH</td>
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<td></td>
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<tr>
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<td>MEGHANA RAMESH GOLLAPUDI</td>
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<td>LANKA BHARGAVI KRISHNA</td>
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<tr>
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<td>10R11A0509</td>
<td>CHoudary Anamika Nupur</td>
<td>85.72</td>
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2014-15

<table>
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<th>Prize Money (Rs)</th>
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<td>IV Year</td>
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<td>BANDARKAR SNEHA SRIKANTH</td>
<td>82.10</td>
<td>I</td>
<td>3000</td>
</tr>
<tr>
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<td></td>
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<td>3000</td>
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<table>
<thead>
<tr>
<th>S.No.</th>
<th>Year</th>
<th>Roll No</th>
<th>Name Of The Student</th>
<th>%</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
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<td>1</td>
<td>I YEAR</td>
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<td>Ketki Sunil Rayter</td>
<td>87.40</td>
<td>I</td>
<td>7000</td>
</tr>
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<td>87.40</td>
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<tr>
<td>2</td>
<td>II YEAR</td>
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<td>Meghana Ramesh Gollapudi</td>
<td>80</td>
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<td>11R11A0528</td>
<td>K.Kruthi</td>
<td>77.5</td>
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<tr>
<td>S.No.</td>
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<td>Roll No</td>
<td>Name Of The Student</td>
<td>%</td>
<td>Rank</td>
<td>Prize Money (Rs.)</td>
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<td>Meghana Ramesh Gollapudi</td>
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<td>2</td>
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<td>Priyanka Chadalavada</td>
<td>83.46</td>
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<td>3</td>
<td>III YEAR</td>
<td>09R11A0550</td>
<td>S Sruti</td>
<td>79.13</td>
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<td>10,000</td>
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<td>4</td>
<td>IV YEAR</td>
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<td>Sura B Venkata Naveena</td>
<td>91.10</td>
<td>I</td>
<td>10,000</td>
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</tbody>
</table>

(B) Awards received by the students for the participation in the events organized by Other Universities/ Colleges/ Institutes:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Event</th>
<th>No. of Students Achieved Prizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic Year:2016-17</td>
</tr>
<tr>
<td>1</td>
<td>Paper presentation</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Projects presentation</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Please go through ANNEXURE-CSE-B for more details.

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Kindly find below the details of Seminars/ Conferences/Workshops organized and the source of funding as under:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Seminars/ Conferences/Workshops organized</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WSN Data Fusion For Support Of IOT Data Analysis With Logic Building and C Programming</td>
<td>December 20-24, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>May 9-14, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>No.</td>
<td>Seminar Title</td>
<td>Date</td>
<td>Venue</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>--------</td>
</tr>
<tr>
<td>3.</td>
<td>Computational Tools in Research</td>
<td>December 18-19,2014</td>
<td>GCET</td>
</tr>
<tr>
<td>5.</td>
<td>Recent Trends &amp; Challenges in Data Mining</td>
<td>December 5-7,2013</td>
<td>GCET</td>
</tr>
<tr>
<td>7.</td>
<td>CISCO</td>
<td>June 12-20,2013</td>
<td>GCET</td>
</tr>
</tbody>
</table>

**Seminars (Guest Lectures)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Seminar Title</th>
<th>Date</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SAP</td>
<td>June 23,2016</td>
<td>GCET</td>
</tr>
<tr>
<td>2.</td>
<td>Big Data Analytics</td>
<td>July 16,2016</td>
<td>GCET</td>
</tr>
<tr>
<td>3.</td>
<td>Awareness On Technology</td>
<td>September 8, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>4.</td>
<td>Big Data &amp; Hadoop with hands On practice</td>
<td>September 3, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>5.</td>
<td>Industry Readiness</td>
<td>January 01, 2017</td>
<td>GCET</td>
</tr>
<tr>
<td>7.</td>
<td>Linux Programming: Multithreading</td>
<td>October 07, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>8.</td>
<td>SAP</td>
<td>October 9, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>9.</td>
<td>Career Guidance</td>
<td>December 17 , 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>10.</td>
<td>Java Programming</td>
<td>January 04, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>11.</td>
<td>IOT</td>
<td>April 13 , 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>12.</td>
<td>Web Technologies – JSP</td>
<td>April 11, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>13.</td>
<td>Compiler Design</td>
<td>April 02, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>14.</td>
<td>FLAT</td>
<td>April 02, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>15.</td>
<td>DBMS</td>
<td>March 27, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>16.</td>
<td>Data Mining</td>
<td>September 23, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>17.</td>
<td>Information Retrieval Systems</td>
<td>August 14, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>18.</td>
<td>Information Security Education &amp; Awareness</td>
<td>February 19, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>19.</td>
<td>Top down &amp; Bottom up Parsers</td>
<td>February 5, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>20.</td>
<td>Applications Greedy Method</td>
<td>February 5, 2014</td>
<td>GCET</td>
</tr>
</tbody>
</table>
21. **Student profile program (course)-wise**: Profile of the students in various programs as in Q. No.2 is as given below. It may kindly be noted that the admissions are made based on the EAMCET ranks and the allotments are made by the Convener, EAMCET until the quota of seats are filled. Hence, in the table below, instead of the number of received applications, stated is the **Sanctioned Intake** each UG or PG batch Year-wise

**A) B.Tech (UG)**

<table>
<thead>
<tr>
<th>Batch Admitted</th>
<th>Sanctioned Intake</th>
<th>Students Joined/ Admitted</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2012-16</td>
<td>180</td>
<td>97</td>
<td>77</td>
</tr>
<tr>
<td>2011-15</td>
<td>120</td>
<td>56</td>
<td>64</td>
</tr>
<tr>
<td>2010-14</td>
<td>120</td>
<td>49</td>
<td>69</td>
</tr>
<tr>
<td>2009-13</td>
<td>120</td>
<td>49</td>
<td>69</td>
</tr>
</tbody>
</table>

**B) M.Tech – Computer Science and Engineering (PG)**

<table>
<thead>
<tr>
<th>Batch Admitted</th>
<th>Sanctioned Intake</th>
<th>Students Joined/ Admitted</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2014-16</td>
<td>30</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>2013-15</td>
<td>30</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>2012-14</td>
<td>18</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>2011-13</td>
<td>18</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

22. **Diversity of Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name of the Program</th>
<th>% students from the college</th>
<th>% students from the same state (Telangana)</th>
<th>% students from the other state (including AP)</th>
<th>% of students from other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-20</td>
<td>B.Tech –CSE</td>
<td>NA</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015-19</td>
<td></td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014-18</td>
<td></td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-17</td>
<td></td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012-16</td>
<td></td>
<td></td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

<table>
<thead>
<tr>
<th>Name of the Competitive Exam</th>
<th>No. of Students Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATE/ PGECET</td>
<td>3 2 6</td>
</tr>
<tr>
<td>GRE / CAT/ TOEFL/ GMAT</td>
<td>19 10 16 11</td>
</tr>
<tr>
<td>Total</td>
<td>22 10 18 17</td>
</tr>
</tbody>
</table>

24. Student progression

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>NA 12% 8% 16% 19%</td>
</tr>
<tr>
<td>PG to M.Phil</td>
<td>NA NA NA NA NA</td>
</tr>
<tr>
<td>PG to Ph.D</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Ph.D to Post Doctoral</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Employed</td>
<td>47% 31% 45% 68% 65%</td>
</tr>
<tr>
<td>Campus Selection</td>
<td>3% 3% 22% 6% 8%</td>
</tr>
<tr>
<td>Other than Campus Recruitment</td>
<td>- - - - -</td>
</tr>
<tr>
<td>Entrepreneurship/ Self-employment</td>
<td>- - - - -</td>
</tr>
</tbody>
</table>

25. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates (PG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same parent university</td>
</tr>
<tr>
<td>from other universities within the State</td>
</tr>
<tr>
<td>from other universities from other States</td>
</tr>
</tbody>
</table>
26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period (chronologically reverse order): Faculty received details as below:

A) Mr. K. Srinivas received Ph.D. in June 2015.
B) Mr. S. Nagender Kumar Ph.D. in October 2014.

27. Present details about infrastructural facilities

a. Department Library

<table>
<thead>
<tr>
<th>No. of Titles</th>
<th>No. of Volumes</th>
<th>No. of Computers with printer &amp; internet facility</th>
<th>Library Plinth Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>340</td>
<td>1</td>
<td>22 Sq.m</td>
</tr>
</tbody>
</table>

b. Internet facilities for staff and students

Each faculty room is equipped with computers and internet connections. All systems in Labs, Department and Department Library are provided with internet facility.

Internet Service Providers:

a) Vainavi Communication (P) Ltd - (48 Mbps)

b) Excel Media (P) Ltd - (16 Mbps)

c. Total number of class rooms: 16 (UG) + 2 (PG)

d. Class rooms with ICT facility

An exclusive fully equipped E-class room is available to conduct ICT lectures. Apart from that, any class room can be provided with ICT facility with the exclusive LCD projectors and Laptops available in the department. Besides, all the Seminar Halls are equipped with LCD projectors.
e. **Students laboratories**: It may kindly be noted that in view of Autonomous status achieved there are plans to make changes as per (i) the new curriculum and (ii) directions of the JNTUH & AICTE. However, for the assessment years AY 2013-14 to AY 16-17, following are the details of various laboratories.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Program</th>
<th>Name of the Lab</th>
<th>Block</th>
<th>Room No</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UG</td>
<td>Database Management System Lab-1/Data warehousing and Mining Lab-1</td>
<td>I</td>
<td>201</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>2</td>
<td>UG</td>
<td>Database Management System Lab-2/Data warehousing and Mining Lab-2</td>
<td>I</td>
<td>202</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>3</td>
<td>UG</td>
<td>Object Oriented Programming through Java Lab-1/Linux Programming Lab-1</td>
<td>I</td>
<td>203</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>4</td>
<td>UG</td>
<td>Object Oriented Programming through Java Lab-2/Linux Programming Lab-2</td>
<td>I</td>
<td>204</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>5</td>
<td>UG</td>
<td>Data Structures Lab-1</td>
<td>I</td>
<td>205</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>6</td>
<td>PG</td>
<td>M.Tech CSE Lab</td>
<td>I</td>
<td>304</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>7</td>
<td>UG</td>
<td>Algorithms Lab</td>
<td>I</td>
<td>305</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>8</td>
<td>UG</td>
<td>Compiler Design Lab</td>
<td>I</td>
<td>115</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>9</td>
<td>UG</td>
<td>Computer Organization and Assembly Language Programming Lab</td>
<td>I</td>
<td>116</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>10</td>
<td>UG</td>
<td>Operating Systems Lab-1</td>
<td>I</td>
<td>215</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>11</td>
<td>UG</td>
<td>Operating Systems Lab-2</td>
<td>I</td>
<td>216</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>12</td>
<td>UG</td>
<td>Data Structures Lab-2</td>
<td>I</td>
<td>219</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>13</td>
<td>UG</td>
<td>Computer Programming Lab-1</td>
<td>II</td>
<td>R104</td>
<td>117 Sq.Mtrs</td>
</tr>
<tr>
<td>14</td>
<td>UG</td>
<td>Computer Programming Lab-2</td>
<td>II</td>
<td>R105</td>
<td>117 Sq.Mtrs</td>
</tr>
<tr>
<td>15</td>
<td>UG</td>
<td>Computational Mathematics Lab-1</td>
<td>II</td>
<td>R304A</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>16</td>
<td>UG</td>
<td>Computational Mathematics Lab-2</td>
<td>II</td>
<td>R304B</td>
<td>66 Sq.Mtrs</td>
</tr>
<tr>
<td>17</td>
<td>UG</td>
<td>ITWS</td>
<td>II</td>
<td>R310</td>
<td>66 Sq.Mtrs</td>
</tr>
</tbody>
</table>

**f. Research laboratories**

Previous R&D lab of 66 Sq. meters is now upgraded to 120 Sq. meters.
28. **Number of students of the department getting financial assistance from College.**

- Geethanjali College of Engineering and Technology is providing Scholarships to Students for their proven academic excellence.
- Raja Reddy Memorial Award for academic excellence is given to the topper in each branch for all years of students.

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>No. of Students Received Financial Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sponsored by Teja Educational Society)</td>
<td>-</td>
</tr>
</tbody>
</table>

29. **Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.**

New programs have not been initiated in the last four academic years.

30. **Does the department obtain feedback from**

   a. **Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?**

   b. **Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?**

   c. **Alumni and employers on the programmes and what is the response of the department to the same?**

   - Yes. Following may be noted with respect to the above three aspects a, b and c:

   - Department shares the feedback received from students, peers and seniors regularly with the concerned faculty on various aspects such as: Punctuality, Regularity, Class Control, Students’ ability to understand topics covered, weekly coverage of the syllabus by the faculty, Marks secured by students in each subject, Course End Survey as how the faculty handled the course and how far the subjects taught met the course outcomes and so on.

   - In addition to the above every faculty is attached to a senior faculty to enable him/her learn to enhance teaching-learning techniques of a subject.

   - If the measured course outcomes average is found unsatisfactory, suitable steps are taken to enhance the course outcome average measurements of the subsequent semester by focusing more on such subjects who contribute to poor / unsatisfactory performance via monitoring.
by HoD.

- Upon providing enough opportunity for the faculty to improve via faculty mentoring process, it is ensured that the faculty performance is improved year after year. In spite of all the above efforts and in the worst case event if non improvement of the faculty’s performance, the faculty concerned will be asked to severe his services with the institute.
- Based on the feedback received from the Alumni on the course curriculum, as and when needed JNTUH is informed of the same to make relevant changes, if it deems fit. From 2016-17 onwards, in view of UGC Autonomy, the department proposes changes to the curriculum appropriately based on Alumni feedback.

31. List the distinguished alumni of the department (maximum 10)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Roll No.</th>
<th>Name</th>
<th>Industry of repute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10R11A0592</td>
<td>K. VASANTHA LAXMI</td>
<td>OPEN TEXT</td>
</tr>
<tr>
<td>2</td>
<td>10R11A0521</td>
<td>KOMPELA KOUSHIK</td>
<td>TCS</td>
</tr>
<tr>
<td>3</td>
<td>11R11A0573</td>
<td>DEBARATHI BENARJI</td>
<td>HCL</td>
</tr>
<tr>
<td>4</td>
<td>11R11A05B4</td>
<td>V.CHAITANYA</td>
<td>ADP</td>
</tr>
<tr>
<td>5</td>
<td>12R11A05C4</td>
<td>B M S V SURYAVATHI</td>
<td>TECH MAHINDRA LTD</td>
</tr>
<tr>
<td>6</td>
<td>12R11A0584</td>
<td>K AKHIL</td>
<td>DATA 64 CYBER SOLUTIONS</td>
</tr>
<tr>
<td>7</td>
<td>12R11A0559</td>
<td>VENKATESHAM</td>
<td>DARK HORSE IT</td>
</tr>
<tr>
<td>8</td>
<td>12R11A0529</td>
<td>KETKI SUNIL RAYTER</td>
<td>COGNIZANT</td>
</tr>
<tr>
<td>9</td>
<td>12R11A0529</td>
<td>KETKI SUNIL RAYTER</td>
<td>INFOSYS</td>
</tr>
<tr>
<td>10</td>
<td>12R11A0545</td>
<td>P V SAI ANJANA</td>
<td>AMAZON DEVELOPMENT</td>
</tr>
</tbody>
</table>

32. Give details of student enrichment programmes.

Department conducted student enrichment programmes (special lectures / workshops / seminar) with external experts as summarized below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Event Name</th>
<th>Number in an Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminars / Guest Lectures</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Workshops</td>
<td>-</td>
</tr>
</tbody>
</table>

Please refer ANNEXURE-CSE-B for more details.
33. **List the teaching methods adopted by the faculty for different programmes.**

- Visual teaching methods namely, video lectures of reputed institutes, NPTEL lectures, YouTube videos, etc.
- Students are given Assignments, encouraged to participate in Group Discussions for better understanding of the course topics.
- Tutorial classes are conducted in all subjects with a view to have a clear understanding of the complex concepts.
- Industrial and site visits are arranged regularly for students to expose them to latest technology.
- Department conducts course specific guest lectures by experts.
- Students are provided with exclusive internet facility in digital Library to upgrade their knowledge.
- The Institution offers digital Library and departmental libraries which can be made use of by students to enhance their knowledge.
- Students are encouraged to conduct and participate in technical events involving design, analysis & modeling of Electronic Systems.
- Employability skills, soft skills, etc. are provided.
- Institute periodically conducts technical events like BHASWARA, project exhibition, etc. for the students to familiarize with the contents beyond curriculum.
- The students are encouraged to become members of student chapters of IEEE, IETE, ISTE and students get exposed to advanced technologies through seminars workshops etc., conducted by them.
- Students are motivated to give seminars on contemporary technical topics.
- Students do mini projects and major projects making use of the college infrastructure and also are encouraged to take-up internship in reputed organizations.

34. **How does the department ensure that programme objectives are constantly met and learning outcomes monitored?**

Program Objectives, often referred to as Program Educational Objectives (PEOs) are communicated to the students along with the learning outcomes. To ensure the attainment of PEOs and learning outcomes, the following measures are taken:

From the objectives articulated, using Bloom’s Taxonomy,
1. Faculty specify a clear set of outcomes that all students shall achieve.
2. Faculty select, from the set of outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are taught in a way that the students can comprehend with ease.
3. Faculty provide examples to students of what they will be able to do when they have achieved those outcomes.
4. Few additional extension outcomes provide some students with a much deeper understanding of the issues being studied.
5. Faculty teach detailed prerequisites that students must master before attempting to achieve each new outcome and ensure the same through several assessment methods.
6. Faculty plan and use several different teaching strategies that help students achieve the desired learning outcomes.
7. A variety of direct assessment methods comprising tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the teacher and the students with feedback on their progress towards the achievement of learning outcomes.

**Direct Assessment Methods**

- Course-related assessment
  - Assignments / Projects
  - Case Studies
  - Classroom Assessment including Tutorials
  - Quizzes
  - Probing during and after lecture
  - Course-embedded Questions and Assignments
  - Essays
  - Theses, research and publications
- Presentations/Seminars, if any
- Standardized assessments (Internal Tests, End Exams)
- Other
  - Transcript analysis
  - Placement record of graduates
In addition, indirect assessment methods are also used, which are listed below.

**Indirect Assessment Methods**

- **Institutional and Program Surveys**
  - Alumni Surveys
  - Employer Surveys
  - Graduating Seniors and Graduate Surveys
  - Student Satisfaction Surveys

- **Other**
  - Focus groups
  - Interviews (faculty members, graduating students, alumni)

These outcome based course assessment and evaluation tools are a combination of the following:

1. Tutorials
2. Homework assignments
3. Quizzes
4. Exams (Internal Assessment tests, University End semester exams)
5. Class attendance and participation in class
6. Laboratory experimentation and laboratory written reports
7. Design Project, its written report and oral presentation
8. Computer simulation using C, MATLAB, ANSYS, etc
9. Prototype development, if any
10. Major project and teamwork
11. Course assessment/end survey (by students)
12. Instructor’s teaching performance evaluation (by students).
Parameters for assessment of Project Work
Students’ design project performance should be evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include, but not limited to the following:

a. Were the objectives and purpose clearly stated?
b. Was the problem well defined?
c. Was the project properly justified (Why?) (Scientific, economic, value addition?)
d. Was the design, analysis and modelling understood?
e. Was the approach taken reached as part of a selection process?
f. Are the results technically and economically feasible?
g. Effective conclusions / recommendations?
h. Quality of the work or design.
   i. Was the content well organized?
   ii. Were there appropriate use of graphs, charts, board, audio-video, etc.
   iii. Was the message clearly delivered?
   iv. Was Teamwork evident in the design, implementation and presentation?

After having completed the exercise of assessment and evaluation of various outcomes, we need to map the following to check whether we have achieved our objective of providing outcome based education and to what extent.

- COs to POs and PSOs
- POs and PSOs to PEOs

Over and above the mapping of the above, we also obtain feedback from all stakeholders on a periodical basis and we verify the attainment of the various outcomes.

- The level of understanding of the students is assessed by evaluating the assignments, internal examinations.
- Faculty use various other resources and teaching techniques which are heavily based on multimedia and assist students who do not master the required outcomes as quickly as other students.
- Mapping between the questions given in various assessment methods and course outcomes, course outcomes to program outcomes, program outcomes to PEOs ensures the desired attainment level of the students.
Continuous progress of students is closely observed by mentor, and proper suggestions are given to the students based on their performance in class work and exams, for meeting the learning outcomes.

Course coordinator ensures course requirements are met, program coordinator ensures the program requirements are met, which finally ensure that the learning outcomes are continuously monitored and finally the programme objectives are met.

At the end of every semester, for each course, Course End Survey is carried out regularly with special emphasis on course outcomes. The same is being analyzed from time to time and necessary steps are being taken to meet the learning outcomes, program outcomes, and program objectives in the subsequent semesters.

Every year various instruments are used to monitor to ensure whether the objectives of the program are met. Few of the instruments are as listed below:

a. student surveys
b. informal interactions with students
c. assessment of coursework relevancy,
d. interaction with alumni and industry,
e. collaboration with various professional / engineering organizations.

Based on this evaluation, strengths, weaknesses and opportunities in the program are identified. The implementation of the correction process is closely monitored by the Program Assessment Committee, then by the departmental assessment committee, which finally offers its recommendations to the decision making bodies such as the Board of Studies of the department and the College Academic Council.

35. **Highlight the participation of students and faculty in extension activities.**

The extension activities are majorly been conducted by the NSS Unit and NEN Unit of the institution. Faculty and students of the institute actively take part in the events organized by the units.

(a) **NSS Unit:** During the assessment period i.e., from 2013-14 to 2016-17, from the CSE Departments on an average there are 20% of CSE Students per year participate in the following NSS Unit Activities of the GCET Hyd.:

- Swachh Bharat
- Blood Donation camp
• Health Camp including Eye-Check up camp and so on.

For details of participation of CSE Department in NSS activities held by NSS Unit kindly refer ANNEXURE-CSE-C

Following faculty from CSE Department are NSS Faculty coordinators

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Name of the Faculty</th>
<th>Role of Faculty</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr.M.Srinivas</td>
<td>Associate Professor</td>
<td>2015-16</td>
</tr>
<tr>
<td>2</td>
<td>Mr.B.Srinivas</td>
<td>Associate Professor</td>
<td>2014-15</td>
</tr>
<tr>
<td>3</td>
<td>Mr.S.Ramanjaneyulu</td>
<td>Asst.Professor</td>
<td>2014-15 to 2016-17</td>
</tr>
</tbody>
</table>

(b) NEN Unit: During the assessment period i.e., from 2013-14 to 2016-17, from the CSE Departments on an average there are 35% of CSE Students per year participate in the following NEN Unit Activities of the GCET Hyd

• Induction Program
• Team Leaders Recruitment
• Team Members Recruitments and so on.

For details refer ANNEXURE-CSE-D.

• Induction Program
• Team Leaders Recruitment
• Team Members Recruitments and so on.

36. **Give details of “beyond syllabus scholarly activities” of the department.**

With an aim to promote scholarly activities beyond the regular curriculum the Department of CSE involves its students to participate in:

• Project Exhibition: conducted once a year - Students will make technical presentations via working and non-working models on topics of current significance and future trends
• BHASWARA-Technical Symposium: an Institute level event in which students participate in paper presentations, project demonstrations, poster presentations, ROBO Quest etc. The institution has a Career guidance committee which conducts awareness programs by inviting eminent personalities from various industries which provides a career guidance for the students.
• CRT (Campus Recruitment Training): The institute conducts CRT classes from second year onwards which trains the students in aptitude, verbal & logical reasoning, group discussions. It also helps to improve their personality development skills.

• BEC (Business English Certificate) and FL (Foreign Language): The institute provides an opportunity to the students to learn foreign languages and English certification course through BEC and FL classes. These classes are organized for 2nd and 3rd Years students.

• Students are encouraged to attend the training/workshops in the domains of (i) Database Management System and (ii) Object Oriented Programming through Java after the regular class hours.

• Oracle Certification Programs are conducted to bridge the technical/advancement gap between the industry and academia.

Additionally, value added courses are imparted to get trained well in the Computer Science field such as:

• Free Open Source Software tutorials.
• Personality Development & Soft Skills

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

➢ B.Tech (CSE) program of the Department is accredited by NBA team twice (First time in 2012 for a period of two years and then reaccredited in 2015 for a period of three years).

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

After several brainstorming sessions, we have identified the following strengths, weaknesses, opportunities and challenges of CSE department

Detail any five strengths, weaknesses, opportunities and challenges (SWOC) of the department

**Strengths**

• Accredited twice by NBA
• Well established Infrastructure
• Teaching Learning Process through ICT
• Well experienced faculty
- Self motivation among faculty members
- Outcome based curriculum for Industry readiness

**Weakness**
- R&D Projects
- Patents
- MoU with MNC’s

**Opportunities**
- To conduct National/International Workshop/Seminar
- To start e-journals
- Research Publications
- Tremendous opportunities for interdisciplinary research as good number of PhDs with various specializations

**Challenges**
- Establishing Multi-disciplinary Lab
- Ever growing and changing technological advancement
- Growing competition from old colleges and universities with the increase in intake in CSE program

**39. Future plans of the department.**
- Applying number of funded projects to various agencies
- Establishment of Smart Systems Laboratory
- Filing number of Patents
- Collaboration with national/foreign universities
- Establishing an Incubation Center.
CSE Department Evaluative Report Annexures
## Research Publications Presented In Journals and Conferences in the last four academic years

**Table-1: 2016-17 (June – May)**

**Publications (last four years):**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Faculty, Qualification &amp; Designation</th>
<th>Details of Research Publications</th>
<th>International / National Journals/ Conferences</th>
<th>Digital object Identifier(DOI)</th>
<th>Year of Publishing/ Registed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. S. Nagender Kumar HOD &amp; Professor</td>
<td>Wireless Sensor Sequence data Model for Smart Home and IoT data Analytics</td>
<td>International Conference</td>
<td>International Conference on Computational Intelligence and Informatics</td>
<td>1st Dec 2016</td>
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<tr>
<td>2.</td>
<td>Nagaraj Peddarapu Assistant Professor</td>
<td>Adequate Data Investigation and MapReduce Programming Criterion</td>
<td>International Conference</td>
<td>International Conference on Recent Innovations in Engineering &amp; Technology</td>
<td>22nd - 23rd Dec 2016</td>
</tr>
<tr>
<td>3.</td>
<td>E. Mahender Assistant Professor</td>
<td>Adequate Data Investigation and MapReduce Programming Criterion</td>
<td>International Conference</td>
<td>International Conference on Recent Innovations in Engineering &amp; Technology</td>
<td>22nd - 23rd Dec 2016</td>
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<tr>
<td>4.</td>
<td>K. Shiva Kumar Assistant Professor</td>
<td>Adequate Data Investigation and MapReduce Programming Criterion</td>
<td>International Conference</td>
<td>International Conference on Recent Innovations in Engineering &amp; Technology</td>
<td>22nd - 23rd Dec 2016</td>
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<tr>
<td>5.</td>
<td>A. Sree Lakshmi Associate Professor</td>
<td>Towards Optimization of Hadoop Mapreduce Jobs on Cloud</td>
<td>International Conference</td>
<td>International Conference on Computing, Analytics and Security Trends</td>
<td>19th Dec To 21st Dec 2016</td>
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<td>6.</td>
<td>B. Mamtha Assistant Professor</td>
<td>Detecting malware Distribution in Large</td>
<td>International Journal</td>
<td>International Journal for</td>
<td>Dec 2016</td>
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<td>8</td>
<td>M.Srinivas, Associate Professor</td>
<td>An Empirical Study of Word Sense Disambiguation</td>
<td>International Journal on Natural Language Computing (IJNLC), Vol.5, No.5</td>
<td>Oct 2016</td>
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<tr>
<td>No.</td>
<td>Author</td>
<td>Title</td>
<td>Journal</td>
<td>Conference or Journal of Data Mining and Management MAT</td>
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<td>18.</td>
<td>J. Uma Mahesh Assistant Professor</td>
<td>Data Analytics in Climate Change and its Environmental Impacts on fast Urbanization of the World</td>
<td>International Conference</td>
<td>ICRTEST</td>
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<td>23.</td>
<td>J. Uma Mahesh Assistant Professor</td>
<td>Data Analytics in Abroad and Indian education System Using Data mining Classification techniques by R language</td>
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<td>Journal of Data Mining and Management MAT</td>
<td>29th July 2016</td>
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<td>24.</td>
<td>N. Chandra kanth Professor</td>
<td>Data Analytics in Abroad and Indian education System Using Data mining Classification techniques by R</td>
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<td>Journal of Data Mining and Management MAT</td>
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<td>27.</td>
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<td>International journal PNFE</td>
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<td>29.</td>
<td>Y. V. N. Phani Kishore</td>
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<td>1.</td>
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<td>Wireless Sensor sequence data Model for Smart Home And IoT Data Analytics</td>
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<td>ICCII-2016</td>
<td>May 28th - 30th 2016</td>
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<td>5.</td>
<td>Dr. S. Nagender Kumar Professor &amp; Head</td>
<td>WSN-based Smart Sensors And Actuators for power management in intelligent buildings</td>
<td>International Journal</td>
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<td>IEEE 2016</td>
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<td>Dr. D.S.R Murthy Professor</td>
<td>Parameter variation Method involving Runge–Kutta method applied to the problem of multiple Linear regression Having two predictor governed by the Modified Least Square Method</td>
<td>International Journal</td>
<td>IJMCM ISSN: 2051-4271, vol:20 Issue:1 page nos 1182-1187</td>
<td>June 2015</td>
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<td>Dr. D.S.R Murthy Professor</td>
<td>Automated detection Of Root cause And Fixing of Programs with Patches</td>
<td>International Journal</td>
<td>IJECE ISSN: 2349-8218 Vol:1, Issue:4</td>
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<td>A.SriLakshmi Associate Professor</td>
<td>Scheduling of parallel Applications Using Map Reduce On Cloud</td>
<td>International Journal</td>
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<td>Algorithm for Color images</td>
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<td>Encryption of Message using a Key</td>
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<td>Mechanism for Fault Tolerance in</td>
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<td>18.</td>
<td>Dr Ch Ramesh Babu</td>
<td>Internet Protocols: Migration</td>
<td>International Journal</td>
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2014-15

S.No | Name of the Faculty | Title of the Research Publication | International Journal/ National journal | Name of the Journal | Date of Publication |
|------|---------------------|-----------------------------------|----------------------------------------|---------------------|-------------------|

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 412
A. Lalitha Venkatesan
An Empirical Assessment on Cost Effectiveness and Reusability of Test Cases using Defect Severity Levels in Regression Testing

Dr. D. S. R. Murthy
Enhanced Representation of Data Flow Anomaly Detection For Teaching Evaluation

Madhuri Agrawal Gupta
Evaluating Improved Performance Mobile Ad-hoc Networks
International Journal of Innovative Research in Engineering and Multidisciplinary Physical Sciences(IJRMP S) Vol-3 Issue-2, ISSN:2349-7300 April 2015

N. Radhika Amareshwari
An Upper Confidence Bounds for Self Adaptation of Playing Strategies in General Game Playing
International Journal of Research in Advent Technology (IJRAT) 20th March 2015

S. Ramanjaneyulu
An Upper Confidence Bounds for Self Adaptation of Playing Strategies in General Game Playing
International Journal of Research in Advent Technology (IJRAT) 20th March 2015

A. Sree Lakshmi
Scheduling of Parallel Applications Using Map Reduce On Cloud: A Literature Survey
International Journal of Computer Science and Information Technologies (IJCST) Jan 2015

N. Swapna
Best Least Square Solutions of Boundary Value Problems Associated with a System of First Order Matrix Differential Equation
International Journal Electronic modeling 2015

Dr. Nagender Kumar Suryadevara
Internet Of Things & Smart Home Monitoring: An Impending Perspective
International Conference on Advances in Computer Engineering ACE 2014 27th Dec 2014

Dr. GVS Acharyulu
Four Stage Encryption
International Journal International Dec

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<table>
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<th>Title</th>
<th>Journal</th>
<th>Year</th>
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<tr>
<td>P. Preeti Prasada</td>
<td>Authentication To M-Banking Users</td>
<td>International Journal of Engineering Research and Technology</td>
<td>2014</td>
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<td>M. Raja Krishna Kumar</td>
<td>Efficient Web Based text Query Results Refining Mechanism Using Relevance Feed Back</td>
<td>International Journal of Research in Advent Technology (E-ISSN:2321-9637)</td>
<td>Nov 2014</td>
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<td>Mounika Komirelli</td>
<td>Efficient Web Based text Query Results Refining Mechanism Using Relevance Feed Back</td>
<td>International Journal of Research in Advent Technology (E-ISSN:2321-9637)</td>
<td>Nov 2014</td>
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<td>Prof S. Tirupathi Rao</td>
<td>Forwarding Web service Request to a Single Service Instance in Service Oriented Networking</td>
<td>International Journal of Computer Trends And Technology (IJCTT) ISSN:2231-2803</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 414
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<tbody>
<tr>
<td>Dr.S.Udaya Kumar</td>
<td>An efficient image encryption using Merkle-Hellman, Elgamal and genetic algorithm for color images</td>
<td>International Conference on control and Information Technology</td>
<td>Aug 2014</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
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<td>Multi Factor Authentication in Cloud Computing for Data Storage Security</td>
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<td>M. Ashwini</td>
<td>Literature survey on elliptical cryptography for wireless security</td>
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<td>V. Siva Narayana Reddy</td>
<td>Personalized knowledge-driven search system</td>
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<td>B. Srinivas</td>
<td>Study of MRSP-A comparison study of Diversity, Relevance, Importance in Ranking</td>
<td>International Journal</td>
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<td>Dr. Dasika Ratna Deepthi</td>
<td>A Novel Authentication System Using Human Behaviour against Objects</td>
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<td>Dr Ch Ramesh Babu</td>
<td>Automatic Checkpointing based Fault Tolerance in Computational Grid.</td>
<td>International Conference</td>
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<td>S. No.</td>
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<tr>
<td>1</td>
<td>SAP</td>
<td>IPA Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Delivery partner of SAP)</td>
</tr>
<tr>
<td>2</td>
<td>Big Data Analytics</td>
<td>Pramati Technologies Pvt Ltd, Hyderabad</td>
</tr>
<tr>
<td>3</td>
<td>Awareness On Technology</td>
<td>ZENOPSYS, Hyderabad</td>
</tr>
<tr>
<td>4</td>
<td>Big Data &amp; Hadoop with hands On practice</td>
<td>Solix Technologies, Hyderabad</td>
</tr>
<tr>
<td>5</td>
<td>Industry Readiness</td>
<td>Mr. P. Srinivas CEO, TRECIS, Master Trainer, ORACLE Academy</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## A.Y 2015-16

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Module Description</th>
<th>Any other contributory Inst./ Industry</th>
<th>Developed / organized by</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WSN Data Fusion For Support Of IOT Data Analysis With Hands On Practice</td>
<td>GCET</td>
<td>Dr. Nagendra Kumar Suryadevara, Professor &amp; Head of CSE Dept, GCET</td>
<td>5 Days (20-12-15 &amp; 24-12-15)</td>
</tr>
<tr>
<td>2</td>
<td>Logic Building and C Programming</td>
<td>Tech Mahindra</td>
<td>N. Chandra Kanth, Professor, CSE Dept, GCET &amp; Y. V. N. Phani Kishore, Asst. Professor, CSE Dept, GCET</td>
<td>6 Days (9-5-16 to 14-5-16)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Module Description</th>
<th>Any other contributory Inst./ Industry</th>
<th>Developed / organized by</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Software Engineering: Quality Management</td>
<td>TCS</td>
<td>Mr. D. Venkateswarlu, Assoc. Prof., CSE Dept, GCET &amp; Mr. M. Srinivas, Assoc. Prof., CSE Dept, GCET</td>
<td>1 Day (01-10-15)</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th></th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Linux Programming: Multithreading</td>
</tr>
<tr>
<td>3</td>
<td>SAP</td>
</tr>
<tr>
<td>4</td>
<td>Career Guidance</td>
</tr>
<tr>
<td>5</td>
<td>Java Programming</td>
</tr>
<tr>
<td>6</td>
<td>IOT</td>
</tr>
</tbody>
</table>
### FDPs

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
</table>
| 1    | Computational Tools in Research     | 1. Dr. S. Radhika, Professor, EEE Dept., GCET.  
                  2. Mr. Rangacharyulu, Professor, ECE Dept., GCET.  
                  3. Ms. T. Kavitha, Asst. Prof., ECE Dept., MVSR.  
                  4. Dr. S. Nagendra Kumar, Professor, CSE Dept., GCET. | 18-12-14 & 19-12-14 |
| 2    | Research Trends in Cloud Computing  | 1. Dr. Bejawada Bhruhadeshwar, Asst. Prof., IIITH.  
                  2. Dr. Suresh Purini, Asst. Prof., IIITH.  
                  3. Ms. Nava Jyothi, STO, C-DAC.  
                  4. Mr. G. Srinivas, Director, ERP Direct.  
                  5. Mr. Shashi Kumar, Asst. Prof., VCE | 15-12-14 & 16-12-14 |

### Guest lectures

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
</table>
| 1    | Web Technologies – JSP              | 1. Mr. M. Naveen, Director, COIGN EDU & IT Services Pvt Ltd.  
                  2. Mr. Anil, Sr. Developer, COIGN EDU & IT Services Pvt Ltd. | 11-04-15 |
| 2    | Compiler Design                     | Dr. K. V. N. Sunitha, Principal, BVRIT. | 02-04-15 |
| 3    | FLAT                                | Dr. K. V. N. Sunitha, Principal, BVRIT. | 02-04-15 |
| 4    | DBMS                                | Mr. M. Dhanajaya Reddy, Senior Project Manager, DESHAW Software Pvt Ltd | 27-03-15 |
| 5    | Data Mining                         | P. Krishna Reddy, Professor, IIT-Hyderabad | 23-09-14 |
| 6    | Information Retrieval Systems      | Dr. Sameen Fathima, Prof & Head of Dept CSE, OU | 14-08-14 |

### Workshops

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information Security Education &amp; Awareness</td>
<td>Mr. Gnana Seelan, Manager, CDAC.</td>
<td>13-08-14</td>
</tr>
</tbody>
</table>
| 2    | Computational tools used in Research | Prof Radhika S  
                  Prof EVLN Rangacharyulu  
                  Prof S. Nagender Kumar  
                  Mrs Kavitha, MVSRCE | 18-12-14 & 19-12-14 |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
</table>
| 1    | Recent Trends & Challenges in Data Mining | 1. Dr. B. Anuradha, Principal, Pragna Bharathi Institute of Technology.  
2. Dr. Kumar Eswaran, Chairman & CEO, Altech Power Energy Sys. Pvt. Ltd., Professor (CSED), SNIST  
3. Dr. V. Ravi, Assoc. Professor, IDRBT  
4. Dr. M. Seetha, Professor, Dept. of CSE, G.Narayana Institute of Technology and Science.  
5. Dr. N. Sandhya, Professor & HOD of CSE, Gokaraju Rangaraju Institute of Technology and Science.  
6. Mr. Sandeep Rawat, Associate Professor & HOD of CSE, Guru Nanak Institute of Technology.  
7. Mr. Sunil Bhutada, Associate Professor, Dept. of CSE, Sri Nidhi Institute of Technology and Science. | 05-12-13  
06-12-13  
07-12-13 |
| 2    | IMPENDING APPLICATIONS OF IMAGE PROCESSING & MACHINE LEARNING | 1. Dr. Kumar Eswaran, Professor (CSED), SNIST  
2. Dr. B. Anuradha, Principal, Pragna Bharathi Institute of Technology.  
3. Dr. Suresh Pabboju, Prof. & Head (ITD), CBIT  
4. Dr. Y. Rama Devi, Professor (CSED), CBIT  
5. Dr. B. Sandhya, Assoc. Prof. (CSED), MVSR Engg. College  
6. Dr. D. Ratna Deepthi, Prof. & Head (CSED), GCET | 28-06-13  
29-06-13 |
| 3    | CISCO                                     | Mr. K. Naresh Babu, Asst. Prof., CSE, GCET                                      | 12-06-13 To 20-06-13 |

**Guest lectures**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information Security Education &amp; Awareness</td>
<td>Mr. P. Ramu, Consultant Software Architect, M/S logic Designers</td>
<td>19-02-14</td>
</tr>
<tr>
<td>2</td>
<td>Top down &amp; Bottom up Parsers</td>
<td>Dr. K. Anuradha, Vice Principal, Gokaraju Rangaraju Institute of Technology</td>
<td>05-02-14</td>
</tr>
<tr>
<td>S.No</td>
<td>Module Description</td>
<td>Resource persons</td>
<td>Dates conducted on</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 1    | Entrepreneurship awareness               | 1.Prof. Abhirama Krishna, Director SBSS, Secunderabad  
2. Mr. Ramana Murthy, Retired DGM, SBI  
3. Mr. Vinay Kumar, CEO, DataWise  
4. Prof. Venu Gopal, MVSR Engg College  
5. Prof. G. Surender Reddy, SNIST.  
6. Mr. Vijay Kumar Devarakonda, Director, Indusworld International School, Secunderabad | 30-01-14 & 31-01-14 |
| 2    | NBA                                      | OU committee Members                                                               | 26-09-13 To 28-09-13 |
| 3    | Employability Skills                     | Mr. Shakir loor ali                                                                | 17-09-13 |
# ANNEXURE-CSE-C

Awards received by the students for the participation in the events organized by Other Universities/ Colleges/ Institutes.

## Academic Year 2016-17

<table>
<thead>
<tr>
<th>College</th>
<th>Nature of Contest (Paper contest/ Design contest/ Technical Quiz/ Paper Expo etc.)</th>
<th>Date(s)</th>
<th>Participants</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVSR 1</td>
<td>Technical Symposium 2k16 (Paper Presentation)</td>
<td>16(^{th}) &amp; 17(^{th}) OCT,2016</td>
<td>T.Ravi Teja</td>
<td>I Prize</td>
</tr>
<tr>
<td>CVSR 2</td>
<td>Technical Symposium 2k16 (Paper Presentation)</td>
<td>16(^{th}) &amp; 17(^{th}) OCT,2016</td>
<td>K.Anusha</td>
<td>I Prize</td>
</tr>
</tbody>
</table>

## Academic Year 2015-16

<table>
<thead>
<tr>
<th>College</th>
<th>Nature of Contest (Paper contest/ Design contest/ Technical Quiz/ Paper Expo etc.)</th>
<th>Date(s)</th>
<th>Participants</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVR 1</td>
<td>Technical Symposium 2k15 (Paper Presentation)</td>
<td>6(^{th}) &amp; 7(^{th}) September, 2015</td>
<td>B M S V SURYAVATHI</td>
<td>I Prize</td>
</tr>
<tr>
<td>CVR 2</td>
<td>Technical Symposium 2k16 (Paper Presentation)</td>
<td>6(^{th}) &amp; 7(^{th}) September, 2015</td>
<td>K AKHIL</td>
<td>I Prize</td>
</tr>
<tr>
<td>CVR 3</td>
<td>Technical Symposium 2k15</td>
<td>6(^{th}) &amp; 7(^{th})</td>
<td>VENKATESHAM VIGNESHWARAN</td>
<td>II Prize</td>
</tr>
<tr>
<td>S.No</td>
<td>College</td>
<td>Nature of Contest (Paper contest/ Design contest/ Technical Quiz/ Paper Expo etc.)</td>
<td>Date(s)</td>
<td>Participants</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT, 2014</td>
<td>K.Ratan</td>
</tr>
<tr>
<td>2</td>
<td>GCET</td>
<td>Bhaswara-2k14 (Paper Presentation)</td>
<td>16th &amp; 17th OCT, 2014</td>
<td>Bhavya</td>
</tr>
<tr>
<td>3</td>
<td>CSI</td>
<td>Devthan</td>
<td>January 3 &amp; 4, 2015</td>
<td>Shruthi Singh</td>
</tr>
<tr>
<td>4</td>
<td>CSI</td>
<td>Devthan</td>
<td>January 3 &amp; 4, 2015</td>
<td>Sai Anjana</td>
</tr>
<tr>
<td>5</td>
<td>CSI</td>
<td>Devthan</td>
<td>January 3 &amp; 4, 2015</td>
<td>KVVS Varma</td>
</tr>
</tbody>
</table>
# ANNEXURE-CSE F NSS Activities Organized

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year: 2016-2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>21/06/2016</td>
<td>International Day of Yoga Celebrations was conducted by NSS Unit of GCET.</td>
</tr>
<tr>
<td>2</td>
<td>18/7/2016 – 22/7/2016</td>
<td>Imparting basic computer education and awareness of environmental safety mechanisms to the Govt School Children of Yadgarpally Village</td>
</tr>
<tr>
<td>3</td>
<td>7/8/2016</td>
<td>Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education.</td>
</tr>
<tr>
<td>4</td>
<td>11/8/2016</td>
<td>“Telangana Harithaharam” an initiative by Govt. of Telangana for promoting tree plantation was conducted at GCET Campus</td>
</tr>
<tr>
<td>5</td>
<td>9/9/2016</td>
<td>Dust free Hyderabad campaign was conducted at Secunderabad in association with Lokashemam Foundation and GHMC.</td>
</tr>
<tr>
<td>6</td>
<td>10/9/2016</td>
<td>Awareness Campaign on Cancer and its Impact was conducted at GCET campus and Stem cells has been collected to support cancer patients</td>
</tr>
<tr>
<td>7</td>
<td>24/12/2016</td>
<td>Sensitization Campaign on Digital India and Cashless Economy was held at Cheeryal Village.</td>
</tr>
<tr>
<td><strong>Academic Year: 2015-2016</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>27/07/2015</td>
<td>Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education.</td>
</tr>
<tr>
<td>2</td>
<td>07/11/2015</td>
<td>Environmental Awareness programme was conducted by NSS Unit at GCET.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>19/12/2015</td>
<td>Blood donation camp was conducted by NSS Unit at GCET.</td>
<td></td>
</tr>
<tr>
<td>23/01/2016</td>
<td>Dental camp was conducted for Cheeryal villagers and school children.</td>
<td></td>
</tr>
<tr>
<td>22/02/2016 to 28/02/2016</td>
<td>Special Camp at Kolanupaka Village, Alair Mandal.</td>
<td></td>
</tr>
<tr>
<td>26/03/2016</td>
<td>Health camp was conducted for cheeryal villagers at GCET.</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Year: 2014-2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>31/07/2014</td>
<td>Bachpan Bahavo– our students participated in ‘save children’ program at Necklace Road.</td>
</tr>
<tr>
<td>16/07/2014</td>
<td>Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education</td>
</tr>
<tr>
<td>16/08/2014</td>
<td>Distribution of sports materials to Primary and high school students and deputing our PD and gave training in various sports and games</td>
</tr>
<tr>
<td>06/09/2014</td>
<td>Conducted Computer training classes to High school students for 4 weeks duration by our CSE department faculty</td>
</tr>
<tr>
<td>05/09/2014</td>
<td>Dental camp was conducted for Cheeryal villagers and school children</td>
</tr>
<tr>
<td>30/10/2014</td>
<td>Swatchh Bharath – program as a part of clean and green environment was conducted.</td>
</tr>
<tr>
<td>14/11/2014</td>
<td>Children Park equipment was provided to the Cheeryal Gram Panchayat and entertainment program was given to the kids of the village.</td>
</tr>
<tr>
<td>24/01/2015</td>
<td>Blood donation camp was conducted by NSS Unit at GCET</td>
</tr>
<tr>
<td>27/03/2015</td>
<td>Health camp was conducted for cherryal villagers at GCET</td>
</tr>
<tr>
<td>S. NO.</td>
<td>Name of the Event</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Team Leaders Recruitment (2016-17)</td>
</tr>
<tr>
<td>2</td>
<td>Team Members Recruitments (2016-17)</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurship awareness camp</td>
</tr>
<tr>
<td>4</td>
<td>Young India Challenge</td>
</tr>
<tr>
<td>5</td>
<td>Induction Program</td>
</tr>
<tr>
<td></td>
<td>Team Leaders Recruitment(2015-16)</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Team Members Recruitments (2015-16)</td>
</tr>
<tr>
<td>3</td>
<td>Friendship Day Stall</td>
</tr>
<tr>
<td>4</td>
<td>Webinar1</td>
</tr>
<tr>
<td>5</td>
<td>Induction Program</td>
</tr>
<tr>
<td>6</td>
<td>Wall Street</td>
</tr>
<tr>
<td>No.</td>
<td>Event</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Entrepreneurs hip awareness camp</td>
</tr>
<tr>
<td>8</td>
<td>My story Session</td>
</tr>
<tr>
<td>9</td>
<td>Cheeryal Survey</td>
</tr>
<tr>
<td>10</td>
<td>EWEK 2016 Stock market</td>
</tr>
<tr>
<td>11</td>
<td>Pheonix</td>
</tr>
<tr>
<td>12</td>
<td>B-Mart</td>
</tr>
<tr>
<td>13</td>
<td>B-Plan</td>
</tr>
<tr>
<td>14</td>
<td>Guest lecture</td>
</tr>
<tr>
<td>15</td>
<td>O captain my captain</td>
</tr>
<tr>
<td>16</td>
<td>Guest lecture</td>
</tr>
<tr>
<td>No.</td>
<td>Event Name</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Finicky Creations</td>
</tr>
<tr>
<td>18</td>
<td>Smash Jam</td>
</tr>
<tr>
<td>19</td>
<td>Picture Perspective</td>
</tr>
</tbody>
</table>

**ACADEMIC YEAR 2014-15**

<table>
<thead>
<tr>
<th>No.</th>
<th>Event Name</th>
<th>Details</th>
<th>Date</th>
<th>Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Weeks FDP on Entrepreneurship</td>
<td>Faculty was trained on how to encourage entrepreneurship</td>
<td>23rd June 2014 to 5th July 2014</td>
<td>JNTUH</td>
</tr>
<tr>
<td>2</td>
<td>Team Member Recruitments(2014-15)</td>
<td>The new members for the Idea Dimension NEN 2014-2015 batch were recruited. They were made to go through three rounds. A GD, JAM and Personal Interview rounds respectively</td>
<td>26th July 2014 to August 5th 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>3</td>
<td>Induction Ceremony</td>
<td>The Induction Ceremony was conducted for the new recruits of NEN Idea Dimension 2014-15.</td>
<td>7th August 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>4</td>
<td>Webinar 1</td>
<td>The first webinar which was conducted by NEN</td>
<td>20th August 2014</td>
<td>ONLINE</td>
</tr>
<tr>
<td>5</td>
<td>NEN Faculty Leaders</td>
<td>1st NEN Faculty Leaders Consulting</td>
<td>21st August 2014</td>
<td>kasturbha Gandhi</td>
</tr>
<tr>
<td>No.</td>
<td>Event Name</td>
<td>Details</td>
<td>Date</td>
<td>Organizer(s)</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Webinar 2</td>
<td>The second webinar conducted by NEN</td>
<td>16th September 2014</td>
<td>Rhadika Meenakshi</td>
</tr>
<tr>
<td>7</td>
<td>Ad Making</td>
<td>It was a perfect blend of team work and creativity</td>
<td>18th September 2014</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>Smash JAM</td>
<td>It was one of a kind of event. This was the same old one minute JAM plus a twist of the smash</td>
<td>20th September 2014</td>
<td>--</td>
</tr>
<tr>
<td>9</td>
<td>Stock Market Basics</td>
<td>It was a workshop on a competition called stock market to be played with a dummy stock market using a blog</td>
<td>24th September 2014</td>
<td>--</td>
</tr>
<tr>
<td>10</td>
<td>NEN Mart</td>
<td>This was a sale of handmade jewellery, cup cakes, homemade candles</td>
<td>16th October 2014</td>
<td>--</td>
</tr>
<tr>
<td>11</td>
<td>NEN Faculty Leaders Consulting Meet</td>
<td>3rd NEN Faculty Leaders Consulting Meet</td>
<td>28th October 2014</td>
<td>Vishnu Priya</td>
</tr>
<tr>
<td>12</td>
<td>Swachh Bharath</td>
<td>Students took part in Clean India mission</td>
<td>28th October 2014</td>
<td>--</td>
</tr>
<tr>
<td>13</td>
<td>Tata First Dot Workshop</td>
<td>Workshop about Tata First Dot</td>
<td>29th October 2014</td>
<td>Vishnu priya and Radhika Meenakshi</td>
</tr>
<tr>
<td>14</td>
<td>E-Week</td>
<td>Several competitions held in the week</td>
<td>23rd February to 28th February</td>
<td>--</td>
</tr>
<tr>
<td>No.</td>
<td>Business Idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Start Up:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <strong>Go Crazy to Capture: Final Year and Third year</strong> Students capture videos and pictures, which are displayed and marketed in different means.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Padmaja Bakery</strong>: A Student of third year (IT) has her own bakery running with different types of eatables.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Team: Campus Company</strong>: A group of students who are indulged in designing websites for different companies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluative Report of Electronics and Communication Engineering (ECE) Department

1. Name of the Department & its year of establishment: ELECTRONICS AND COMMUNICATION ENGINEERING, 2005

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
   UG – B.Tech.: Electronics and Communication Engineering
   PG --:  i) M.Tech Embedded Systems
           ii) M.Tech VLSI – System Design

3. Interdisciplinary courses and departments involved:
   (A). As per JNTUH R15 and R13 regulations.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Course Offered By Other Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Mathematical Methods</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>4</td>
<td>Engineering Physics</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>5</td>
<td>Engineering Chemistry</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>6</td>
<td>Computer Programming</td>
<td>I-Year</td>
<td>CSE</td>
</tr>
<tr>
<td>7</td>
<td>Engineering Drawing</td>
<td>I-Year</td>
<td>Mechanical</td>
</tr>
<tr>
<td>8</td>
<td>Computer Programming Laboratory</td>
<td>I-Year</td>
<td>CSE</td>
</tr>
<tr>
<td>9</td>
<td>Engineering Physics / Engineering Chemistry Lab</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>10</td>
<td>Engineering Language Communications Skills Lab</td>
<td>I-Year</td>
<td>Humanities and Sciences</td>
</tr>
<tr>
<td>11</td>
<td>IT Workshop /Engineering Workshop</td>
<td>I-Year</td>
<td>CSE</td>
</tr>
<tr>
<td>12</td>
<td>Mathematics -III</td>
<td>II-Year, I-Sem</td>
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<tr>
<td>13</td>
<td>Principles of Electrical Engineering</td>
<td>II-Year, II-Sem</td>
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<td>14</td>
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<td>II-Year, II-Sem</td>
<td>Humanities and Sciences</td>
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<td>II-Year, II-Sem</td>
<td>Electrical and Electronics</td>
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<td>16</td>
<td>Control Systems Engineering</td>
<td>III-Year, I-Sem</td>
<td>Electrical and Electronics</td>
</tr>
<tr>
<td>17</td>
<td>Managerial Economics and Financial Analysis</td>
<td>III-Year, II-Sem</td>
<td>MBA</td>
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<tr>
<td>S.No.</td>
<td>Course Name</td>
<td>Year and Semester</td>
<td>Course Offered By Other Department</td>
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<tr>
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<td>Humanities and Sciences</td>
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<td>5</td>
<td>Engineering Chemistry</td>
<td>I-Year, I-Sem</td>
<td>Humanities and Sciences</td>
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<td>6</td>
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<td>I-Year, I-Sem</td>
<td>CSE</td>
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<td>7</td>
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<td>Mechanical</td>
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<td>8</td>
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<td>I-Year, I-Sem</td>
<td>CSE</td>
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<tr>
<td>9</td>
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<td>I-Year, I-Sem</td>
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<td>I-Year, I-Sem</td>
<td>Humanities and Sciences</td>
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<td>Computer Programming-II</td>
<td>I-Year, II-Sem</td>
<td>Computer science</td>
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<td>Humanities and Sciences</td>
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<td>Humanities and Sciences</td>
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<td>Mathematics -II</td>
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<td>Humanities and Sciences</td>
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<td>Mathematics -III</td>
<td>I-Year, II-Sem</td>
<td>Humanities and Sciences</td>
</tr>
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<td>16</td>
<td>English Lab-II</td>
<td>I-Year, II-Sem</td>
<td>Humanities and Sciences</td>
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<td>17</td>
<td>Applied Physics lab</td>
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<td>18</td>
<td>Computational mathematics Lab</td>
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<td>Humanities and Sciences</td>
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<td>19</td>
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<td>I-Year, II-Sem</td>
<td>CSE</td>
</tr>
<tr>
<td>20</td>
<td>IT Workshop /Engineering Workshop</td>
<td>I-Year, II-Sem</td>
<td>CSE</td>
</tr>
<tr>
<td>21</td>
<td>Electrical Circuits and Electrical Technology</td>
<td>II-Year, I- Sem</td>
<td>Electrical and Electronics</td>
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<td>22</td>
<td>Electrical Engineering Lab</td>
<td>II-Year, I- Sem</td>
<td>Electrical and Electronics</td>
</tr>
<tr>
<td>23</td>
<td>Environmental Studies</td>
<td>II-Year, II- Sem</td>
<td>Humanities and Sciences</td>
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<tr>
<td>24</td>
<td>Management Science</td>
<td>III-Year, I- Sem</td>
<td>MBA</td>
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<tr>
<td>25</td>
<td>Intellectual Property Rights</td>
<td>III-Year, I- Sem</td>
<td>MBA</td>
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<td>26</td>
<td>Industrial Safety and Hazards</td>
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<td>27</td>
<td>Logical Reasoning</td>
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<td>Humanities and Sciences</td>
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<td>28</td>
<td>Human Values and Professional Ethics</td>
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<td>Control Systems Engineering</td>
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<td>30</td>
<td>Computer Networks</td>
<td>III-Year, II- Sem</td>
<td>CSE</td>
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<td>Course Name</td>
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<td>Program</td>
<td>Is under affiliation/Autonomous</td>
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<td>-------------------------------------------------------</td>
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<tr>
<td>OOP Through Java</td>
<td>IV-Year, I-Sem</td>
<td>CSE</td>
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<tr>
<td>Supply Chain Management</td>
<td>IV-Year, I-Sem</td>
<td>MBA</td>
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<tr>
<td>Knowledge Management</td>
<td>IV-Year, I-Sem</td>
<td>MBA</td>
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<td>Energy Conservation and Management</td>
<td>IV-Year, I-Sem</td>
<td>MBA</td>
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<tr>
<td>Foreign Language-French</td>
<td>IV-Year, I-Sem</td>
<td>Humanities and Sciences</td>
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<tr>
<td>Foreign Language-German</td>
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<tr>
<td>Foreign Language-Spanish</td>
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<td>Humanities and Sciences</td>
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<td>Banking and Insurance</td>
<td>IV-Year, I-Sem</td>
<td>MBA</td>
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<tr>
<td>Object Oriented Programming Through Java</td>
<td>IV-Year, I-Sem</td>
<td>CSE</td>
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<tr>
<td>Project and Financial Management</td>
<td>IV-Year, II-Sem</td>
<td>MBA</td>
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<tr>
<td>Entrepreneurship</td>
<td>IV-Year, II-Sem</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Actuarial Science</td>
<td>IV-Year, II-Sem</td>
<td>Humanities and Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>IV-Year, II-Sem</td>
<td>Humanities and Sciences</td>
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</table>

4. Annual/semester/choice based credit system:

**UG Programs:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Is under affiliation/Autonomous</th>
<th>Academic Regulation</th>
<th>Annual/Semester/CBCS</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 admitted Batch</td>
<td>B.Tech (ECE)</td>
<td>Affiliated</td>
<td>R15 of JNTUH</td>
<td>I-yr. Annual, II, III, IV Yr-Semester System</td>
<td>Only Regulations changed; but the Syllabi remains same as that of R13</td>
</tr>
<tr>
<td>2016-17 admitted Batch</td>
<td>B.Tech (ECE)</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
<td>Became UGC Autonomous w.e.f. academic year 2016-17</td>
</tr>
</tbody>
</table>
PG Programs:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Is under affiliation/Autonomous</th>
<th>Academic Regulation</th>
<th>Annual/Semester/CBCS</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 and 2014-15 admitted Batches</td>
<td>M.Tech (VLSI-SD) and M.Tech (ES)</td>
<td>Affiliated</td>
<td>R13 of JNTUH</td>
<td>Semester</td>
<td>-</td>
</tr>
<tr>
<td>2015-16 admitted Batch</td>
<td>M.Tech (VLSI-SD) and M.Tech (ES)</td>
<td>Affiliated</td>
<td>R15 of JNTUH</td>
<td>Semester and Choice Based Credit System</td>
<td>-</td>
</tr>
<tr>
<td>2016-17 admitted batch</td>
<td>M.Tech (VLSI-SD) and M.Tech (ES)</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
<td>Became UGC Autonomous w.e.f. academic year 2016-17</td>
</tr>
</tbody>
</table>

5. Participation of the department in the courses offered by other departments:
   (a) As per AR16 (Autonomous)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Program UG/PG</th>
<th>Department</th>
<th>Courses offered by the Department</th>
</tr>
</thead>
</table>
| 1    | B.Tech Electrical and Electronics Engineering | 1. Switching Theory and Logic Design  
2. Microprocessors and Microcontrollers  
3. Digital Signal Processing  
4. Embedded Systems  
5. Microprocessors and Microcontrollers Lab  
6. Embedded Systems Lab |
| 2    | Computer Science and Engineering | 1. Switching Theory and Logic Design |
(b) As per R15 and R13 (JNTUH)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Program UG / PG</th>
<th>Department</th>
<th>Courses offered by the Department</th>
</tr>
</thead>
</table>
| 1    | B.Tech          | Electrical and Electronics        | 1. Electronic Devices and Circuits  
2. Electronic Devices and Circuits Lab  
3. Electronic Circuits  
4. Switching Theory and Logic Design (During 13-14 and 14-15)  
5. IC Applications  
6. Microprocessors and Interfacing Devices  
7. Microprocessors and Interfacing Devices Lab  
8. Digital Signal Processing  
9. VLSI System Design (Elective) |
| 2    |                 | Computer Science and Engineering  | 1. Electronic Devices and Circuits  
2. Laboratory component of Electronics, part of "Electrical and Electronics Lab"  
3. Embedded Systems |
| 3    |                 | Mechanical Engineering            | Electronics part of the following two courses:  
1. Electrical and Electronics Engineering  
2. Electrical and Electronics Engineering Lab |
| 4    |                 | Civil Engineering                 | Electronics part of the following course:  
1. Electrical & Electronics Engineering |

6. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors).**

<table>
<thead>
<tr>
<th>Faculty Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>43</td>
<td>43</td>
</tr>
</tbody>
</table>
### Faculty Profile

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. R. Suryanarayana Raju</td>
<td>Ph.D</td>
<td>Professor &amp; Dean - R &amp; D</td>
<td>Microwave Engineering</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Gunturu Vijaya</td>
<td>Ph.D</td>
<td>Professor &amp; HOD</td>
<td>Electronic Instrumentation, Medical Informatics</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Dr. C. Venkata Narasimhulu</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Digital Image Processing</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Dr. S. Suryanarayana</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Image Processing</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Dr. G. Asa Jyothi</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Microwave Antenna</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>K Somasekhara Rao</td>
<td>M.Tech.</td>
<td>Professor &amp; Dean-Student Affairs</td>
<td>AE</td>
<td>40</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>O. V. P.R. Siva Kumar</td>
<td>ME</td>
<td>Professor</td>
<td>ECE</td>
<td>23</td>
<td>NA</td>
</tr>
<tr>
<td>8</td>
<td>Dr. V. Satya Srinivas</td>
<td>Ph.D</td>
<td>Assoc. Prof</td>
<td>GPS and wireless Positioning technologies</td>
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</tr>
<tr>
<td>9</td>
<td>P. Sudhakar</td>
<td>M.Tech.</td>
<td>Assoc. Prof</td>
<td>DE &amp; CS</td>
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<td>NA</td>
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<tr>
<td>10</td>
<td>S. Jyothirmayee</td>
<td>M.Tech.</td>
<td>Assoc. Prof</td>
<td>ES</td>
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<td>NA</td>
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<tr>
<td>11</td>
<td>A. Shanker</td>
<td>M.Tech.</td>
<td>Assoc. Prof</td>
<td>SSP</td>
<td>13</td>
<td>NA</td>
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<tr>
<td>12</td>
<td>D. Venkata Rami Reddy</td>
<td>M.E</td>
<td>Assoc. Prof</td>
<td>DS</td>
<td>17.6</td>
<td>NA</td>
</tr>
<tr>
<td>13</td>
<td>B. Sreelatha</td>
<td>M.Tech.</td>
<td>Assoc. Prof</td>
<td>VLSI-SD</td>
<td>11</td>
<td>NA</td>
</tr>
<tr>
<td>14</td>
<td>J. Mrudula</td>
<td>M.E</td>
<td>Assoc. Prof</td>
<td>Elect.</td>
<td>12</td>
<td>NA</td>
</tr>
<tr>
<td>16</td>
<td>R. Odaiah</td>
<td>M.E</td>
<td>Assoc. SSP</td>
<td>SSP</td>
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<tr>
<td>S.No.</td>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Specialization</td>
<td>No. of Years of Experience</td>
<td>No. of Ph.D. Students guided for the last 4 years</td>
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<tr>
<td>17</td>
<td>G.Sreelakshmi</td>
<td>M.E</td>
<td>Assoc. Prof.</td>
<td>DS</td>
<td>15.1</td>
<td>NA</td>
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<tr>
<td>18</td>
<td>M.Laxmi</td>
<td>M.Tech.</td>
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<td>ECE</td>
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<td>NA</td>
</tr>
<tr>
<td>19</td>
<td>S.Krishna Priya</td>
<td>M.E</td>
<td>Assoc. Prof.</td>
<td>CS</td>
<td>10.5</td>
<td>NA</td>
</tr>
<tr>
<td>20</td>
<td>S. Vasu Krishna</td>
<td>M.Tech.</td>
<td>Assoc. Prof.</td>
<td>DS &amp; CE</td>
<td>19</td>
<td>NA</td>
</tr>
<tr>
<td>21</td>
<td>M. Sowjanya</td>
<td>M.Tech.</td>
<td>Assoc. Prof.</td>
<td>DSCE</td>
<td>11</td>
<td>NA</td>
</tr>
<tr>
<td>22</td>
<td>M.Muthamma</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES &amp; VLSI-SD</td>
<td>7.5</td>
<td>NA</td>
</tr>
<tr>
<td>23</td>
<td>M.Venkata Sireesha</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td>24</td>
<td>M. Uma Rani</td>
<td>M.Tech.</td>
<td>Asst Prof.</td>
<td>DECS</td>
<td>13</td>
<td>NA</td>
</tr>
<tr>
<td>25</td>
<td>V.Venkata Lakshmi</td>
<td>M.Tech.</td>
<td>Asst Prof.</td>
<td>DECS</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>26</td>
<td>B.Mamatha</td>
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<td>Asst. Prof.</td>
<td>ES</td>
<td>7</td>
<td>NA</td>
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<tr>
<td>27</td>
<td>D. Sony</td>
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<td>Asst. Prof.</td>
<td>VLSI-SD</td>
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<td>NA</td>
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<tr>
<td>28</td>
<td>M.Chathar Singh</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>VLSI-SD</td>
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<td>NA</td>
</tr>
<tr>
<td>29</td>
<td>S. Surya Prakash</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>30</td>
<td>M.Krishna Chaitanya</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>VLSI &amp; ES</td>
<td>8.5</td>
<td>NA</td>
</tr>
<tr>
<td>31</td>
<td>R. Chiranjeevi</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>2.2</td>
<td>NA</td>
</tr>
<tr>
<td>32</td>
<td>G. Poshamallu</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES &amp; VLSI-SD</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>33</td>
<td>B. Jugal Kishore</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>VLSI</td>
<td>5.2</td>
<td>NA</td>
</tr>
<tr>
<td>34</td>
<td>Y. Naga Lakshmi</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>9</td>
<td>NA</td>
</tr>
<tr>
<td>35</td>
<td>Md. Touseef Sumer</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>SSP</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>36</td>
<td>M.Krishna</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>VLSI-SD</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>37</td>
<td>L. Kavya</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>DSCE</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>38</td>
<td>Y. Siva Rama</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>WBC</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>39</td>
<td>A. Subramanyam</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>VLSI &amp; ES</td>
<td>7</td>
<td>NA</td>
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<tr>
<td>40</td>
<td>K. Victor</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>DC</td>
<td>6.5</td>
<td>NA</td>
</tr>
<tr>
<td>41</td>
<td>Ch. Anusha</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>VLSI &amp; ES</td>
<td>1</td>
<td>NA</td>
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<tr>
<td>42</td>
<td>S. Vijaya Lakshmi</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>WMC</td>
<td>11</td>
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<tr>
<td>43</td>
<td>J. Bharathi</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>S&amp;SP</td>
<td>4</td>
<td>NA</td>
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<td>44</td>
<td>B. Ramu</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>SSP</td>
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<tr>
<td>45</td>
<td>Thalla Narasimha</td>
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<td>Asst. Prof.</td>
<td>ES</td>
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<td>46</td>
<td>S. Shravani</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
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<td>47</td>
<td>P. Chandra Prakash</td>
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<td>Asst. Prof.</td>
<td>ES</td>
<td>2.5</td>
<td>NA</td>
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<tr>
<td>S.No.</td>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Specialization</td>
<td>No. of Years of Experience</td>
<td>No. of Ph.D. Students guided for the last 4 years</td>
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<tr>
<td>-------</td>
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<td>-------------</td>
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<td>48</td>
<td>Ch. Sandeep</td>
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<td>Asst. Prof.</td>
<td>VLSI &amp; ESE</td>
<td>2</td>
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<td>49</td>
<td>G. Venkat Rao</td>
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<td>50</td>
<td>B. Suneetha</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>DC</td>
<td>3</td>
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<td>51</td>
<td>S. Yagnasree</td>
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<td>Asst. Prof.</td>
<td>ES</td>
<td>9.5</td>
<td>NA</td>
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<td>52</td>
<td>V. Sirisha</td>
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<td>Asst. Prof.</td>
<td>ES &amp; VLSI</td>
<td>1.6</td>
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<td>53</td>
<td>A. Sowjanya</td>
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<td>54</td>
<td>K. Sravanthi</td>
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<td>Asst. Prof.</td>
<td>ECE</td>
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<td>55</td>
<td>K. Snigdha Kamala</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
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<td>NA</td>
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<tr>
<td>56</td>
<td>Ch. Suresh Kumar</td>
<td>M.Tech.</td>
<td>1/Asst. Prof.</td>
<td>CS</td>
<td>7</td>
<td>NA</td>
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<tr>
<td>57</td>
<td>Pavani C</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>SSP</td>
<td>9</td>
<td>NA</td>
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<tr>
<td>58</td>
<td>R. VNR Suneel Krishna</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>2.5</td>
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<tr>
<td>59</td>
<td>K. Rama Krishna</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>DC</td>
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<tr>
<td>60</td>
<td>V. Indupriya</td>
<td>M.Tech.</td>
<td>asst. Prof.</td>
<td>SSP</td>
<td>7</td>
<td>NA</td>
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<tr>
<td>61</td>
<td>A R L Padmaja</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>31</td>
<td>NA</td>
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<td>62</td>
<td>M. Anand</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ES</td>
<td>2</td>
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<tr>
<td>63</td>
<td>V. Savithri Padmapriya</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ECE</td>
<td>0</td>
<td>NA</td>
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<td>64</td>
<td>T. Koteswara Rao</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>C&amp;C</td>
<td>0</td>
<td>NA</td>
</tr>
</tbody>
</table>

8. Percentage of classes taken by temporary faculty – programme-wise information:
- Nil-

9. Programme-wise Student-Teacher Ratio

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Total faculty members</th>
<th>Students</th>
<th>Student: Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Tech</td>
<td>55</td>
<td>720</td>
<td>13:1</td>
</tr>
<tr>
<td>M. Tech</td>
<td>9</td>
<td>96</td>
<td>10.6:1</td>
</tr>
</tbody>
</table>

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

<table>
<thead>
<tr>
<th>S.No</th>
<th>Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Support Staff</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Administrative Staff</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Funding Agency</th>
<th>Title</th>
<th>Grants Sanctioned</th>
<th>No. of Faculty Involved</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DST, Govt. of India (National)</td>
<td>Investigation of Linear Combinations of GNSS Measurements to Mitigate the Effect of Ionosphere and Multipath</td>
<td>Rs. 21.5 Lakh</td>
<td>1</td>
<td>3 years (Started in September 2015)</td>
</tr>
</tbody>
</table>

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc. total grants received.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Funding Agency</th>
<th>Title</th>
<th>Co-ordinator Name</th>
<th>Grants Received</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DST, Govt of India</td>
<td>Design and Development of Multi-Wavelength LASER RADAR (LIDAR) for Measurement of Aerosols and Clouds in the Troposphere and Lower Stratosphere</td>
<td>Dr. M Satyanarayana and Mr. P Sudhakar</td>
<td>Rs. 34.58 Lakh</td>
<td>4 Years (Nov 2010 to July 2014)</td>
</tr>
<tr>
<td>2</td>
<td>DST, Govt of India</td>
<td>“Investigation of Linear Combinations of GNSS Measurements to Mitigate the Effect of Ionosphere and Multipath”</td>
<td>V. Satya Srinivas</td>
<td>Rs.17 Lakh (Rs. 4.5 Lakh yet to be released)</td>
<td>3 years</td>
</tr>
</tbody>
</table>

13. Research facility / centre with

- state recognition: NIL
- national recognition:
  - Recognized as R&D Center by DSIR (SIRO), Govt. of India (F.No. 11/532/2011-TU-V).
- international recognition: NIL.
14. Publications:

* Number of papers published in peer reviewed journals (national / international)
* Monographs
* Chapter(s) in Books
* Editing Books
* Books with ISBN numbers with details of publishers
* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
* Citation Index – range / average
* SNIP
* SJR
* Impact factor – range / average
* h-index

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Publication Type: Peer reviewed Journals (national/ international)</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International Journals</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>International conferences</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>National Journals</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>National Conferences</td>
<td>1</td>
</tr>
</tbody>
</table>

For details on specific Research Publications published/ presented in Journals and/or Conferences please refer to ANNEXURE-ECE-A (Table -1: for International Journals, Table-2: for International Conferences, Table-3: for National Journals and Table-4: for National Conferences).

15. Details of patents and income generated: 3 patents as below


ii. RS Raju, Krishan Lal, Javed Bhatti, and Banshi Ram, “Fabrication of grids using EDM process”, CSIR patent No. 3989DEL2015, dated 08-12-2015.


Income generated: Nil
16. **Areas of consultancy and income generated:** - NIL, as of now.

However, as on date, efforts are underway by Dean, Research and Development. The efforts are as follows:

i. From II sem. AY 16-17, Dr. Raju, Professor, ECE, as part of a Defense classified consultancy exercise is visiting 1-day per week to VEM Technologies, Pvt. Ltd., Bachupally, Hyderabad with respect to design and development of Microwave component for use in Defense Purposes. Income generated out of this exercise is being estimated.

ii. To come up soon with a consultancy from Microwave Tube Research and Development Centre, a DRDO Lab, Bangalore

iii. To come up soon with another consultancy from VEM Technologies in an interdisciplinary area: Thermal and Structural Analysis of Electron Emitter for Defense Purposes.

17. **Faculty recharging strategies**

- GCET regularly invites faculty experts of repute from institutes of higher learning such as: NIT Warangal, IIITH, Osmania University, JNTUH, JNTUK and so on to deliver Expert lectures on a various topics to strengthen the faculty members’ instructional skills.

- The faculty are encouraged to conduct and attend FDP’s, Workshops, Refreshment courses to update new and/or emerging technologies in addition to those for strengthening teaching skills in the current subjects being taught.

The institute offers necessary grants and infrastructure for the above. However, for the conduct of an FDP Institute received grants, as indicated below, from AICTE, New Delhi

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Title</th>
<th>Grants Received</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>AICTE</td>
<td>FDP on “Advanced VLSI System Design”</td>
<td>Rs. 5 Lakh</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

- The period of absence of the faculty member at GCET for attending such FDPs is being treated as “ON DUTY”
Also GCET, on a case to case basis, bears the registration fee for attending the FDPs/workshops/training sessions and so on. Please refer the table in ANNEXURE-ECE-B which provides a listing of the faculty who attended such FDP’s, Workshops, training sessions or refresher courses for the last three academic years i.e., AY 2016-17, AY2015-16 and AY 2014-15.

To promote and inculcate a research environment in the department, Eminent professionals are recruited in various areas: Microwave Engineering, Electronic instrumentation and medical informatics, Digital Image Processing, Microwave Antennas, GPS and wireless Positioning technologies etc.,...

The Department and the GCET, administration encourages e. Its faculty to register and pursue Ph.D. Degree. A list of faculty pursuing Ph.D. is as in the table given below:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Faculty Name</th>
<th>Designation</th>
<th>Area of Specialization</th>
<th>University and Year of Registration</th>
<th>Expected year of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D Venkata Rami Reddy</td>
<td>Associate Professor</td>
<td>Wireless Communications</td>
<td>ANU 2012</td>
<td>2019</td>
</tr>
<tr>
<td>2</td>
<td>P Sudhakar</td>
<td>Associate Professor</td>
<td>Radar &amp; LIDAR Signal Processing</td>
<td>JNTUH 2012</td>
<td>2017</td>
</tr>
<tr>
<td>3</td>
<td>J Mrudula</td>
<td>Associate Professor</td>
<td>Digital Communication</td>
<td>JNTUH 2011</td>
<td>2018</td>
</tr>
<tr>
<td>4</td>
<td>B SreeLatha</td>
<td>Associate Professor</td>
<td>Fault Diagnosis</td>
<td>JNTUH 2012</td>
<td>2019</td>
</tr>
<tr>
<td>5</td>
<td>S. Vasu krishna</td>
<td>Associate Professor</td>
<td>Low Power VLSI Design</td>
<td>JNTUH 2008</td>
<td>2018</td>
</tr>
<tr>
<td>6</td>
<td>G SreeLakshmi</td>
<td>Associate Professor</td>
<td>Digital VLSI</td>
<td>JNTUH 2011</td>
<td>2018</td>
</tr>
<tr>
<td>7</td>
<td>U Appala Raju</td>
<td>Associate Professor</td>
<td>Signal Processing and Communications</td>
<td>JNTUK 2014</td>
<td>2019</td>
</tr>
<tr>
<td>8</td>
<td>M Venkata Sirisha</td>
<td>Assistant Professor</td>
<td>Image Processing &amp; VLSI Design</td>
<td>JNTUK 2015</td>
<td>2020</td>
</tr>
</tbody>
</table>

f. In-house research is highly encouraged, a full-fledged establishment of R&D Laboratory – which is underway and will be a reality by end of May, 2017.
g. Its faculty to work on topics related/in extension to the already completed Research Projects.

h. a formal Faculty mentee – Faculty mentor system to strengthen and improve the teaching-learning pedagogy for both the UG and PG students

18. **Student projects:** During the AY 13-14 to AY16-17,

   o The percentage of students who have done in-house projects including inter-departmental: **30%**
   o The percentage of students doing projects in collaboration with industries / institutes: **70%**

19. **Awards / recognitions received at the national and international level by**

   o **Faculty**

   i. Sudhakar, P. Kalavathi, D. Ramakrishna Rao and M Satyanarayana, “Design of Laser Based Monitoring Systems for Compliance Management of Odorous and Hazardous Air Pollutants in Selected Chemical Industrial Estates at Hyderabad, India” ISPRS TC VIII International Symposium on Operational Remote Sensing Applications: Opportunities, Progress and Challenges, Hyderabad, December 9-12, 2014. [This presentation has been selected as the 3rd best in the Symposium]

   ii. Mr. G Vijaya, Mr. G Vinod Kumar and Mr. H K Varma, “Artifical Neural Network Based Wave Complex Detection in Electrocardiograms”, received **KHOSLA Research Commendation Certificate** from **University of Roorkee** in 1998.

   iii. Mr. G Vijaya, Mr. G Vinod Kumar and Mr. H K Varma, “Training Neural Network for Wave Complex Detection in Electrocardiograms”, at National Systems Conference (NSC-97), Research Center Imarat (RCI), DRDO. Has been adjudged **the best paper of NSC-97**, Session IIB on Communication and Signal Processing.

   iv. Dr. R S Raju received award from CEERI Foundation day award for successful development of S-band TWT project in September 1993

   v. Dr. R S Raju received **Emeritus Scientist** position award after retirement at the age of 62 years
vi. Dr. R S Raju received **JC Bose Memorial Award for Best Engineering paper in 1992.**

vii. Dr. R S Raju received Commonwealth Scholarship award in `82 for pursuing Ph.D. at University of Cambridge, U.K.

- **Doctoral / post doctoral fellows:** NIL

- **Students:**

(C) **Merit Scholarship:**

- The scholarship is provided to the topper in branch for all years of students.
- The following are details of ECE students who received Shri Raja Reddy Memorial Scholarship (from M/s. Teja Educational Society):

### 2014-15

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Roll No</th>
<th>Name Of The Student</th>
<th>%</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
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<tr>
<td>1</td>
<td>I</td>
<td>14R11A04M1</td>
<td>N.Surya Priyanka</td>
<td>79.8</td>
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<td>Ch Sai Bhargavi</td>
<td>79.7</td>
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<td>14R11A0404</td>
<td>Ankati Navya</td>
<td>78</td>
<td>Third</td>
<td>3000</td>
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<tr>
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<td>14R11A04B9</td>
<td>Anamali Reethika</td>
<td>77.4</td>
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<td>II</td>
<td>13R11A0413</td>
<td>Dakuri Sushma</td>
<td>82.53</td>
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<td>5000</td>
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<td>Kornepati Aishwarya</td>
<td>82.4</td>
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<td>4000</td>
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<td>S Ashwith Reddy</td>
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<td>Bheem Reddy Vineeth Reddy</td>
<td>77.4</td>
<td>Fourth</td>
<td>2000</td>
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<td>III</td>
<td>12R11A04D9</td>
<td>I Uma Maheshwari</td>
<td>82.72</td>
<td>First</td>
<td>5000</td>
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<td></td>
<td>12R11A04H0</td>
<td>Surapaneni Sai Teja</td>
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<td>4000</td>
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<td></td>
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<td>Chityala Sai Roopa</td>
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<td>IV</td>
<td>11R11A0426</td>
<td>K Ramani</td>
<td>81.31</td>
<td>First</td>
<td>5000</td>
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<tr>
<td></td>
<td></td>
<td>11R11A04A5</td>
<td>P Anantha Laxmi Dharam Singh</td>
<td>80.82</td>
<td>Second</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11R11A0486</td>
<td>K Shrvani</td>
<td>80.62</td>
<td>Third</td>
<td>3000</td>
</tr>
</tbody>
</table>

### 2013-14

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Roll No</th>
<th>Name Of The Student</th>
<th>%</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>13R11A04D9</td>
<td>Priyanka Solanki</td>
<td>85.3</td>
<td>First</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A04E0</td>
<td>P Niharika</td>
<td>82.6</td>
<td>Second</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0407</td>
<td>B Vineeth Reddy</td>
<td>80.1</td>
<td>Third</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0413</td>
<td>D Shushma</td>
<td>80</td>
<td>Fourth</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>12R11A04H0</td>
<td>Surapaneni Sai Teja</td>
<td>86.83</td>
<td>First</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A04D9</td>
<td>I Uma Maheshwari</td>
<td>86.5</td>
<td>Second</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A04C6</td>
<td>Arugonda Sahithya</td>
<td>81.28</td>
<td>Third</td>
<td>3000</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>11R11A0426</td>
<td>K Ramani</td>
<td>84.84</td>
<td>First</td>
<td>3000</td>
</tr>
<tr>
<td>S.No.</td>
<td>YEAR</td>
<td>Roll No</td>
<td>Name Of The Student</td>
<td>%</td>
<td>Rank</td>
<td>Prize Money(Rs.)</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>--------------</td>
<td>---------------------------</td>
<td>------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
<td>12R11A04H0</td>
<td>Surapaneni Sai Teja</td>
<td>88.6</td>
<td>First</td>
<td>7000</td>
</tr>
<tr>
<td></td>
<td>I YEAR</td>
<td>12R11A04D9</td>
<td>I Uma Maheshwari</td>
<td>87</td>
<td>Second</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>11R11A0413</td>
<td>Chintham Muni Shree Anjusha</td>
<td>86</td>
<td>First</td>
<td>7000</td>
</tr>
<tr>
<td></td>
<td>II YEAR</td>
<td>11R11A0426</td>
<td>K Ramani</td>
<td>84</td>
<td>Second</td>
<td>3000</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>10R11A0413</td>
<td>Dasari Dinesh Reddy</td>
<td>78.96</td>
<td>First</td>
<td>7000</td>
</tr>
<tr>
<td></td>
<td>III YEAR</td>
<td>10R11A04B5</td>
<td>Sowmya Dixit</td>
<td>76.05</td>
<td>Second</td>
<td>3000</td>
</tr>
<tr>
<td>4</td>
<td>IV</td>
<td>09R11A04B7</td>
<td>Vinnakota Sarath Sankar</td>
<td>83.86</td>
<td>First</td>
<td>7000</td>
</tr>
<tr>
<td></td>
<td>IV YEAR</td>
<td>09R11A0484</td>
<td>Gottiparthi Asritha</td>
<td>83.16</td>
<td>Second</td>
<td>3000</td>
</tr>
</tbody>
</table>

(D) Awards received by the students for the participation in the events organized by Other Universities/ Colleges/ Institutes:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Event</th>
<th>No. of Students Achieved Prizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year: 2016-17</td>
<td>Academic Year: 2015-16</td>
</tr>
<tr>
<td>1</td>
<td>Robotics/ Coding</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>ISB/ Literary fest/ Quiz/ E-Jam</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Paper presentation</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Projects presentation</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Poster presentation</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Circuit making/ Apps/ MUN</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Cultural Events</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Please go through ANNEXURE-ECE-C (Table-1: For Academic Year 2016-17, Table-2: For Academic Year 2015-16, Table-3: For Academic Year 2014-15) for more details.

20. Seminars/ Conferences/Workshops organized and the source of funding (national i. international) with details of outstanding participants, if any.

Kindly find below the details of Seminars/ Conferences/Workshops organized and the source of funding as under:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Seminars/ Conferences/Workshops organized</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>CERTIFICATION COURSE ON Embedded System Design with Hands-on Experience</td>
<td>June 12 - 30, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>9.</td>
<td>Tech Expo 16 for Final Year Students</td>
<td>April 04, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>10.</td>
<td>LabVIEW Workshop</td>
<td>February 25 – 26, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>11.</td>
<td>Data Networking-Routing and Switching</td>
<td>February 22 – 24, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>12.</td>
<td>TECHEXPO-15</td>
<td>March 31, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>14.</td>
<td>One day project exhibition ‘TECHEXPO14’</td>
<td>March 1, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>15.</td>
<td>Five Day Workshop on “VLSI system design &amp; programming”</td>
<td>February 18 – 22, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>16.</td>
<td>Two Day Workshop on “PCB Design and Fabrication”</td>
<td>December 27 – 28, 2013</td>
<td>GCET</td>
</tr>
<tr>
<td>23.</td>
<td>Network Transformation &amp; Road to 5 G</td>
<td>June 23, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>24.</td>
<td>Electro Magnetic Interference and Compatibility</td>
<td>July 16, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>25.</td>
<td>Virtual Reality</td>
<td>September 02, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>26.</td>
<td>Being a Smart Engineer</td>
<td>September 02, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>27.</td>
<td>IEEE and Professionalism</td>
<td>February 17, 2016</td>
<td>GCET</td>
</tr>
</tbody>
</table>
### Student profile program (course)-wise:

Profile of the students in various programs as in Q. No.2 is as given below. It may kindly be noted that the admissions are made based on the EAMCET ranks and the allotments are made by the Convener, EAMCET until the quota of seats are filled. Hence, in the table below, instead of the number of received applications, stated is the Sanctioned Intake each UG or PG batch Year-wise.

#### C) B.Tech ECE (UG)

<table>
<thead>
<tr>
<th>Batch</th>
<th>Sanctioned Intake</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-16</td>
<td>180</td>
<td>105</td>
<td>75</td>
<td>88 %</td>
<td>96 %</td>
</tr>
<tr>
<td>2011-15</td>
<td>120</td>
<td>70</td>
<td>50</td>
<td>55.71 %</td>
<td>100 %</td>
</tr>
<tr>
<td>2010-14</td>
<td>120</td>
<td>79</td>
<td>50</td>
<td>82.27 %</td>
<td>90 %</td>
</tr>
<tr>
<td>2009-13</td>
<td>120</td>
<td>74</td>
<td>45</td>
<td>92 %</td>
<td>93 %</td>
</tr>
</tbody>
</table>

#### D) M.Tech – VLSI System Design (PG)

<table>
<thead>
<tr>
<th>Batch</th>
<th>Sanctioned Intake</th>
<th>Students Joined/ Admitted</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2012-16</td>
<td>180</td>
<td>105</td>
<td>75</td>
</tr>
<tr>
<td>2011-15</td>
<td>120</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>2010-14</td>
<td>120</td>
<td>79</td>
<td>50</td>
</tr>
<tr>
<td>2009-13</td>
<td>120</td>
<td>74</td>
<td>45</td>
</tr>
<tr>
<td>Batch Admitted</td>
<td>Sanctioned Intake</td>
<td>Students Joined/ Admitted</td>
<td>Pass Percentage</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2014-16</td>
<td>30</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>2013-15</td>
<td>30</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>2012-14</td>
<td>18</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>2011-12</td>
<td>18</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

22. Diversity of Students

A). B.Tech ECE (UG)

<table>
<thead>
<tr>
<th>Batch Admitted</th>
<th>Name of the Program</th>
<th>% students from the college</th>
<th>% students from the same state (Telangana)</th>
<th>% students from the other state (including AP)</th>
<th>% of students from other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-20</td>
<td>UG</td>
<td>NA</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015-19</td>
<td>UG</td>
<td>NA</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014-18</td>
<td>UG</td>
<td>NA</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-17</td>
<td>UG</td>
<td>NA</td>
<td>92.7 %</td>
<td>7.3 %</td>
<td>0</td>
</tr>
</tbody>
</table>

B). M.Tech – VLSI System Design (PG)

<table>
<thead>
<tr>
<th>Batch Admitted</th>
<th>Name of the Program</th>
<th>% students from the college</th>
<th>% students from the same state (Telangana)</th>
<th>% students from the other state (including AP)</th>
<th>% of students from other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-18</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>2015-17</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>2014-16</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>2013-15</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Batch Admitted</th>
<th>Name of the Program</th>
<th>% students from the college</th>
<th>% students from the same state (Telangana)</th>
<th>% students from the other state (including AP)</th>
<th>% of students from other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-18</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>2015-17</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>2014-16</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>2013-15</td>
<td>PG</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

<table>
<thead>
<tr>
<th>Name of the Competitive Exam</th>
<th>No. of Students Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATE/ PGECET</td>
<td>13 10 3 7</td>
</tr>
<tr>
<td>GRE / CAT/ TOEFL / GMAT</td>
<td>22 14 7 17</td>
</tr>
<tr>
<td>Total</td>
<td>35 24 10 24</td>
</tr>
</tbody>
</table>

24. Student progression

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>-</td>
</tr>
<tr>
<td>PG to M.Phil</td>
<td>NA</td>
</tr>
<tr>
<td>Employed</td>
<td>53.75 %</td>
</tr>
<tr>
<td>• Campus Selection</td>
<td>-</td>
</tr>
<tr>
<td>• Other than Campus Recruitment</td>
<td>-</td>
</tr>
<tr>
<td>Entrepreneurship/ Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>
25. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates (PG)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same parent university</td>
<td>71.85% (46 out of 64)</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>9.37% (6 out of 64)</td>
</tr>
<tr>
<td>from other universities from other States</td>
<td>18.75% (12 out of 64)</td>
</tr>
</tbody>
</table>

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period:

Three faculty received Ph.D. and details are as shown below (chronologically reverse order):

A) Mr. M C Raju Received Ph.D. in November 2016.
B) Mr. S. Suryanarayana Ph.D. in October 2015.
C) Mr. C.V. Narasimhulu Ph.D. in May, 2013

27. Present details about infrastructural facilities

a. Library

<table>
<thead>
<tr>
<th>No. of Titles</th>
<th>No. of Volumes</th>
<th>No. of Computers with printer &amp; internet facility</th>
<th>Library Plinth Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>359</td>
<td>407</td>
<td>1</td>
<td>15.6sqm</td>
</tr>
</tbody>
</table>

b. Internet facilities for staff and students

Each faculty room is equipped with computers and internet connections. All systems in Labs, Department and Department Library are provided with internet facility.

Internet Service Providers:

(i). Vainavi Communication (P) Ltd - (48 Mbps)
(ii). Excel Media (P) Ltd - (16 Mbps)

c. Total number of class rooms: 16 (UG) + 2 (PG)

d. Class rooms with ICT facility

An exclusive fully equipped E-class room is available to conduct ICT lectures. Apart from that, any class room can be provided with ICT facility with the exclusive LCD
Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal

projectors and Laptops available in the department. Besides, all the Seminar Halls are equipped with LCD projectors.

e. Students laboratories:

It may kindly be noted that in view of Autonomous status achieved there are plans to make changes as per (i) the new curriculum and (ii) directions of the JNTUH & AICTE. However, for the assessment years AY 2013-14 to AY 16-17, following are the details of various laboratories.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Program</th>
<th>Name of the Lab</th>
<th>Block</th>
<th>Room No</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UG</td>
<td>EDC / PDC Lab</td>
<td>I</td>
<td>105</td>
<td>108 Sq. Mtrs</td>
</tr>
<tr>
<td>2</td>
<td>UG</td>
<td>MP &amp; MC Lab</td>
<td>I</td>
<td>102</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>3</td>
<td>UG</td>
<td>Simulation Lab-1</td>
<td>I</td>
<td>104</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>4</td>
<td>UG</td>
<td>IC Applications Lab</td>
<td>I</td>
<td>114</td>
<td>105 Sq. Mtrs</td>
</tr>
<tr>
<td>5</td>
<td>UG</td>
<td>AC Lab</td>
<td>I</td>
<td>117</td>
<td>80 Sq. Mtrs</td>
</tr>
<tr>
<td>6</td>
<td>UG</td>
<td>EDC Lab</td>
<td>I</td>
<td>214</td>
<td>104 Sq. Mtrs</td>
</tr>
<tr>
<td>7</td>
<td>UG</td>
<td>MW &amp; DC Lab</td>
<td>I</td>
<td>315</td>
<td>105 Sq. Mtrs</td>
</tr>
<tr>
<td>8</td>
<td>UG</td>
<td>DSP Lab</td>
<td>II</td>
<td>R207</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>9</td>
<td>UG</td>
<td>DSP Lab</td>
<td>II</td>
<td>R208</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>10</td>
<td>UG</td>
<td>ECAD &amp; VLSI</td>
<td>II</td>
<td>R209</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>11</td>
<td>UG</td>
<td>ECAD &amp; VLSI</td>
<td>II</td>
<td>R210</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>12</td>
<td>PG</td>
<td>Signal Processing &amp; Advanced Communications Lab</td>
<td>I</td>
<td>317</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>13</td>
<td>PG</td>
<td>VLSI-I, VLSI-II</td>
<td>I</td>
<td>318</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>14</td>
<td>PG</td>
<td>EMBEDDED SYSTEMS</td>
<td>I</td>
<td>101</td>
<td>66 Sq. Mtrs</td>
</tr>
<tr>
<td>15</td>
<td>PG</td>
<td>R&amp;D</td>
<td>I</td>
<td>316</td>
<td>66 Sq. Mtrs</td>
</tr>
</tbody>
</table>

f. Research laboratories

Previous R&D lab of 66 Sq. meters is now upgraded to 120 Sq. meters.

28. Number of students of the department getting financial assistance from College.

- Geethanjali College of Engineering and Technology is providing Scholarships to Students for their proven academic excellence.
- Raja Reddy Memorial Award for academic excellence is given to the topper in each branch for all years of students.
<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>No. of Students Received Financial Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of GCET (Sponsored by Teja Educational Society)</td>
<td>2016-17 2015-16 2014-15 2013-14</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

No new programs have been initiated in the last four academic years.

30. Does the department obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

b. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

c. Alumni and employers on the programmes and what is the response of the department to the same?

-Yes. Following may be noted with respect to the above three aspects a, b and c:

- Department shares the feedback received from students, peers and seniors regularly with the concerned faculty on various aspects such as: Punctuality, Regularity, Class Control, Students’ ability to understand topics covered, weekly coverage of the syllabus by the faculty, Marks secured by students in each subject, Course End Survey as how the faculty handled the course and how far the subjects taught met the course outcomes and so on.

- In addition to the above every faculty is attached to a senior faculty to enable him/ her learn to enhance teaching-learning techniques of a subject.

- If the measured course outcomes average is found unsatisfactory, suitable steps are taken to enhance the course outcome average measurements of the subsequent semester by focusing more on such subjects who contribute to poor / unsatisfactory performance via monitoring by HoD.

- Upon providing enough opportunity for the faculty to improve via faculty mentoring process, it is ensured that the faculty performance is improved year after year. In spite
of all the above efforts and in the worst case event if non improvement of the faculty’s performance, the faculty concerned will be asked to severe his services with the institute.

- Based on the feedback received from the Alumni on the course curriculum, as and when needed JNTUH is informed of the same to make relevant changes, if it deems fit. From 2016-17 onwards, in view of UGC Autonomy, the department proposes changes to the curriculum appropriately based on Alumni feedback.

31. **List the distinguished alumni of the department (maximum 10)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Roll No.</th>
<th>Name</th>
<th>Industry of repute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12R11A0454</td>
<td>R.RANI</td>
<td>GOOGLE</td>
</tr>
<tr>
<td>2</td>
<td>10R11A0443</td>
<td>R.MOUNIKA</td>
<td>TECHMAHINDRA</td>
</tr>
<tr>
<td>3</td>
<td>12R11A0424</td>
<td>G.S.N.KARTHIK</td>
<td>HCL TECHNILOGIES</td>
</tr>
<tr>
<td>4</td>
<td>12R11A0449</td>
<td>M.SOWMYA</td>
<td>ACCENTURE</td>
</tr>
<tr>
<td>6</td>
<td>12R11A0474</td>
<td>MAHITHA.S</td>
<td>COGNIZANT</td>
</tr>
<tr>
<td>7</td>
<td>12R11A0442</td>
<td>K.RAMA KRISHNA REDDY</td>
<td>MPHASIS</td>
</tr>
<tr>
<td>8</td>
<td>12R11A0446</td>
<td>K.SAMATHA</td>
<td>ACCENTURE</td>
</tr>
<tr>
<td>9</td>
<td>12R11A0453</td>
<td>M SIRISHA</td>
<td>COGNIZANT</td>
</tr>
<tr>
<td>10</td>
<td>12R11A0457</td>
<td>SHIVAM</td>
<td>OSMOSYS</td>
</tr>
</tbody>
</table>

32. **Give details of student enrichment programmes.**

Department conducted student enrichment programmes (special lectures / workshops / seminars) with external experts as summarized below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Event Name</th>
<th>Number in an Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminars / Guest Lectures</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Workshops</td>
<td>-</td>
</tr>
</tbody>
</table>

Please refer ANNEXURE-ECE-D for more details.

33. **List the teaching methods adopted by the faculty for different programmes.**
• Visual teaching methods namely, chalk and board, video lectures of reputed institutes, NPTEL lectures, YouTube videos, etc.
• Students are given Assignments, encouraged to participate in Group Discussions for better understanding of the course topics.
• Tutorial classes are conducted in all subjects with a view to have a clear understanding of the complex concepts.
• Industrial and site visits are arranged regularly for students to expose them to latest technology.
• Department conducts course specific guest lectures by experts.
• Students are provided with exclusive internet facility in digital Library to upgrade their knowledge.
• The Institution offers digital Library and departmental libraries which can be made use of by students to enhance their knowledge.
• Students are encouraged to conduct and participate in technical events involving design, analysis & modeling of Electronic Systems.
• Employability skills, soft skills, etc. are provided.
• Institute periodically conducts technical events like BHASWARA, project exhibition, etc. for the students to familiarize with the contents beyond curriculum.
• The students are encouraged to become members of student chapters of IEEE, IETE, ISTE and students get exposed to advanced technologies through seminars workshops etc., conducted by them.
• Students are motivated to give seminars on contemporary technical topics.
• Students do mini projects and major projects making use of the college infrastructure and also are encouraged to take-up internship in reputed organizations.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?
Program Objectives, often referred to as Program Educational Objectives (PEOs) are communicated to the students along with the learning outcomes. To ensure the attainment of PEOs and learning outcomes, the following measures are taken:
From the objectives articulated, using Bloom’s Taxonomy,
3. Faculty specify a clear set of outcomes that all students shall achieve.
4. Faculty select, from the set of outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are taught in a way that the students can comprehend with ease.
8. Faculty provide examples to students of what they will be able to do when they have achieved those outcomes.
9. Few additional extension outcomes provide some students with a much deeper understanding of the issues being studied.
10. Faculty teach detailed prerequisites that students must master before attempting to achieve each new outcome and ensure the same through several assessment methods.
11. Faculty plan and use several different teaching strategies that help students achieve the desired learning outcomes.
12. A variety of direct assessment methods comprising tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the teacher and the students with feedback on their progress towards the achievement of learning outcomes.

**Direct Assessment Methods**

- Course-related assessment
  - Assignments / Projects
  - Case Studies
  - Classroom Assessment including Tutorials
  - Quizzes
  - Probing during and after lecture
  - Course-embedded Questions and Assignments
  - Essays
  - Theses, research and publications
- Presentations/Seminars, if any
- Standardized assessments (Internal Tests, End Exams)
- Other
  - Transcript analysis
  - Placement record of graduates
In addition, indirect assessment methods are also used, which are listed below.

**Indirect Assessment Methods**

- Institutional and Program Surveys
  - Alumni Surveys
  - Employer Surveys
  - Graduating Seniors and Graduate Surveys
  - Student Satisfaction Surveys
- Other
  - Focus groups
  - Interviews (faculty members, graduating students, alumni)

These outcome based course assessment and evaluation tools are a combination of the following:

13. Tutorials
14. Homework assignments
15. Quizzes
16. Exams (Internal Assessment tests, University End semester exams)
17. Class attendance and participation in class
18. Laboratory experimentation and laboratory written reports
19. Design Project, its written report and oral presentation
20. Computer simulation using C, MATLAB, ANSYS, etc
21. Prototype development, if any
22. Major project and teamwork
23. Course assessment/end survey (by students)
24. Instructor’s teaching performance evaluation (by students).

**Parameters for assessment of Project Work**

Students' design project performance should be evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include, but not limited to the following:

i. Were the objectives and purpose clearly stated?

j. Was the problem well defined?

k. Was the project properly justified (Why?) (Scientific, economic, value addition?)
1. Was the design, analysis and modelling understood?

m. Was the approach taken reached as part of a selection process?

n. Are the results technically and economically feasible?

o. Effective conclusions / recommendations?

p. Quality of the work or design.

v. Was the content well organized?

vi. Were there appropriate use of graphs, charts, board, audio-video, etc.

vii. Was the message clearly delivered?

viii. Was Teamwork evident in the design, implementation and presentation?

After having completed the exercise of assessment and evaluation of various outcomes, we need to map the following to check whether we have achieved our objective of providing outcome based education and to what extent.

• COs to POs and PSOs

• POs and PSOs to PEOs

Over and above the mapping of the above, we also obtain feedback from all stake holders on a periodical basis and we verify the attainment of the various outcomes.

• The level of understanding of the students is assessed by evaluating the assignments, internal examinations.

• Faculty use various other resources and teaching techniques which are heavily based on multimedia and assist students who do not master the required outcomes as quickly as other students.

• Mapping between the questions given in various assessment methods and course outcomes, course outcomes to program outcomes, program outcomes to PEOs ensures the desired attainment level of the students.

• Continuous progress of students is closely observed by mentor, and proper suggestions are given to the students based on their performance in class work and exams, for meeting the learning outcomes.

• Course coordinator ensures course requirements are met, program coordinator ensures the program requirements are met, which finally ensure that the learning outcomes are continuously monitored and finally the programme objectives are met.

• At the end of every semester, for each course, Course End Survey is carried out regularly
with special emphasis on course outcomes. The same is being analyzed from time to time and necessary steps are being taken to meet the learning outcomes, program outcomes, and program objectives in the subsequent semesters.

- Every year various instruments are used to monitor to ensure whether the objectives of the program are met. Few of the instruments are as listed below:
  
  f. student surveys
  g. informal interactions with students
  h. assessment of coursework relevancy,
  i. interaction with alumni and industry,
  j. collaboration with various professional / engineering organizations.

Based on this evaluation, strengths, weaknesses and opportunities in the program are identified. The implementation of the correction process is closely monitored by the Program Assessment Committee, then by the departmental assessment committee, which finally offers its recommendations to the decision making bodies such as the Board of Studies of the department and the College Academic Council.

35. Highlight the participation of students and faculty in extension activities.

The extension activities are majorly been conducted by the NSS Unit and NEN Unit of the institution. Faculty and students of the institute actively take part in the events organized by the units.

(c) NSS Unit:

During the assessment period i.e., from 2013-14 to 2016-17, from the ECE Departments on an average there are 20% of ECE Students per year participate in the following NSS Unit Activities of the GCET Hyd.:

- Swachh Bharat,
- Blood Donation camp
- Health Camp including Eye-Check up camp and so on.

For details of participation of ECE Department in NSS activities held by NSS Unit kindly refer ANNEXURE-ECE-E

- Following faculty from ECE Department are NSS Faculty coordinators
<table>
<thead>
<tr>
<th>S.NO</th>
<th>Name of the Faculty</th>
<th>Role of Faculty</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. K. Somasekhara Rao</td>
<td>NSS Head</td>
<td>2015-16, 2016-17</td>
</tr>
<tr>
<td>2</td>
<td>Mrs. J. Bharathi</td>
<td>Member</td>
<td>2016-17</td>
</tr>
<tr>
<td>3</td>
<td>Mr. M. Krishna</td>
<td>Member</td>
<td>2016-17</td>
</tr>
<tr>
<td>4</td>
<td>Mr. U. Appala Raju</td>
<td>Member</td>
<td>2015-16</td>
</tr>
</tbody>
</table>

(d) **NEN Unit:**

During the assessment period i.e., from 2013-14 to 2016-17, from the ECE Departments on an average there are 30% of ECE Students per year participate in the following NEN Unit Activities of the GCET.

- Induction Program
- Team Leaders Recruitment
- Team Members Recruitment and so on.

For details on NEN activities, refer **ANNEXURE-ECE-F**.

Students participated in NEN are as below:

<table>
<thead>
<tr>
<th>S No.</th>
<th>ROLL NO.</th>
<th>NAME</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENTREPRENEUR LEADERS</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>13R11A0462</td>
<td>Revanth</td>
<td>ECE 4B</td>
</tr>
<tr>
<td>2</td>
<td>13R11A0478</td>
<td>Monika</td>
<td>ECE 4B</td>
</tr>
<tr>
<td>3</td>
<td>13R11A04F4</td>
<td>Suraj</td>
<td>ECE 4C</td>
</tr>
<tr>
<td>4</td>
<td>13R11A04L1</td>
<td>Viswajith</td>
<td>ECE 4D</td>
</tr>
<tr>
<td>5</td>
<td>13R11A04F8</td>
<td>Archana</td>
<td>ECE 4D</td>
</tr>
<tr>
<td>6</td>
<td>13R11A04K3</td>
<td>Rithwik</td>
<td>ECE 4D</td>
</tr>
<tr>
<td>7</td>
<td>13R11A04J4</td>
<td>Mansha</td>
<td>ECE 4D</td>
</tr>
<tr>
<td>8</td>
<td>13R11A04G1</td>
<td>Ramya</td>
<td>ECE 4D</td>
</tr>
<tr>
<td>9</td>
<td>13R11A04G4</td>
<td>Anirudh</td>
<td>ECE 4D</td>
</tr>
<tr>
<td>10</td>
<td>13R11A04K0</td>
<td>Yamini</td>
<td>ECE 4D</td>
</tr>
</tbody>
</table>
TEAM LEADERS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14R11A0451</td>
<td>Soumya Mishra</td>
<td>ECE 3A</td>
</tr>
<tr>
<td>2</td>
<td>14R11A0433</td>
<td>Runi Tanishka Sharma</td>
<td>ECE 3A</td>
</tr>
<tr>
<td>3</td>
<td>14R11A0425</td>
<td>Shreya Jeksani</td>
<td>ECE 3A</td>
</tr>
<tr>
<td>4</td>
<td>14R11A04B6</td>
<td>Y Sai Vishwanath</td>
<td>ECE 3B</td>
</tr>
<tr>
<td>5</td>
<td>14R11A04E9</td>
<td>Mridula</td>
<td>ECE 3C</td>
</tr>
<tr>
<td>6</td>
<td>14R11A04E8</td>
<td>Ajay N</td>
<td>ECE 3C</td>
</tr>
<tr>
<td>7</td>
<td>14R11A04M6</td>
<td>Pranav Raju</td>
<td>ECE 3D</td>
</tr>
<tr>
<td>8</td>
<td>13R11A04K4</td>
<td>Ramya Shiva</td>
<td>ECE 4A</td>
</tr>
<tr>
<td>9</td>
<td>13R11A0470</td>
<td>Pranaya</td>
<td>ECE 4B</td>
</tr>
</tbody>
</table>

TEAM MEMBERS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15R11A04G0</td>
<td>P. Srivaths</td>
<td>ECE</td>
</tr>
<tr>
<td>2</td>
<td>15R11A0472</td>
<td>Jaya Madhavi</td>
<td>ECE</td>
</tr>
<tr>
<td>3</td>
<td>15R11A04A9</td>
<td>SVSN Sruti</td>
<td>ECE</td>
</tr>
<tr>
<td>4</td>
<td>15R11A04A5</td>
<td>S. Indira</td>
<td>ECE</td>
</tr>
<tr>
<td>5</td>
<td>15R11A0445</td>
<td>P. Sri Laasya Latha</td>
<td>ECE 2A</td>
</tr>
<tr>
<td>6</td>
<td>15R11A0401</td>
<td>A. Nimisha</td>
<td>ECE 2A</td>
</tr>
<tr>
<td>7</td>
<td>14R11A04J6</td>
<td>Kireeti</td>
<td>ECE 3D</td>
</tr>
</tbody>
</table>

➢ NEN Faculty coordinators from the department: M. Umarani, Assistant Professor of the department is the faculty coordinator.

36. **Give details of “beyond syllabus scholarly activities” of the department.**

With an aim to promote scholarly activities beyond the regular curriculum the Department of ECE involves its students to participate in:

- **Project Exhibition:** conducted once a year - Students will make technical presentations via working and non-working models on topics of current significance and future trends
- **BHASWARA-Technical Symposium:** an Institute level event in which students participate in paper presentations, project demonstrations, poster presentations, ROBO
Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal

Quest etc. The institution has a Career guidance committee which conducts awareness programs by inviting eminent personalities from various industries which provides a career guidance for the students.

- **CRT (Campus Recruitment Training):** The institute conducts CRT classes from second year onwards which trains the students in aptitude, verbal & logical reasoning, group discussions. It also helps to improve their personality development skills.

- **BEC (Business English Certificate) and FL (Foreign Language):** The institute provides an opportunity to the students to learn foreign languages and English certification course through BEC and FL classes. These classes are organized for 2nd and 3rd Years students.

37. **State whether the programme/ department is accredited/ graded by other agencies. Give details.**

   - B.Tech (ECE) program of the Department is accredited by NBA team twice (First time in 2012 for a period of two years and then reaccredited in 2015 for a period of three years).

38. **Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

   After several brainstorming sessions, we have identified the following strengths, weaknesses, opportunities and challenges of ECE department

### Strengths

- One completed project funded by DST
- A good number of projects have been proposed and reviews are in process
- Well equipped and well maintained laboratories
- Good Library Facility
- Steadily increasing research culture by way of faculty publications
- Adequate number of qualified and experienced faculty
- High potential researchers
- Practical and application oriented teaching and internships in various industries
• Good teamwork and co-operation among faculty members and non-teaching staff.

Weaknesses
• Lesser number of faculty with PhD at middle cadre
• Long term planning to achieve the goals with existing infrastructure and equipment
• Lack of interdisciplinary interface with other departments or institutions
• Insignificant collaboration with institutions of Academic excellence/ universities
• Negligible collaboration with industry
• Meager core company placements

Opportunities
• Encourage and conduct research in multidisciplinary areas in close connection with industry
• Motivate and guide younger faculty to pursue research
• Enhance employability of students through a stronger industry institute interaction

Challenges
• Mushrooming growth of engineering colleges
• Uplifting the academic standards of the students to meet industrial requirements, since, increased number of seats in colleges of long standing resulting in students with less motivation and with relatively low/poor ranks in the qualifying examination taking admission in the college.
• Achieving the placements in more number of core companies.

39. Future plans of the department.
➢ To undertake Research and Development on large scale involving faculty from all specialization groups of the department.
➢ To achieve 100% placements.
➢ To prepare the students to go for higher studies in well reputed institutes like IITs.
➢ To establish a centre of excellence in field of Communication Engineering and Allied Areas.
ECE Department Evaluative Report Annexures
## ANNEXURE-ECE-A

**Research Publications Presented In Journals and Conferences in the last four academic years**

**Table-1: International Journals**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Faculty with Designation</th>
<th>Title of the Research Publication / Work</th>
<th>International/ National - Journal/ Conference</th>
<th>Name of the Journal / Conference</th>
<th>Month and Year of Publication</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Shankar Associate Professor</td>
<td>Performance analysis of an OFDM system for Different channel models</td>
<td>International Journal</td>
<td>IJRASET</td>
<td>Nov, 2016</td>
<td>5.969 (IF)</td>
</tr>
<tr>
<td>2</td>
<td>Dr. C. Venkata Narasimhulu Professor</td>
<td>“Efficient VLSI Architectures for FIR Filters”</td>
<td>International Journal</td>
<td>IOSR JVSP</td>
<td>Jan, 2017</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>P Sudhakar Associate Professor</td>
<td>“Lidar studies on atmospheric aerosols at a semi-urban station Cheeryal (17.51° N, 78.62° E) near Hyderabad, India”</td>
<td>International Journal</td>
<td>Proc. of SPIE Vol. 9879, 987919</td>
<td>2016</td>
<td>doi: 10.1117/12.2223391</td>
</tr>
<tr>
<td></td>
<td>Authors</td>
<td>Title</td>
<td>Journal</td>
<td>Volume</td>
<td>Issue</td>
<td>Year</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>P Sudhakar Associate Professor</td>
<td>“Experimental investigations on range-resolved refractive index structure parameter $C_n^2$, by optical measurements over a 2.0 km free space laser path”</td>
<td>International Journal</td>
<td>Proc. of SPIE Vol. 9879, 987919</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>G.Venakatakao, Assistant Professor</td>
<td>Design of Low Power and High CMRR Two Stage CMOS Operational amplifier in 180nm Technology</td>
<td>International journal</td>
<td>IJIRSET</td>
<td>May, 2016</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>B.Mamatha, Assistant Professor</td>
<td>Design of Low Power and High CMRR Two Stage CMOS</td>
<td>International journal</td>
<td>IJIRSET</td>
<td>May, 2016</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Title</td>
<td>Journal</td>
<td>Year</td>
<td>Impact Factor</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>B. Jugal Kishore, Assistant Professor</td>
<td>Design of Low Power and High CMRR Two Stage CMOS Operational amplifier in 180nm Technology</td>
<td>International</td>
<td>IJRSET</td>
<td>May, 2016</td>
<td>6.209</td>
</tr>
<tr>
<td>11</td>
<td>V Venkata Lakshmi, Assistant Professor</td>
<td>Implementation of touch detection with virtual keyboard using raspberry pi</td>
<td>International</td>
<td>IJEEC, VOLUME-21, ISSUE 12</td>
<td>Sep, 2016</td>
<td>3.8</td>
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</tbody>
</table>

**Academic Year 2015-16**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Title</th>
<th>Journal</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr M Satyanarayana, Professor</td>
<td>Diurnal variations of structural and radiative characteristics of tropical cirrus clouds</td>
<td>International Journal</td>
<td>Journal of Applied Meteorology and Climatology</td>
</tr>
<tr>
<td>2</td>
<td>Dr M Satyanarayana, Professor</td>
<td>Lidar studies on microphysical influences on the structure and lifetime of tropical cirrus clouds</td>
<td>International Journal</td>
<td>Journal of the Atmospheric Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Dr M Satyanarayana, Professor</td>
<td>Sensitivity of Tropical Cirrus Radiative Properties to Cloud Microphysics Based on Lidar Observations</td>
<td>International Journal</td>
<td>Journal of Applied Remote Sensing</td>
</tr>
<tr>
<td></td>
<td>Authors</td>
<td>Title</td>
<td>Journal</td>
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<tr>
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<tr>
<td>4</td>
<td>Dr M Satyanarayana, Professor</td>
<td>Microphysical influences on the structure and lifetime of tropical cirrus clouds</td>
<td>International Journal of Applied Remote Sensing</td>
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<td>Correlation analysis of lidar derived optical parameters for investigations on thin cirrus features at a tropical station Gadanki (13.50N &amp; 79.20E).”</td>
<td>Journal of the Atmospheric Sciences</td>
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<td>Dr. C. Venkata Narasimhulu, Professor</td>
<td>Review on Digital Image Restoration Methods and Future Directions</td>
<td>IJSER, Volume 6, Issue 8, Aug, 2015</td>
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<td>Design of DFC Waveforms for MIMO Radar using Accelerated Particle Swarm Optimization Algorithm</td>
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**Academic Year 2013-14**

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### Table-2: International Conferences

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<td>P Sudhakar Associate Professor</td>
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| 1   | Dr C.Venkata Narasimhulu, Professor | A Non-Blind Hybrid Video watermarking Scheme | International Conference on Advances in Computer 2013 | 10.3850/978-981-07-5461-7_07 |
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**Academic Year 2013-14**

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# ANNEXURE-ECE-B

## Faculty Recharging Strategies

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<th>S. No</th>
<th>Name of the Faculty, Qualification &amp; Designation</th>
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<td>P Sudhakar Associate Professor</td>
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ANNEXURE-ECE-C

Awards received by the students for the participation in the events organized by Other Universities/ Colleges/ Institutes.

Table-1: Academic Year 2016-17

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<th>S.No</th>
<th>Event Name</th>
<th>Student Name</th>
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Table-2: Academic Year 2015-16

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<td>Bhaswara 2K15, GCET, Hyd</td>
<td>Sep 11-12, 2015</td>
<td>Merit</td>
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<td>39</td>
<td>Circuit Tricks</td>
<td>Mr. P. Prashanth</td>
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<td>Mr. B. Shekar</td>
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<td>41</td>
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<td>Mr. B. Suresh</td>
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<td>46</td>
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<td>Mr. N. Pranay Teja</td>
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<td>Year</td>
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<td>Robotronics (Line follower)</td>
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Table-3: Academic Year 2014-15

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<th>S.No</th>
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<th>Date</th>
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<td>E Jam</td>
<td>V. Adarsh</td>
<td>3rd Year</td>
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<td>March 11-12, 2015</td>
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<td>March 11-12, 2015</td>
<td>Runner</td>
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<td>Runner</td>
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<td>March 18, 2015</td>
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## ANNEXURE-ECE-D

### Details of Student Enrichment Programmes

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<th>Sl. No.</th>
<th>Module Description</th>
<th>Any other contributory Inst./Industry</th>
<th>Duratio n</th>
<th>Resource persons</th>
<th>Target Audience</th>
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<td>April 2016</td>
<td>Mr. Varadarsh Prasad Karamchedu, Director of Technical Solutions &amp; Business Development, Award Solutions Inc., UK</td>
<td>3rd &amp; 4th Yr. B.Tech ECE</td>
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<td>May 2016</td>
<td>Mr. Sandeep Satav, Scientist-F, Group Head, EMI-EMC Technology Centre, RCI</td>
<td>3rd Yr. B.Tech ECE</td>
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<td></td>
<td>Sept 2016</td>
<td>Dr. T P Sasikumar, Former Space Scientist, Chairman - Shiksha</td>
<td>4th Yr. B.Tech ECE</td>
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<td></td>
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<td>Sept 2016</td>
<td>Dr. T P Sasikumar, Former Space Scientist, Chairman - Shiksha</td>
<td>3rd Yr. B.Tech ECE</td>
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**Academic Year 2016-17**

### Guest Lectures

1. **Network Transformation & Road to 5G**
   - June 23, 2016
   - Mr. Vara Prasad Karamchedu, Director of Technical Solutions & Business Development, Award Solutions Inc., UK
   - 3rd & 4th Yr. B.Tech ECE

2. **Electro Magnetic Interference and Compatibility**
   - July 16, 2016
   - Mr. Sandeep Satav, Scientist-F, Group Head, EMI-EMC Technology Centre, RCI
   - 3rd Yr. B.Tech ECE

3. **Virtual Reality**
   - Sept 2, 2016
   - Dr. T P Sasikumar, Former Space Scientist, Chairman - Shiksha
   - 4th Yr. B.Tech ECE

4. **Being a Smart Engineer**
   - Sept 2, 2016
   - Dr. T P Sasikumar, Former Space Scientist, Chairman - Shiksha
   - 3rd Yr. B.Tech ECE
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<th>Department</th>
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<td>1</td>
<td>CERTIFICATION COURSE ON Embedded System Design with Hands-on Experience</td>
<td>June 12-30, 2016</td>
<td>Mr. R.Vikas, Technical Director, Mr. Sandeep, Technical Assistant, Techno Tran</td>
<td>IIIrd year ECE</td>
<td>To facilitate for 3-2 Mini Project</td>
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<td>Private Limited</td>
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<td>April 6, 2016</td>
<td>-</td>
<td>ECE</td>
<td>Practical Experience to the Students.</td>
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<td>LabVIEW Workshop</td>
<td>Feb 25-26, 2016</td>
<td>Mr. T Anil Kumar, Manager, Visio n Networks</td>
<td>IV ECE</td>
<td>To implement projects</td>
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<td>4</td>
<td>Data Networking-Routing and Switching</td>
<td>Feb 22-24, 2016</td>
<td>Mr. G.Karthik Mr. P.Vamshi Krishna Intello Global Solutions, Hyderabad.</td>
<td>2nd &amp; 3rd Yr. B.Tech ECE</td>
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<td>IV-ECE</td>
<td>To develop test, control, and measurement applications</td>
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<td>5</td>
<td>Applications of DSP/DIP using lab view.</td>
<td>Sept 25-4-25, 2016</td>
<td>Dr. Jey Veerasamy, Erik Jonson School of Engg. &amp; Computer Science, The University of</td>
<td>3rd &amp; 4th Yr. B.Tech ECE</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
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<th>Membership</th>
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<tr>
<td>2</td>
<td>IEEE and Professionalism</td>
<td>Feb 17, 2016</td>
<td>Dr. S C Bhargava, Ex. IEEE Chair, Hyderabad Section</td>
<td>IEEE Members &amp; Non-Members</td>
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**Academic Year 2014-15**

**Workshops**

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<th>Membership</th>
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<td>1</td>
<td>Applications of DSP/DIP using lab view.</td>
<td>Two days Sept 24-25, 2016</td>
<td>G. Karthik P. Vamshi Krishna</td>
<td>IV-ECE</td>
<td><img src="image3.png" alt="" /></td>
</tr>
<tr>
<td></td>
<td>INTELLO Global solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two days Sept 24-25, 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Karthik P. Vamshi Krishna</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guest Lectures**

<table>
<thead>
<tr>
<th>#</th>
<th>Event</th>
<th>Date</th>
<th>Resource Person(s)</th>
<th>Membership</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Circuit to System Level Practical Microwave Education</td>
<td>One Day 27 Oct, 2016</td>
<td>Dr. S.K. Koul, IIT, Delhi</td>
<td>ECE Faculty</td>
<td><img src="image4.png" alt="" /></td>
</tr>
<tr>
<td></td>
<td>IEEE Hyderabad Section MTT/AP/EMI Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Day 27 Oct, 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. S.K. Koul, IIT, Delhi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2 | Applications of Signal Processing and Speech Processing.              | One Day Sept 11, 2014 | Dr. Anil Kumar Vuppala -IIT, Hyderabad                                           | IV ECE     | ![](image5.png) |
|   | ---                                                                  |                     |                                                                                    |            |       |
|   | One Day Sept 11, 2014                                                 |                     |                                                                                    |            |       |
|   | Dr. Anil Kumar Vuppala -IIT, Hyderabad                                |                     |                                                                                    |            |       |

---

*Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal*
### Workshops

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Location</th>
<th>Date/Time</th>
<th>Target Audience</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One day project exhibition ‘techexpo14’</td>
<td>-</td>
<td>March 1, 2014</td>
<td>2nd, 3rd, 4th year students</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>Five Day Workshop on “VLSI system design &amp; programming”</td>
<td>IETE</td>
<td>February 18-22, 2014</td>
<td>IV Year ECE Students</td>
<td>To improve VLSI programming skills</td>
</tr>
<tr>
<td>3</td>
<td>Two Day Workshop on “PCB Design and Fabrication”</td>
<td>ISTE</td>
<td>December 27-28, 2013</td>
<td>II Year ECE Students</td>
<td>To Design PCB</td>
</tr>
</tbody>
</table>

### Guest Lecture

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Location</th>
<th>Date/Time</th>
<th>Target Audience</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pattern recognition application in digital image processing</td>
<td>-</td>
<td>February 26, 2014</td>
<td>IV –ECE Students</td>
<td>Application s in digital image processing</td>
</tr>
<tr>
<td>No.</td>
<td>Topic</td>
<td>Speaker/I.</td>
<td>Date</td>
<td>Faculty Member Details</td>
<td>Students</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Recent Trends in Operating System</td>
<td>--</td>
<td>Feb 04, 2014</td>
<td>Dr. K. Venugopal, Professor, GNI ST, Hyderabad</td>
<td>III-ECE Students</td>
</tr>
<tr>
<td>3</td>
<td>ARDUINO Environment for Embedded System</td>
<td>--</td>
<td>Jan 24, 2014</td>
<td>Prof. C.R. Sharma, Dept. of ECE, SVIT, Hyderabad</td>
<td>III-Year ECE Students</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Digital Signal Processing</td>
<td>--</td>
<td>Jan 01, 2014</td>
<td>Dr. K. Subba Rao, HOD, ECE, CB IT, Hyderabad</td>
<td>IV-ECE Students</td>
</tr>
<tr>
<td>5</td>
<td>Image Processing and Its Applications</td>
<td>--</td>
<td>June 25, 2013</td>
<td>Dr. K. M. M. Rao, Formally Deputed Director, NRS C</td>
<td>IV B. Tech ECE Students</td>
</tr>
<tr>
<td>7</td>
<td>Nano electronics &amp; low power electronics</td>
<td>--</td>
<td>Dec 19, 2013</td>
<td>Dr. M. Jagadesh Kumar, IITD</td>
<td>III and IV ECE Students</td>
</tr>
<tr>
<td>8</td>
<td>Motivating Students in reaching Their Goals</td>
<td>--</td>
<td>Sept 17, 2013</td>
<td>Mr. Syed Noor, Md. Shaker, ETS, Hyd.</td>
<td>IV B. Tech ECE Students</td>
</tr>
</tbody>
</table>
### ANNEXURE-ECE-E:

**NSS Activities Organized**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jun 21, 2016</td>
<td>International Day of Yoga Celebrations was conducted by NSS Unit of GCET.</td>
</tr>
<tr>
<td>2</td>
<td>July 18-22, 2016</td>
<td>Imparting basic computer education and awareness of environmental safety mechanisms to the Govt School Children of Yadgarpally Village</td>
</tr>
<tr>
<td>3</td>
<td>Aug 7, 2016</td>
<td>Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education.</td>
</tr>
<tr>
<td>4</td>
<td>Aug 11, 2016</td>
<td>“Telangana Harithaharam” an initiative by Govt. of Telangana for promoting tree plantation was conducted at GCET Campus.</td>
</tr>
<tr>
<td>5</td>
<td>Sept 9, 2016</td>
<td>Dust free Hyderabad campaign was conducted at Secunderabad in association with Lokashemam Foundation and GHMC.</td>
</tr>
<tr>
<td>6</td>
<td>Sept 10, 2016</td>
<td>Awareness Campaign on Cancer and its Impact was conducted at GCET campus and Stem cells has been collected to support cancer patients</td>
</tr>
<tr>
<td>7</td>
<td>Dec 24, 2016</td>
<td>Sensitization Campaign on Digital India and Cashless Economy was held at Cheeryal Village.</td>
</tr>
</tbody>
</table>

#### Academic Year: 2015-2016

| 1      | July 27, 2015 | Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education.                    |
| 2      | Nov 7, 2015   | Environmental Awareness programme was conducted by NSS Unit at GCET.                                                                     |
| 3      | Dec 19, 2015  | Blood donation camp was conducted by NSS Unit at GCET.                                                                                   |
| 4      | Jan 23, 2016  | Dental camp was conducted for Cheeryal villagers and school children.                                                                     |
| 5      | Feb 22-28, 2016 | Special Camp at Kolanupaka Village, Alair Mandal.                                                                                         |
| 6      | March 23, 2016 | Health camp was conducted for Cheeryal villagers at GCET.                                                                                   |

#### Academic Year: 2014-2015

<p>| 1      | July 31, 2014 | Bachpan Bahavo– our students participated in ‘save children’ program at Necklace Road.                                                   |
| 2      | July 16, 2014 | Distribution of Stationary to Primary and high schools and motivating the school students for continuing the education.                    |
| 3      | Aug 18, 2014  | Distribution of sports materials to Primary and high school students and deputing our PD and gave training in various sports and games    |
| 4      | Sept 6, 2014  | Conducted Computer training classes to High school students for 4 weeks duration by our CSE department faculty                           |
| 5      | Sept 5, 2014  | Dental camp was conducted for Cheeryal villagers and school children.                                                                     |
| 6      | Oct 30, 2014  | Swatchh Bharath – program as a part of clean and green environment was conducted.                                                        |
| 7      | Nov 14, 2014  | Children Park equipment was provided to the Cheeryal Gram Panchayat and entertainment program was given to the kids of the village.        |</p>
<table>
<thead>
<tr>
<th></th>
<th>Jan 14, 2015</th>
<th>Blood donation camp was conducted by NSS Unit at GCET</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>March 27, 2015</td>
<td>Health camp was conducted for Cheriyal villagers at GCET</td>
</tr>
</tbody>
</table>
## ANNEXURE-ECE-F:

### NEN Activities Organized

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Name of the Event</th>
<th>Description</th>
<th>Date of the Event</th>
<th>Chief Guest/ Speaker</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team Leaders Recruitment (2016-17)</td>
<td>The previous team members were recruited as Team Leaders by the E-Leaders</td>
<td>July 14, 2016</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>2</td>
<td>Team Members Recruitments (2016-17)</td>
<td>The new members for the Idea Dimension NEN 2015-2016 batch were recruited. They were made to go through three rounds. A GD, JAM and Personal Interview rounds respectively</td>
<td>July 14, 2016</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurship awareness camp</td>
<td>Two students shortlisted by JNTUH to attend the work shop on Entrepreneurship awareness</td>
<td>August 30-31, 2016</td>
<td>---------------</td>
<td>JNTUH</td>
</tr>
<tr>
<td>4</td>
<td>Young India Challenge</td>
<td>The CL, Young India Challenge is a country wide, innovative challenge where the student of the college will be tested against other enterprising youngsters from the country</td>
<td>September 6, 2016</td>
<td>Shiva Krishna (CL Educate)</td>
<td>GCET</td>
</tr>
<tr>
<td>5</td>
<td>Induction Program</td>
<td>The Induction Ceremony was conducted for the new recruits of NEN Idea Dimension 2015-16.</td>
<td>September 13, 2016</td>
<td>Rahul Jain (Founder, Easy Commute)</td>
<td>GCET</td>
</tr>
<tr>
<td>S. NO.</td>
<td>Name of the Event</td>
<td>Description</td>
<td>Date of the Event</td>
<td>Chief Guest/ Speaker</td>
<td>Location</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>Team Leaders Recruitment(2015-16)</td>
<td>The previous team members were recruited as Team Leads by the E-Leaders</td>
<td>July 16, 2015</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>2</td>
<td>Team Members Recruitments (2015-16)</td>
<td>The new members for the Idea Dimension NEN 2015-2016 batch were recruited. They were made to go through three rounds. A GD, JAM and Personal Interview rounds respectively</td>
<td>July 24-25, 2015</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>3</td>
<td>Friendship Day Stall</td>
<td>All the Idea Dimension NEN members involved in making handmade greeting cards and friendship bands and arranged a sale for the same</td>
<td>July 31, 2015</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>4</td>
<td>Webinar 1</td>
<td>The first webinar which was conducted by NEN for academic year 2015-16</td>
<td>August 31, 2015</td>
<td>---------------</td>
<td>Online</td>
</tr>
<tr>
<td>5</td>
<td>Induction Program</td>
<td>The Induction Ceremony was conducted for the new recruits of NEN Idea Dimension 2015-16.</td>
<td>September 13, 2015</td>
<td>Mandakini Rao (Freelancer)</td>
<td>GCET</td>
</tr>
<tr>
<td>6</td>
<td>Wall Street</td>
<td>The event “Wall Street” was conducted by Archana Dash (TL of Creative Dept.). The Event was targeted to improve the entrepreneurship</td>
<td>September 28, 2015</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>S. NO.</td>
<td>Name of the Event</td>
<td>Description</td>
<td>Date of the Event</td>
<td>Chief Guest/ Speaker</td>
<td>Location</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>Entrepreneurs hip awareness camp</td>
<td>Two students shortlisted by JNTUH to attend thw work shop on Entrepreneurship awareness</td>
<td>September 29-30, 2015</td>
<td>---------------</td>
<td>JNTUH</td>
</tr>
<tr>
<td>8</td>
<td>My story Session</td>
<td>A guest talk on his life towards entrepreneurship</td>
<td>January 2, 2016</td>
<td>Arvind (Movie maker)</td>
<td>GCET</td>
</tr>
<tr>
<td>9</td>
<td>Cheeryal Survey</td>
<td>A survey in the village to provide self employment to an unemployed.</td>
<td>February 3, 2016</td>
<td>---------------</td>
<td>Cheeryal Village</td>
</tr>
<tr>
<td>10</td>
<td>EWEeK 2016 Stock market</td>
<td>Investing virual money and learning about the real stock market</td>
<td>February 15, 2016</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>11</td>
<td>Pheonix</td>
<td>The participants were given issues related to business ventures and they had to analyze the issue and suggest idea for the company</td>
<td>February 15, 2016</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>12</td>
<td>B-Mart</td>
<td>Stall for selling hand made jewellery</td>
<td>February 16, 2016</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>13</td>
<td>B-Plan</td>
<td>Each group will have a pitch a new startup idea and elaborate on how much the budget would be</td>
<td>February 16, 2016</td>
<td>---------------</td>
<td>GCET</td>
</tr>
<tr>
<td>14</td>
<td>Guest lecture</td>
<td>Guest lectures by entrepreneurs to boost up our e-cell members</td>
<td>February 16, 2016</td>
<td>L.Harsha Director of Agro pvt. Ltd.</td>
<td>GCET</td>
</tr>
<tr>
<td>S. NO.</td>
<td>Name of the Event</td>
<td>Description</td>
<td>Date of the Event</td>
<td>Chief Guest/ Speaker</td>
<td>Location</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>15</td>
<td>O captain my captain</td>
<td></td>
<td>February 17, 2016</td>
<td></td>
<td>GCET</td>
</tr>
<tr>
<td>16</td>
<td>Guest lecture</td>
<td>Guest lectures by entrepreneurs to boost up our e-cell members</td>
<td>February 17, 2016</td>
<td>Kaushik Director Spaceman and mamooth</td>
<td>GCET</td>
</tr>
<tr>
<td>17</td>
<td>Finicky Creations</td>
<td>Making something best out of waste material</td>
<td>February 18, 2016</td>
<td>--------------</td>
<td>GCET</td>
</tr>
<tr>
<td>18</td>
<td>Smash Jam</td>
<td>It was one of a kind of event. This was the same old one minute JAM plus a twist of the smash</td>
<td>February 18, 2016</td>
<td>--------------</td>
<td>GCET</td>
</tr>
<tr>
<td>19</td>
<td>Picture Perspective</td>
<td>An event designed to combine both caption writing and picture description</td>
<td>February 18, 2016</td>
<td>--------------</td>
<td>GCET</td>
</tr>
</tbody>
</table>

**ACADEMIC YEAR 2014-15**

1 | 2 Weeks FDP on Entrepreneurship | Faculty was trained on how to encourage entrepreneurship | June 23, 2014 – July 5, 2014 | -------------- | JNTUH |
2 | Team Member Recruitments (2014-15) | The new members for the Idea Dimension NEN 2014-2015 batch were recruited. They were made to go through three rounds. A GD, JAM and Personal Interview rounds respectively | July 26, 2014 – August 5, 2014 | -------------- | GCET |
3 | Induction Ceremony | The Induction Ceremony was conducted for the new | August 7, 2014 | Rahul Krishnan (Guinness) | GCET |
<table>
<thead>
<tr>
<th>S. NO.</th>
<th>Name of the Event</th>
<th>Description</th>
<th>Date of the Event</th>
<th>Chief Guest/ Speaker</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Webinar 1</td>
<td>The first webinar which was conducted by NEN</td>
<td>August 20, 2014</td>
<td>Dr. Rosa</td>
<td>ONLINE</td>
</tr>
<tr>
<td>5</td>
<td>NEN Faculty Leaders Consulting Meet</td>
<td>1st NEN Faculty Leaders Consulting Meet</td>
<td>August 21, 2014</td>
<td>Vishnu Priya</td>
<td>kasturbha Gandhi College</td>
</tr>
<tr>
<td>6</td>
<td>Webinar 2</td>
<td>The second webinar conducted by NEN</td>
<td>September 16, 2014</td>
<td>Rhadika Meenakshi</td>
<td>ONLINE</td>
</tr>
<tr>
<td>7</td>
<td>Ad Making</td>
<td>It was a perfect blend of team work and creativity</td>
<td>September 18, 2014</td>
<td>-------------- --</td>
<td>GCET</td>
</tr>
<tr>
<td>8</td>
<td>Smash JAM</td>
<td>It was one of a kind of event. This was the same old one minute JAM plus a twist of the smash</td>
<td>September 20, 2014</td>
<td>-------------- ----</td>
<td>GCET</td>
</tr>
<tr>
<td>9</td>
<td>Stock Market Basics</td>
<td>It was a workshop on a competition called stock market to be played with a dummy stock market using a blog</td>
<td>September 24, 2014</td>
<td>-------------- ----</td>
<td>GCET</td>
</tr>
<tr>
<td>10</td>
<td>NEN Mart</td>
<td>This was a sale of handmade jewellery, cup cakes, homemade candles</td>
<td>October 16, 2014</td>
<td>-------------- ----</td>
<td>GCET</td>
</tr>
<tr>
<td>11</td>
<td>NEN Faculty Leaders Consulting Meet</td>
<td>3rd NEN Faculty Leaders Consulting Meet</td>
<td>October 28, 2014</td>
<td>Vishnu Priya</td>
<td>Muffakham jha College</td>
</tr>
<tr>
<td>S. NO.</td>
<td>Name of the Event</td>
<td>Description</td>
<td>Date of the Event</td>
<td>Chief Guest/Speaker</td>
<td>Location</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Swachh Bharath</td>
<td>Students took part in Clean India mission</td>
<td>October 28, 2014</td>
<td>----------------------------</td>
<td>Neredmet</td>
</tr>
<tr>
<td>13</td>
<td>Tata First Dot Workshop</td>
<td>Workshop about Tata First Dot</td>
<td>October 29, 2014</td>
<td>Vishnu Priya and Radhika Meenakshi</td>
<td>Vasavi college of Engineering</td>
</tr>
<tr>
<td>14</td>
<td>E-Week</td>
<td>Several competitions held in the week</td>
<td>Feb 23-28, 2016</td>
<td>----------------------------</td>
<td>GCET</td>
</tr>
<tr>
<td>15</td>
<td>Start Up:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <strong>Go Crazy to Capture: Final Year and Third year</strong> Students capture videos and pictures, which are displayed and marketed in different means.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Padmaja Bakery:</strong> A Student of third year (IT) has her own bakery running with different types of eatables.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Team: Campus Company:</strong> A group of students who are indulged in designing websites for different companies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluative Report of Electrical and Electronics Engineering (EEE) Department

1. Name of the department and its Year of Establishment: ELECTRICAL AND ELECTRONICS ENGINEERING, 2005

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): During the four Assessment Years (AY13-14 to AY16-17)
   - UG – B. Tech: Electrical and Electronics Engineering

3. Interdisciplinary courses and departments involved:
   For the current academic year 2016-17, the interdisciplinary courses and departments involved are listed as below.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Course offered by the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English-I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Physics</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics – I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>4</td>
<td>Engineering Chemistry</td>
<td>I - I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>5</td>
<td>Computer Programming – I</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>6</td>
<td>Engineering Drawing</td>
<td>I - I</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>7</td>
<td>English-I Lab</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>8</td>
<td>Engineering Chemistry Lab</td>
<td>I - I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>9</td>
<td>Computer Programming – I Lab</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>10</td>
<td>Engineering Physics Laboratory</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>11</td>
<td>English-II</td>
<td>I - II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>12</td>
<td>Semiconductor Physics</td>
<td>I - II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>13</td>
<td>Mathematics – II</td>
<td>I - II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>14</td>
<td>Mathematics – III</td>
<td>I - II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>15</td>
<td>Computer Programming – II</td>
<td>I - II</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>16</td>
<td>English-II Lab</td>
<td>I - II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>No.</td>
<td>Course Title</td>
<td>Semester</td>
<td>Department</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Semiconductor Physics Lab</td>
<td>I - II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>18</td>
<td>Computational Mathematics Lab</td>
<td>I - II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>19</td>
<td>Computer Programming – II Lab</td>
<td>I - II</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>20</td>
<td>Engineering Workshop (EWS) / Information Technology Workshop (ITWS)</td>
<td>I - I</td>
<td>Mechanical Engineering/Computer Science and Engineering</td>
</tr>
<tr>
<td>21</td>
<td>Complex Variables</td>
<td>II - I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>22</td>
<td>Fluid Mechanics and Hydraulic Machinery</td>
<td>II - I</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>23</td>
<td>Switching Theory and Logic Design</td>
<td>II - I</td>
<td>Electronics and Communication Engineering</td>
</tr>
<tr>
<td>24</td>
<td>Fluid Mechanics and Hydraulic Machinery Lab</td>
<td>II - I</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>25</td>
<td>Advanced English Communication Skills Lab</td>
<td>II - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>26</td>
<td>Environmental Studies</td>
<td>II - II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>27</td>
<td>Gender Sensitization</td>
<td>II – II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>28</td>
<td>Microprocessors and Microcontrollers</td>
<td>III – I</td>
<td>Electronics and Communication Engineering</td>
</tr>
<tr>
<td>29</td>
<td>Human values and Professional Ethics – Open Elective</td>
<td>III – I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>30</td>
<td>Intellectual Property Rights – Open Elective</td>
<td>III – I</td>
<td>MBA</td>
</tr>
<tr>
<td>31</td>
<td>Microprocessors and Microcontrollers Lab</td>
<td>III – I</td>
<td>Electronics and Communication Engineering</td>
</tr>
<tr>
<td>32</td>
<td>Logical Reasoning</td>
<td>III – I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>33</td>
<td>Digital Signal Processing</td>
<td>III – II</td>
<td>Electronics and Communication Engineering</td>
</tr>
<tr>
<td>34</td>
<td>Embedded Systems</td>
<td>III – II</td>
<td>Electronics and Communication Engineering</td>
</tr>
<tr>
<td>Course</td>
<td>Semester</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Supply chain management – Open Elective</td>
<td>III – II</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Knowledge management – Open Elective</td>
<td>III – II</td>
<td>Computer Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>Embedded Systems Lab</td>
<td>III – II</td>
<td>Electronics and Communication Engineering</td>
<td></td>
</tr>
<tr>
<td>Soft skills laboratory</td>
<td>III – II</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Management Science</td>
<td>IV – I</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Foreign Language – Open Elective</td>
<td>IV – I</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Banking and Insurance – Open Elective</td>
<td>IV – I</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Disaster Mitigation and Management</td>
<td>IV – I</td>
<td>Civil Engineering</td>
<td></td>
</tr>
<tr>
<td>Project and Financial Management</td>
<td>IV – II</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>VLSI Technology</td>
<td>IV – II</td>
<td>Electronics and Communication Engineering</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship – Open Elective</td>
<td>IV – II</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Actuarial Science – Open Elective</td>
<td>IV – II</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology – Open Elective</td>
<td>IV – II</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>
4. Annual/semester/choice based credit system:

**UG Program:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Is under affiliation/Autonomous</th>
<th>Academic Regulation</th>
<th>Annual/Semester/CBCS</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 admitted Batch</td>
<td>B. Tech (EEE)</td>
<td>Affiliated</td>
<td>R15 of JNTUH</td>
<td>1-yr. Annual, II, III, IV Yr-Semester System</td>
<td>Only Regulations changed; but the Syllabi remains same as that of R13</td>
</tr>
<tr>
<td>2016-17 admitted Batch</td>
<td>B. Tech (EEE)</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
<td>Became UGC Autonomous w.e.f. academic year 2016-17</td>
</tr>
</tbody>
</table>

**PG Program:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Is under affiliation/Autonomous</th>
<th>Academic Regulation</th>
<th>Annual/Semester/CBCS</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 admitted Batches</td>
<td>M.Tech (PE)</td>
<td>Affiliated</td>
<td>R13 of JNTUH</td>
<td>Semester</td>
<td>-</td>
</tr>
<tr>
<td>2015-16 admitted Batch</td>
<td>M.Tech (PE)</td>
<td>Affiliated</td>
<td>R15 of JNTUH</td>
<td>Semester and Choice Based Credit System</td>
<td>-</td>
</tr>
<tr>
<td>2016-17 admitted batch</td>
<td>M.Tech (PE)</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
<td>Became UGC Autonomous w.e.f. academic year 2016-17</td>
</tr>
</tbody>
</table>
5. Participation of the department in the courses offered by other departments:

(a) As per AR16 (Autonomous)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Program UG/PG</th>
<th>Department</th>
<th>Courses offered by the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.Tech</td>
<td>Electronics and Communication Engineering</td>
<td>7. Electrical Circuits and Electrical Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Industrial Safety and Hazards</td>
</tr>
<tr>
<td>2</td>
<td>B.Tech</td>
<td>Computer Science and Engineering</td>
<td>2. Basic Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Basic Electrical Engineering Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Industrial Safety and Hazards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Energy Conservation and Management</td>
</tr>
<tr>
<td>3</td>
<td>B.Tech</td>
<td>Mechanical Engineering</td>
<td>1. Basic Electrical and Electronics Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Basic Electrical and Electronics Engineering Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Industrial Safety and Hazards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Energy Conservation and Management</td>
</tr>
</tbody>
</table>

(b) As per R15 and R13 (JNTUH)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Program UG/PG</th>
<th>Department</th>
<th>Courses offered by the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.Tech</td>
<td>Electronics and Communication Engineering</td>
<td>10. Electrical Circuits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. Principles of Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12. Electrical Technology Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13. Control Systems</td>
</tr>
<tr>
<td>2</td>
<td>B.Tech</td>
<td>Computer Science and Engineering</td>
<td>4. Basic Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Electrical part of the following course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Electrical and Electronics Engineering Lab</td>
</tr>
<tr>
<td>3</td>
<td>B.Tech</td>
<td>Mechanical Engineering</td>
<td>Electrical part of the following two courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Electrical and Electronics Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Electrical and Electronics Engineering Lab</td>
</tr>
<tr>
<td>4</td>
<td>B.Tech</td>
<td>Civil Engineering</td>
<td>Electrical part of the following course:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Electrical &amp; Electronics Engineering</td>
</tr>
</tbody>
</table>
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors):

<table>
<thead>
<tr>
<th>Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./ M. Phil. etc.,):

<table>
<thead>
<tr>
<th>S. NO</th>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Sudha Radhika</td>
<td>Ph.D</td>
<td>Professor &amp; HOD</td>
<td>Wind Engineering</td>
<td>11.5</td>
</tr>
<tr>
<td>2</td>
<td>Dr. T. Rajashekhar</td>
<td>Ph.D</td>
<td>Professor</td>
<td>WA</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>N. Venkata Bharadwaj</td>
<td>M.Tech, MBA</td>
<td>Assoc. Prof</td>
<td>Industrial Drives &amp; Control</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>G. Srikanth</td>
<td>M.Tech</td>
<td>Assoc. Prof.</td>
<td>Power Electronics &amp; Industrial Drives</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>D. Radhika</td>
<td>M.Tech</td>
<td>Assoc. Prof.</td>
<td>Power Systems</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>K. Mahender</td>
<td>M.Tech</td>
<td>Assoc. Prof.</td>
<td>Power Systems</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Voleti Padmaja</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Electronics</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>N. Santhinath</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Azra Zaineb</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>B. Ramesh Babu</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>S. Poornachnder Rao</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>6</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Department</td>
<td>Class</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>T. Pooja Rani</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>M. Pradeep</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>3.5</td>
</tr>
<tr>
<td>14</td>
<td>V. Rakesh</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Manjul Khare</td>
<td>M.E</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>5.9</td>
</tr>
<tr>
<td>16</td>
<td>Soumi Datta</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Systems</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>E. Hima Bindu</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Electronics &amp; Industrial Drives</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>P. Rajender</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Engineering and Energy Systems</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>Naga Raju</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Electrical Power Systems</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>S. Archana</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Electronics and Electric Drives</td>
<td>Nil</td>
</tr>
<tr>
<td>21</td>
<td>Gouse Bhasha</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Electrical Power Systems</td>
<td>Nil</td>
</tr>
<tr>
<td>22</td>
<td>Prashant</td>
<td>M.Tech</td>
<td>Asst. Prof.</td>
<td>Power Electronics</td>
<td>Nil</td>
</tr>
</tbody>
</table>

8. Percentage of classes taken by temporary faculty – programme-wise information: NIL

9. Program wise Student -Teacher Ratio

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Total faculty members</th>
<th>Students</th>
<th>Student : Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Tech</td>
<td>19</td>
<td>180</td>
<td>9.47:1</td>
</tr>
<tr>
<td>M. Tech</td>
<td>3</td>
<td>36</td>
<td>12:1</td>
</tr>
</tbody>
</table>

10. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Support Staff</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Administrative Staff</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
11. Number of faculty with ongoing projects from a) National b) International funding agencies and c) Total grants received: **NIL**

12. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

13. Research facility / Centre with
   - **State recognition: ** **NIL**
   - **National recognition**: Recognized as R&D Center by DSIR (SIRO), Govt. of India (F.No. 11/532/2011-TU-V).
   - **International recognition**: **NIL**

14. Publications:
   - Number of papers published in peer reviewed journals (national / international)
   - Monographs
   - Chapter(s) in Books
   - Editing Books
   - Books with ISBN numbers with details of publishers
   - Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
   - Citation Index – range / average
   - SNIP
   - SJR
   - Impact factor – range / average
   - h-index

**Summary Report of Publications**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Publication Type: Peer reviewed Journals (national/ international)</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International Journals</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>International conferences</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>National Conferences</td>
<td>1</td>
</tr>
</tbody>
</table>
15. Details of patents and income generated: **NIL**

16. Areas of consultancy and income generated: **NIL**

17. Faculty recharging Strategies:

- GCET regularly invites faculty experts of repute from institutes of higher learning such as: NIT Warangal, IIITH, Osmania University, JNTUH, JNTUK and so on to deliver Expert lectures on a various topics to strengthen the faculty members’ instructional skills.

- The faculty are encouraged to conduct and attend FDP’s, Workshops, Seminars, Refreshment courses to update new and/or emerging technologies in addition to those for strengthening teaching skills in the current subjects being taught.

The institute offers necessary grants and infrastructure for the above. However, for the conduct of a Seminar Institute received grants, as indicated below, from AICTE, New Delhi.

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Title</th>
<th>Grants Received</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>AICTE, AQIP</td>
<td>Seminar Grant on “Application of FACT devices and Artificial Intelligence in Modern Power System”</td>
<td>Rs. 1 Lakh</td>
<td>1 weeks</td>
</tr>
</tbody>
</table>

- The period of absence of the faculty member at GCET for attending such FDPs is being treated as “ON DUTY”.

- Also GCET, on a case to case basis, bears the registration fee for attending the such FDPs/workshops/training sessions and so on.

Please refer the table in ANNEXURE-EEE-B which provides a listing of the faculty who attended such FDP’s, Workshops, training sessions or refresher courses for the last three academic years i.e., AY 2016-17, AY2015-16 and AY 2014-15.

- To promote and inculcate a research environment in the department, Eminent professionals are recruited in various areas: Microwave Engineering, Electronic
instrumentation and medical informatics, Digital Image Processing, Microwave Antennas, GPS and wireless Positioning technologies etc.,...

The Department and the GCET, Hyderabad, administration encourages
i. Its faculty to register and pursue Ph.D. Degree. A list of faculty pursuing Ph.D. is as in the table given below:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Faculty Name</th>
<th>Designation</th>
<th>Area of Specialization</th>
<th>University and Year of Registration</th>
<th>Expected year of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D Radhika</td>
<td>Associate Professor</td>
<td>Power Quality</td>
<td>JNTU 2009</td>
<td>2017</td>
</tr>
<tr>
<td>2</td>
<td>G.Srikanth</td>
<td>Associate Professor</td>
<td>Power Electronics</td>
<td>JNTUH 2012</td>
<td>2018</td>
</tr>
<tr>
<td>3</td>
<td>N V Bharadwaj</td>
<td>Associate Professor</td>
<td>Power Electronics</td>
<td>JNTUK 2015</td>
<td>2019</td>
</tr>
<tr>
<td>4</td>
<td>S.Poorna Chander Ro</td>
<td>Assistant Professor</td>
<td>Switch Gear and Protection</td>
<td>JNTUH 2016</td>
<td>2020</td>
</tr>
</tbody>
</table>

j. Its faculty to work on topics related/in extension to the already completed Research Projects.

k. a formal Faculty mentee – Faculty mentor system to strengthen and improve the teaching-learning pedagogy for both the UG and PG students

18. Student projects
   o Percentage of students who have done in-house projects including inter departmental/ Programme: 75%
   o Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: 25% (In Govt. Organizations like BHEL, ECIL, NSIC etc.,)  

19. Awards / recognitions received at the national and international level by Faculty:
   1. Dr. S Radhika → a) Recipient of Global COE (GCOE) funding from Japan Government (2009-2012) for Doctoral Studies at Tokyo Polytechnic University Japan,  
      b) M.Tech Gold Medalist, Amrita Vishwa Vidyapeetham &

Doctoral / post doctoral fellows: Nil

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 538
Students:

(E) Merit Scholarship:

- The scholarship is provided to the topper in branch for all years of students.
- The following are details of EEE students who received Shri Raja Reddy Memorial Scholarship (from M/s. Teja Educational Society):

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Branch</th>
<th>Roll Number</th>
<th>Name of the Student</th>
<th>Percentage (%)</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I Year</td>
<td>15R11A0243</td>
<td>N B NARAYANAN</td>
<td>80.90</td>
<td>First</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15R11A0247</td>
<td>R VARSHASREE</td>
<td>78.4</td>
<td>Second</td>
<td>4000</td>
</tr>
<tr>
<td>2</td>
<td>II Year</td>
<td>15R15A0202</td>
<td>P HARIKA</td>
<td>74.7</td>
<td>First</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14R11A0218</td>
<td>G SHARANYA</td>
<td>69.2</td>
<td>Second</td>
<td>4000</td>
</tr>
<tr>
<td>3</td>
<td>III Year</td>
<td>13R11A0214</td>
<td>G SUNIL KUMAR</td>
<td>72</td>
<td>First</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0233</td>
<td>M DEEPAK REDDY</td>
<td>71.6</td>
<td>Second</td>
<td>4000</td>
</tr>
<tr>
<td>4</td>
<td>IV Year</td>
<td>12R11A0209</td>
<td>B HARSHA</td>
<td>78.97</td>
<td>First</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A0211</td>
<td>KRISHNA DATTA</td>
<td>78.5</td>
<td>Second</td>
<td>4000</td>
</tr>
</tbody>
</table>

2012-16 BATCH TOPPERS IN I YEAR

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Branch</th>
<th>Roll Number</th>
<th>Name of the Student</th>
<th>Percentage (%)</th>
<th>Prize Won</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EEE</td>
<td>12R11A0216</td>
<td>GORTHY YESASWINI</td>
<td>82.90</td>
<td>II Prize</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>EEE</td>
<td>12R11A0209</td>
<td>BHAMIDIPATI SRI HARSHA</td>
<td>87</td>
<td>I Prize</td>
<td>7000</td>
</tr>
</tbody>
</table>

2011-15 BATCH TOPPERS IN II YEAR

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Branch</th>
<th>Roll Number</th>
<th>Name of the Student</th>
<th>Percentage (%)</th>
<th>Prize Won</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EEE</td>
<td>11R11A0213</td>
<td>ELEMASETTY UDAY KIRAN</td>
<td>73.5</td>
<td>II Prize</td>
<td>3000</td>
</tr>
</tbody>
</table>
### 2010-14 Batch Toppers in III Year

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Branch</th>
<th>Roll Number</th>
<th>Name of the Student</th>
<th>Percentage (%)</th>
<th>Prize Won</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EEE</td>
<td>10R11A0214</td>
<td>DIVAKARAN HARI HARAN</td>
<td>79.01</td>
<td>II Prize</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>EEE</td>
<td>10R11A0223</td>
<td>ILLA PRANAYA BHASKER</td>
<td>79.86</td>
<td>I Prize</td>
<td>7000</td>
</tr>
</tbody>
</table>

### 2009-13 Batch Toppers in IV Year

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Branch</th>
<th>Roll Number</th>
<th>Name of the Student</th>
<th>Percentage (%)</th>
<th>Prize Won</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EEE</td>
<td>09R11A0204</td>
<td>B LALITHA</td>
<td>86.05</td>
<td>II Prize</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>EEE</td>
<td>09R11A0201</td>
<td>A NAGA SRAVYA</td>
<td>89.06</td>
<td>I Prize</td>
<td>7000</td>
</tr>
</tbody>
</table>

(F) Awards received by the students for the participation in the events organized by Other Universities/Colleges/Institutes:

- A. Naga Sravya - EEE (R.No: 09R11A0201) – 89.06 % has secured first rank in third year among all affiliated JNTUH colleges.

### Academic Achievements

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Event</th>
<th>No. of Students Achieved Prizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic Year:2016-17</td>
</tr>
<tr>
<td>1</td>
<td>Paper presentation</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Projects presentation</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Poster presentation</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Events</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

Please refer ANNEXURE-EEE-C for more details.
20. Seminars/Conferences/Workshops organized and the source of funding (national international) with details of outstanding participants, if any:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Seminars/ Conferences/Workshops organized</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Design and Implementation of Electrical and Electronic Module (Multi Utility Timer Applications)</td>
<td>March 16-17, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>3.</td>
<td>MATLAB</td>
<td>January 28-30, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>5.</td>
<td>Motivating students in reaching their goals</td>
<td>September 10, 2012</td>
<td>GCET</td>
</tr>
</tbody>
</table>

**Seminars ( Guest Lectures)**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Seminars</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Atoms in the Service of the Nation</td>
<td>March 14, 2016</td>
<td>GCET</td>
</tr>
<tr>
<td>2.</td>
<td>Introduction to BHEL Hyderabad Plant and Real time Quality Control Checks on Electrical Machines</td>
<td>August 12, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>3.</td>
<td>Corporate Communication and Interpersonal Skill Techniques for Budding Engineers</td>
<td>August 13, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>No.</td>
<td>Course Title</td>
<td>Date</td>
<td>Institution</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Smart Grid Technologies</td>
<td>January 29, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>5</td>
<td>Energy Auditing Methods to resolve power disturbance issues</td>
<td>January 27, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>6</td>
<td>Recent Trends in Transducers and its applications</td>
<td>January 10, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>7</td>
<td>Reliability Engineering and applications to Electrical Power Systems</td>
<td>January 7, 2015</td>
<td>GCET</td>
</tr>
<tr>
<td>8</td>
<td>Fundamentals of Electrical and Electronics Engineering</td>
<td>September 23, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>9</td>
<td>Modeling and Simulation of Power Electronics and Electrical Drives using CASPOC and VISSIM software in Embedded System</td>
<td>February 17, 2014</td>
<td>GCET</td>
</tr>
<tr>
<td>10</td>
<td>Transducers and their industrial application</td>
<td>September 27, 2013</td>
<td>GCET</td>
</tr>
<tr>
<td>11</td>
<td>Traction Motors</td>
<td>September 20, 2013</td>
<td>GCET</td>
</tr>
<tr>
<td>12</td>
<td>Design and Testing of Transformer</td>
<td>March 3, 2013</td>
<td>GCET</td>
</tr>
<tr>
<td>13</td>
<td>Field Aspects of Electrical Engineering</td>
<td>September 26, 2012</td>
<td>GCET</td>
</tr>
<tr>
<td>14</td>
<td>Awareness for Employability and Enhancing skills for employability</td>
<td>August 17, 2012</td>
<td>GCET</td>
</tr>
</tbody>
</table>

21. **Student profile course wise:** Profile of the students in various programs as in Q. No.2 is as given below. It may kindly be noted that the admissions are made based on the EAMCET ranks and the allotments are made by the Convener, EAMCET until the quota of seats are filled.
Hence, in the table below, instead of the number of received applications, stated is the Sanctioned Intake each UG or PG batch Year-wise

### A) B.Tech (UG)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Sanctioned Intake</th>
<th>Students Joined/Admitted</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2012-16</td>
<td>60</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>2011-15</td>
<td>60</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>2010-14</td>
<td>60</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>2009-13</td>
<td>60</td>
<td>39</td>
<td>21</td>
</tr>
</tbody>
</table>

### B) M.Tech – Power Electronics (PE)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Sanctioned Intake</th>
<th>Students Joined/Admitted</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2014-16</td>
<td>18</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>

### 22. Diversity of Students:

<table>
<thead>
<tr>
<th>Year of admission</th>
<th>Name of the program</th>
<th>% students from the same state</th>
<th>% students from the other state</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>B.Tech (EEE)</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
23. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GATE</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>CAT / GRE</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>TOEFL / GMAT</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Any other competitive exams</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(give details)</td>
<td>(PG-CET)</td>
<td>(PG-CET)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>13</td>
<td>6</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

24. Student progression:

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>NA</td>
</tr>
<tr>
<td>PG to M.Phil</td>
<td>NA</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus Selection</td>
<td>17</td>
</tr>
<tr>
<td>• Other than Campus</td>
<td>NA</td>
</tr>
<tr>
<td>Recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/ Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>
25. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the same parent university</td>
</tr>
<tr>
<td>From other universities within the state</td>
</tr>
<tr>
<td>From other universities from other states</td>
</tr>
</tbody>
</table>

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period:
A) Mr. T. Rajasekar Ph.D in December 2015

27. Present Details about Infrastructural facilities:
   a) Department Library

<table>
<thead>
<tr>
<th>No. of Titles</th>
<th>No. of Volumes</th>
<th>No. of Computers with printer &amp; internet facility</th>
<th>Library Plinth Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>280</td>
<td>1</td>
<td>14sqm</td>
</tr>
</tbody>
</table>

   b) Internet facilities for Staff & Students
   All the Staff and Students are provided with internet facility in the department.

   Internet Service Providers:
   1. Vainavi Communication (P) Ltd - (48 Mbps)
   2. Excel Media (P) Ltd - (16 Mbps)

c) Total No. of class rooms: 6(UG) + 1(PG)

d) Class rooms with ICT facility
   An exclusive fully equipped E-class room is available to conduct ICT lectures. Apart from that any class room can be provided with ICT facility with the exclusive LCD projector and Laptops available in the department. Also the Seminar Hall is equipped with LCD projector.

e) Students’ Laboratories
The Department has 12 Exclusive and 5 Shared laboratories to serve the teaching and research needs of the students and faculty of the Department. All systems in computer Lab are connected to the Departmental LAN which is a part of the Institute wide area network.

Table: Lab Details of EEE Department

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Location</th>
<th>Name of the Lab</th>
<th>Exclusive/Shared</th>
<th>Size (Sq.mm)</th>
<th>Major Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G – 01 to G – 04</td>
<td>Electrical Machines – I Laboratory</td>
<td>Shared</td>
<td>263</td>
<td>DC Electrical Machines, Lamp Load Bank, AC-DC Rectifier/Controller, Metering Equipment, AC Electrical Machines, 1 Phase and 3 Phase Resistance load banks, Lamp Load Bank, Metering Equipment</td>
</tr>
<tr>
<td>2</td>
<td>G - 05</td>
<td>Electrical Engineering Laboratory</td>
<td>Exclusive</td>
<td>107</td>
<td>AC Machines &amp; DC Machines, 1-Phase and 3-Phase Resistance load banks, Metering Equipment</td>
</tr>
<tr>
<td>3</td>
<td>G – 13</td>
<td>Basic Electrical Engineering lab</td>
<td>Exclusive</td>
<td>81</td>
<td>AC Machines &amp; DC Machines, 1-Phase and 3-Phase Resistance load banks, Metering Equipment</td>
</tr>
<tr>
<td>4</td>
<td>G – 14</td>
<td>Electrical Measurements Laboratory</td>
<td>Exclusive</td>
<td>105</td>
<td>HV oil Testing Kit, Potential Transformer Testing, Current Transformer testing, LVDT, Strain Gauge, DC Potentio meter Bridges, Variac, Inductive Loads</td>
</tr>
<tr>
<td>5</td>
<td>N – 212</td>
<td>Power Electronics lab</td>
<td>Exclusive</td>
<td>66</td>
<td>Half, Semi and Full Converters, Dual Converter, Inverter, Voltage Controller kits, R load, L load</td>
</tr>
<tr>
<td>6</td>
<td>N – 213</td>
<td>Control Systems Lab</td>
<td>Exclusive</td>
<td>66</td>
<td>Synchros, Transfer Function of DC generator and motor, PLC, Magnetic Amplifier, AC Servo, DC servo</td>
</tr>
<tr>
<td>7</td>
<td>N – 214</td>
<td>Signals and Systems Lab</td>
<td>Exclusive</td>
<td>66</td>
<td>Computers, Octave Software 4.0.3</td>
</tr>
<tr>
<td>8</td>
<td>N – 215</td>
<td>Field Theory and Circuits Laboratory</td>
<td>Exclusive</td>
<td>66</td>
<td>Hardware : Stabilizer, Function generator-05, DRB-10, DIB-10, DCB-10, Digital trainer kits, Auto Transformers</td>
</tr>
</tbody>
</table>
28. Number of students of the department getting financial assistance from college: Nil

- Geethanjali College of Engineering and Technology is providing Scholarships to Students for their proven academic excellence.
- Raja Reddy Memorial Award for academic excellence is given to the topper in each branch for all years of students.

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>No. of Students Received Financial Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of GCET (Sponsored by Teja Educational Society)</td>
<td>-</td>
</tr>
</tbody>
</table>

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology: NIL.

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

c. alumni and employers on the programmes and what is the response of the department to the same?

-Yes. Following may be noted with respect to the above three aspects a, b and c:

- Department shares the feedback received from students, peers and seniors regularly with the concerned faculty on various aspects such as: Punctuality, Regularity, Class Control, Students’ ability to understand topics covered, weekly coverage of the syllabus by the faculty, Marks secured by students in each subject, Course End Survey as how the faculty handled the course and how far the subjects taught met the course outcomes and so on.

- In addition to the above every faculty is attached to a senior faculty to enable him/ her learn to enhance teaching-learning techniques of a subject.

- If the measured course outcomes average is found unsatisfactory, suitable steps are taken to enhance the course outcome average measurements of the subsequent semester by focusing more on such subjects who contribute to poor / unsatisfactory performance via monitoring by HoD.
Upon providing enough opportunity for the faculty to improve via faculty mentoring process, it is ensured that the faculty performance is improved year after year. In spite of all the above efforts and in the worst case event if non improvement of the faculty’s performance, the faculty concerned will be asked to sever his services with the institute.

Based on the feedback received from the Alumni on the course curriculum, as and when needed JNTUH is informed of the same to make relevant changes, if it deems fit. From 2016-17 onwards, in view of UGC Autonomy, the department proposes changes to the curriculum appropriately based on Alumni feedback.

31. List the distinguished alumni of the department (maximum 10)

The following are the alumni who are regularly visiting the college giving their feedback for the future development of the college

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Alumni</th>
<th>Batch</th>
<th>Studying/Working with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. Naga Sravya</td>
<td>2013</td>
<td>Purdue University</td>
</tr>
<tr>
<td>2</td>
<td>A. Manikanta</td>
<td>2013</td>
<td>INFOSYS</td>
</tr>
<tr>
<td>3</td>
<td>P. Murali Akhil</td>
<td>2013</td>
<td>TS GENCO</td>
</tr>
<tr>
<td>4</td>
<td>B. Anirudh</td>
<td>2014</td>
<td>COGNIZANT</td>
</tr>
<tr>
<td>5</td>
<td>B. Rajaram</td>
<td>2014</td>
<td>INDUSTRY ARC</td>
</tr>
<tr>
<td>6</td>
<td>P. Shalini</td>
<td>2014</td>
<td>COGNIZANT</td>
</tr>
<tr>
<td>7</td>
<td>P. Vineela</td>
<td>2014</td>
<td>GENPACT</td>
</tr>
<tr>
<td>8</td>
<td>Sreenath. M</td>
<td>2015</td>
<td>CAP GEMINI</td>
</tr>
<tr>
<td>9</td>
<td>B. Sri Harsha</td>
<td>2016</td>
<td>INFOSYS</td>
</tr>
<tr>
<td>10</td>
<td>K. Shruthi</td>
<td>2016</td>
<td>TECH MAHINDRA</td>
</tr>
<tr>
<td>11</td>
<td>T. Sai Krishna</td>
<td>2016</td>
<td>TECH MAHINDRA</td>
</tr>
</tbody>
</table>
32. Details of student enrichment programmes (special lectures / workshops / seminar) with external experts

Department conducted student enrichment programmes (special lectures / workshops / seminar) with external experts as summarized below:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Event Name</th>
<th>Number in an Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminars / Guest Lectures</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Workshops</td>
<td>1</td>
</tr>
</tbody>
</table>

Please refer ANNEXURE-EEE-D for more details.

33. Teaching methods adopted to improve student learning

- Visual teaching methods like OHP sheets, video lectures, NPTEL lectures, Youtube videos etc.
- Faculty members prepare Course files & lecture notes for all subjects
- Industrial and site visits are arranged regularly for students to expose them to latest technology.
- Department conducts course specific guest lectures by experts.
- Students are provided with exclusive internet facility in digital Library to upgrade their knowledge.
- The Institution offers digital Library and departmental libraries which can be made use of by students to enhance their knowledge.
- Students are encouraged to conduct and participate in technical events involving design, analysis and modeling of Electrical Systems.
- Students are given Assignments, encouraged to participate in Group Discussions for better understanding of the course topics.
- Tutorial classes are conducted in all subjects with a view to have a clear understanding of the complex concepts.
- During regular sessions, the students are trained in college for campus recruitments through a program called CRT (Campus Recruitment Training) and at present these classes are conducted by Triumphant Institute of Management Education (TIME) Hyderabad.
• Institute periodically conducts technical events like BHASWARA, ELECTRICA etc., for the students to familiarize with the contents beyond curriculum.

• The students are encouraged to become members of student chapters of IEEE, IETE, ISTE and students get exposed to advanced technologies through seminars workshops etc., conducted by them.

• Students are motivated to give seminars on contemporary technical topics.

• Students are encouraged to participate in Paper Presentations, Project Presentations, Workshops and National Seminars.

• Students are allowed to do mini projects and major projects making use of the college infrastructure and also are encouraged to take-up internship in reputed organizations.

• National and International Technical Journals are available in the Library to upgrade their knowledge and skills.

• Organizing Seminars, workshops, Technical Quizzes, and Guest lectures.

• Development of student support material for poor learners and enthusiastic learners.

• Formulation of cooperative learning groups to improve peer group interaction.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Program Objectives, often referred to as Program Educational Objectives (PEOs) are communicated to the students along with the learning outcomes. To ensure the attainment of PEOs and learning outcomes, the following measures are taken:

From the objectives articulated, using Bloom’s Taxonomy,

1. Faculty specify a clear set of outcomes that all students shall achieve.

2. Faculty select, from the set of outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are taught in a way that the students can comprehend with ease.

3. Faculty provide examples to students of what they will be able to do when they have achieved those outcomes.

4. Few additional extension outcomes provide some students with a much deeper understanding of the issues being studied.
5. Faculty teach detailed prerequisites that students must master before attempting to achieve each new outcome and ensure the same through several assessment methods.
6. Faculty plan and use several different teaching strategies that help students achieve the desired learning outcomes.
7. A variety of direct assessment methods comprising tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the teacher and the students with feedback on their progress towards the achievement of learning outcomes.

**Direct Assessment Methods**

- Course-related assessment
  - Assignments / Projects
  - Case Studies
  - Classroom Assessment including Tutorials
  - Quizzes
  - Probing during and after lecture
  - Course-embedded Questions and Assignments
  - Essays
  - Theses, research and publications
- Presentations/Seminars, if any
- Standardized assessments (Internal Tests, End Exams)
- Other
  - Transcript analysis
  - Placement record of graduates

In addition, indirect assessment methods are also used, which are listed below.

**Indirect Assessment Methods**

- Institutional and Program Surveys
  - Alumni Surveys
  - Employer Surveys
  - Graduating Seniors and Graduate Surveys
  - Student Satisfaction Surveys
These outcome based course assessment and evaluation tools are a combination of the following:

1. Tutorials
2. Homework assignments
3. Quizzes
4. Exams (Internal Assessment tests, University End semester exams)
5. Class attendance and participation in class
6. Laboratory experimentation and laboratory written reports
7. Design Project, its written report and oral presentation
8. Computer simulation using C, MATLAB, ANSYS, etc
9. Prototype development, if any
10. Major project and teamwork
11. Course assessment/end survey (by students)
12. Instructor’s teaching performance evaluation (by students).

Parameters for assessment of Project Work

Students' design project performance should be evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include, but not limited to the following:

a. Were the objectives and purpose clearly stated?

b. Was the problem well defined?

c. Was the project properly justified (Why?) (Scientific, economic, value addition?)

d. Was the design, analysis and modelling understood?

e. Was the approach taken reached as part of a selection process?

f. Are the results technically and economically feasible?

g. Effective conclusions / recommendations?

h. Quality of the work or design.

   ix. Was the content well organized?

   x. Were there appropriate use of graphs, charts, board, audio-video, etc.

   xi. Was the message clearly delivered?
xii. Was Teamwork evident in the design, implementation and presentation?

After having completed the exercise of assessment and evaluation of various outcomes, we need to map the following to check whether we have achieved our objective of providing outcome based education and to what extent.

- COs to POs and PSOs
- POs and PSOs to PEOs

Over and above the mapping of the above, we also obtain feedback from all stakeholders on a periodical basis and we verify the attainment of the various outcomes.

- The level of understanding of the students is assessed by evaluating the assignments, internal examinations.
- Faculty use various other resources and teaching techniques which are heavily based on multimedia and assist students who do not master the required outcomes as quickly as other students.
- Mapping between the questions given in various assessment methods and course outcomes, course outcomes to program outcomes, program outcomes to PEOs ensures the desired attainment level of the students.
- Continuous progress of students is closely observed by mentor, and proper suggestions are given to the students based on their performance in class work and exams, for meeting the learning outcomes.
- Course coordinator ensures course requirements are met, program coordinator ensures the program requirements are met, which finally ensure that the learning outcomes are continuously monitored and finally the programme objectives are met.
- At the end of every semester, for each course, Course End Survey is carried out regularly with special emphasis on course outcomes. The same is being analyzed from time to time and necessary steps are being taken to meet the learning outcomes, program outcomes, and program objectives in the subsequent semesters.
- Every year various instruments are used to monitor to ensure whether the objectives of the program are met. Few of the instruments are as listed below:
  a. student surveys
  b. informal interactions with students
  c. assessment of coursework relevancy,
d. interaction with alumni and industry,

e. collaboration with various professional / engineering organizations.

Based on this evaluation, strengths, weaknesses and opportunities in the program are identified. The implementation of the correction process is closely monitored by the Program Assessment Committee, then by the departmental assessment committee, which finally offers its recommendations to the decision making bodies such as the Board of Studies of the department and the College Academic Council.

35. Participation in Extension activities

Major responsibility is taken by the NSS unit which was started in our college in the academic year 2008-09 with around 250 volunteers.

The following are NSS Coordinators from the Dept. of EEE

1. Mr. M. Pradeep, Assistant Professor

- The NSS unit of the college provides social and community service in the near by villages. The college has adopted the village in which the college is located. As part of this, several activities are conducted. A few of them are:
  - Blood Donation Camp
  - Health Camp
  - Dental Camp
  - Tree plantation

Table: NSS Volunteers List of EEE Department

<table>
<thead>
<tr>
<th>S.No</th>
<th>Roll Number</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14R11A0203</td>
<td>AVIRENI ARUNA KUMARI</td>
</tr>
<tr>
<td>2</td>
<td>14R11A0206</td>
<td>BANDARI SHIVA SAI</td>
</tr>
<tr>
<td>3</td>
<td>14R11A0209</td>
<td>BUSANI RAVALI</td>
</tr>
<tr>
<td>4</td>
<td>14R11A0210</td>
<td>CHETTY GOUTHAMI</td>
</tr>
<tr>
<td>5</td>
<td>14R11A0212</td>
<td>CHITIKELA ANISH REDDY</td>
</tr>
<tr>
<td>6</td>
<td>14R11A0215</td>
<td>DHARAVATH ANIL NAIK</td>
</tr>
<tr>
<td>7</td>
<td>14R11A0219</td>
<td>J ROHITH REDDY</td>
</tr>
<tr>
<td>8</td>
<td>14R11A0220</td>
<td>K ABHILASH BABU</td>
</tr>
<tr>
<td>9</td>
<td>14R11A0225</td>
<td>MINUKURI MAHESH REDDY</td>
</tr>
</tbody>
</table>
Around two hundred volunteers donated blood in each camp. The unit also organized a health camp to the benefit of villagers of Cheeryal village. Around 180 villagers were benefited by the camp. Books and stationery were collected from the staff and students of our college and were distributed to the students of Primary School, Harijanavada School of Cheeryal village. NSS volunteers planted trees in and around Cheeryal village.

Providing required school material to the poor children.

The Head Master of MP Primary School of Cheeryal and the Head Masters of the Anganwadi Primary school at Cheeryal requested us to provide note books, pencils, etc. for their school children. The students who are joining these schools are really very poor and it is truly a service to the society. The NSS activities pitched in from the past three years. Proper accounts are maintained under NSS wing of GCET for the above.

36. Give details of “beyond syllabus scholarly activities” of the department

With an aim to promote scholarly activities beyond the regular curriculum the Department of EEE involves its students to participate in:

- **Project Exhibition:** conducted once a year - Students will make technical presentations via working and non-working models on topics of current significance and future trends
- **BHASWARA-Technical Symposium:** an Institute level event in which students participate in paper presentations, project demonstrations, poster presentations,
ELECTRICA, a project exhibition etc. The institution has a Career guidance committee which conducts awareness programs by inviting eminent personalities from various industries which provides a career guidance for the students.

- **CRT (Campus Recruitment Training):** The institute conducts CRT classes from second year onwards which trains the students in aptitude, verbal & logical reasoning, group discussions. It also helps to improve their personality development skills.
- **BEC (Business English Certificate) and FL (Foreign Language):** The institute provides an opportunity to the students to learn foreign languages and English certification course through BEC and FL classes. These classes are organized for 2nd and 3rd Years students.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

- B.Tech (EEE) program of the Department is accredited by NBA team in 2015 for a period of three years.

38. SWOC analysis of the department and Future plans

To determine and understand the strengths and weaknesses of EEE department, the senior faculty in the department conducted formal and informal surveys. The following details are the results of the survey:

**Strengths**
- Adequate experienced faculty
- Well-maintained laboratories
- Budding researchers
- Good in-house student projects
- Faculty Retention ratio is high

**Weaknesses**
- Lesser number of faculty with Ph.D at middle cadre
- Insignificant collaboration with industry
- Department is trying to establish research laboratory
- Less number of publications in UGC approved Journals
Less familiarity among faculty on application oriented software namely, SCADA, MATLAB, etc

Opportunities
- More number of power projects to come up in near future
- Increasing opportunities to pursue research
- Better placement opportunities in both public and private sectors
- Increasing opportunities in non-conventional energy sources
- Better opportunity for higher studies

Challenges
- Growing demand for IT sector jobs
- Mushrooming growth of engineering colleges and increased in-take in long standing colleges and deemed universities
- Uplifting the academic standards of the students to meet industrial requirements, since, increased number of seats in colleges of long standing resulting in students with less motivation and with relatively low/poor ranks in the qualifying examination taking admission in the college.

39. Future Plans of the department:
- To establish Center of Excellence in Power Systems Engineering
- To enhance R&D Activities.
- To achieve 100% placements
- To offer Academic and Career counseling for the students of the department and aim for enhanced pass percentage year by year.

<<<<>>>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal

557
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Faculty, Qualification &amp; Designation</th>
<th>Details of Research Publications</th>
<th>Journals/Conferences (National/International)</th>
<th>Year of Publishing</th>
<th>Citation Index – range / average / SNIP / SJR / Impact factor – range / average / h-index (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>DrS.Radhika</td>
<td>Remote sensing</td>
<td>19th NSSS’ 2016</td>
<td>February</td>
<td></td>
</tr>
<tr>
<td>S.No.</td>
<td>Name of the Faculty, Qualification &amp; Designation</td>
<td>Details of Research Publications</td>
<td>Journals/Conferences (National/International)</td>
<td>Year of Publishing</td>
<td>Impact Factor</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>D.Radhika M.Tech Assoc. Prof.</td>
<td>Improvement of Voltage Profile of a Transmission System using D-Facts.</td>
<td>IOSR Journal Of Electrical and Electronics Engineering</td>
<td>April 2015</td>
<td>3.26, Citation Report 61.3%</td>
</tr>
<tr>
<td>2</td>
<td>D.Radhika M.Tech Assoc. Prof.</td>
<td>Implementation of FLC based DPFC for enhancement of power quality of a transmission system</td>
<td>IEEE conference , EESCO, conducted by Vignan college of engineering, Visakhapatnam</td>
<td>January 2015</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Design/Title</td>
<td>Conference/Event</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dr S. Radhika M.Tech, Ph.D Professor &amp; HOD</td>
<td>Applications of Fuzzy logic controller for voltage stability condition in IEEE-14 Bus System</td>
<td>APAS Golden Jubilee Science Congress</td>
<td>November 2014</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Dr S. Radhika M.Tech, Ph.D Professor &amp; HOD</td>
<td>Designing of flutter Power Generator from Green Power</td>
<td>National Conference on Wind Engineering</td>
<td>November 2014</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Dr S. Radhika M.Tech, Ph.D Professor &amp; HOD</td>
<td>Cyclone damage detection on building structures from pre- and post- satellite images using wavelet based pattern recognition</td>
<td>Journal of Wind Engineering and Industrial Aerodynamics</td>
<td>October 2014</td>
<td></td>
</tr>
<tr>
<td>S.No</td>
<td>Name of the Faculty, Qualification &amp; Designation</td>
<td>Details of Research Publications</td>
<td>Journals/Conferences (National/International)</td>
<td>Year of Publishing</td>
<td></td>
</tr>
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<td>-----------------------------------------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>2</td>
<td>N. Santhinath M.Tech Asst.Prof.</td>
<td>Improvement of Dynamic performance of AGC of Hydrothermal System employing capacitive energy storage and TCPS</td>
<td>International conference on Recent trends and Innovations in Engineering &amp; Technology</td>
<td>December 2013</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Qualification</td>
<td>Topic</td>
<td>Conference/Event</td>
<td>Date</td>
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<td>----------------------------------------------------------------------</td>
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<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>Dr S. Radhika</td>
<td>M.Tech., Ph.D Professor &amp; HOD</td>
<td>Automatic Detection of Buildings from Aerial Images Using Color Invariant Features and Canny Edge Detection</td>
<td>International Journal of Engineering Research and Technology Application</td>
<td>May 2014</td>
</tr>
</tbody>
</table>
### Faculty Development Programs

#### 2015 – 16

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Title of The FDP</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Perpetual Learning In Industrial Automation Using PLCs/SCADA/DCS</td>
<td>30th November to 5th December</td>
<td>GCET</td>
</tr>
</tbody>
</table>

#### 2014 – 15

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Title of The FDP</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Power Quality with Distributed Generations</td>
<td>17th and 18th December</td>
<td>GCET</td>
</tr>
<tr>
<td>2.</td>
<td>Research Methodologies in Engineering and Science</td>
<td>15th and 16th December</td>
<td>GCET</td>
</tr>
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</table>

#### 2013 – 14

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Title of The FDP</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Application of FACTS Devices and Artificial Intelligence in Modern Power System</td>
<td>3rd, 4th and 5th October</td>
<td>AICTE</td>
</tr>
</tbody>
</table>

#### 2012 – 13

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Title of The FDP</th>
<th>Dates conducted on</th>
<th>Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Personality Development</td>
<td>23rd November</td>
<td>GCET</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Methodologies and Blooms Taxanomy</td>
<td>30th July</td>
<td>GCET</td>
</tr>
<tr>
<td>3.</td>
<td>Blooms Taxonomy</td>
<td>7th July</td>
<td>GCET</td>
</tr>
<tr>
<td>4.</td>
<td>Value Orientation Programme for Teachers</td>
<td>21st and 22nd June</td>
<td>GCET</td>
</tr>
<tr>
<td>5.</td>
<td>Mentoring of Mentors</td>
<td>16th June</td>
<td>GCET</td>
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</tbody>
</table>
ANNEXURE-EEE-C

- EEE Department Student Achievements for the Academic Year 2012-13

<table>
<thead>
<tr>
<th>S.No</th>
<th>Student Name</th>
<th>Particulars</th>
<th>Month/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C Karthik, U Chandra Mouli, N Vamsi Krishna (IV Year EEE)</td>
<td>Presented Prototype of Automated Hydel Power Plant in OU and <strong>Won Second Prize</strong></td>
<td>Apr 2013</td>
</tr>
<tr>
<td>2</td>
<td>M S Madhuri, V Sri Ramya (IV Year EEE)</td>
<td>Presented Prototype of Automated Thermal Power Plant in OU and <strong>Won First Prize</strong></td>
<td>Apr 2013</td>
</tr>
</tbody>
</table>

**2015 – 16**

<table>
<thead>
<tr>
<th>Programme hosted by</th>
<th>Details of activity</th>
<th>Participation by</th>
<th>Publications/ awards Won</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCET in association with EDC</td>
<td>VISHERA, a Project Exhibition as a part of ELECTRICA 2k15, on 27th March, 2015</td>
<td>76 Students from various Engineering Colleges</td>
<td>Won 2nd &amp; 3rd Prize</td>
</tr>
<tr>
<td>GCET in association with EDC</td>
<td>ART TECHNIKA, Poster Presentation as a part of ELECTRICA 2k15, on 27th March, 2015</td>
<td>6 Students from EEE</td>
<td>Won 1st Prize</td>
</tr>
<tr>
<td>Programme hosted by</td>
<td>Details of activity</td>
<td>Participations</td>
<td>Achievements</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>----------------</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme hosted by</th>
<th>Details of activity</th>
<th>No. of Participants</th>
<th>Achievements</th>
</tr>
</thead>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>S.No</th>
<th>College</th>
<th>Nature of Contest(Paper contest/Design contest/Technical Quiz/Paper Expo etc.)</th>
<th>Date(s)</th>
<th>No. of Participants</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anurag College Of Engineering</td>
<td>Texzellenz’15 (Paper Presentation)</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; &amp; 11&lt;sup&gt;th&lt;/sup&gt; April, 2015</td>
<td>M.Vinod</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Prize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Texzellenz’15 (Paper Presentation)</td>
<td></td>
<td>B.Nagaraj</td>
<td>Participated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Texzellenz’15 (Project Expo)</td>
<td></td>
<td>G.Hari Kishore Reddy</td>
<td>Participated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S.Shilpa B.Kranthi Kumar</td>
<td>Participated</td>
</tr>
<tr>
<td>2</td>
<td>Amazon Web Services</td>
<td>Awesome DAY</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; April, 2015</td>
<td>K. Naga Sai Varun</td>
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<td>4th April, 2015</td>
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<td>Cvr College Of Engineering &amp; Embedded Technologies</td>
<td>Workshop On Gesture Controlled Robot</td>
<td>17th &amp; 18th March, 2015</td>
<td>CH.VAMSEE KRISHNA</td>
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<td>Jawaharlal Nehru Technological University, Hyderabad</td>
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<td>M. Devi Vara Prasad, Surya Vamsi, K. Harikha, Hari Shankar Sarma, D. Sree Kalyani</td>
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<td>11&lt;sup&gt;th&lt;/sup&gt; &amp; 12&lt;sup&gt;th&lt;/sup&gt; March, 2015</td>
<td>K. Prashanthi, K. Sai Kiran, B. Charan, Sk. Nisar Ahmed, M. Devi Vara Prasad, K. Sai Kiran</td>
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<td>Sports Fest(Basket Ball)</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; &amp; 4&lt;sup&gt;th&lt;/sup&gt; March, 2015</td>
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<td>3rd to 6th February, 2015</td>
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<td>G. Sunil Kumar, N. Anjaneyulu, B. Sahasaveera, K. Hareesh, B. Sai Varma, P. Rachith Manihar</td>
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<td>Atoms in the Service of the Nation</td>
<td>Mr. Bipattaran Haldar</td>
<td>14\textsuperscript{th} March</td>
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<td>Introduction to BHEL Hyderabad Plant and Real time Quality Control Checks on Electrical Machines</td>
<td>Mr. R.K. Manohar</td>
<td>12\textsuperscript{th} August</td>
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<td>Corporate Communication and Interpersonal Skill Techniques for Budding Engineers</td>
<td>Mr. Prateek Khare</td>
<td>13\textsuperscript{th} August</td>
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<td>PGP Electronics Pvt.Ltd</td>
<td>16\textsuperscript{th} and 17\textsuperscript{th} March</td>
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<td>Green Solutions Pvt.Ltd</td>
<td>25\textsuperscript{th} and 26\textsuperscript{th} September</td>
<td>III &amp; IV year B.Tech students</td>
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<td>Introduction to Smart Grid Technologies</td>
<td>Mr. G. Mahesh Kumar</td>
<td>29th January</td>
<td>III &amp; IV B.Tech EEE Students</td>
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<td>Energy Auditing Methods to resolve power disturbance issues</td>
<td>Mr. N. S. S. Prasad</td>
<td>27th January</td>
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<td>Recent Trends in Transducers and its applications</td>
<td>Mr. K. Smual Mories</td>
<td>10th January</td>
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<td>Reliability Engineering and applications to Electrical Power Systems</td>
<td>Dr. G. N. Sreenivas</td>
<td>7th January</td>
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<td>Fundamentals of Electrical and Electronics Engineering</td>
<td>Dr. B. V. Sanker Ram</td>
<td>23rd September</td>
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<td>28th, 29th and 30th January</td>
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<td>Modeling and Simulation of Power Electronics and Electrical Drives</td>
<td>Mr. Satyabrata Sahoo, Application Engineer, SUNSEAS</td>
<td>17th February</td>
<td>III &amp; IV EEE Students</td>
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<tr>
<td>Guest Lecture</td>
<td>Embedded System TECH</td>
<td>Mr. K. Smaual Mories</td>
<td>27th September</td>
<td>IV EEE Students</td>
</tr>
<tr>
<td>Guest Lecture</td>
<td>Transducers and their industrial application</td>
<td>Mr. D. Sadanandam</td>
<td>20th September</td>
<td>IV EEE Students</td>
</tr>
<tr>
<td>Workshop</td>
<td>Outcome based Engineering Education for Enhanced Employability</td>
<td>Dr. Udaya Kumar</td>
<td>25th January</td>
<td>EEE Students</td>
</tr>
<tr>
<td>Workshop</td>
<td>Motivating students in reaching their goals</td>
<td>Mr. Syed Noor Md. Shakir – Hyderabad</td>
<td>10th September</td>
<td>IV year B.Tech students</td>
</tr>
<tr>
<td>Guest Lecture</td>
<td>Design and Testing of Transformer</td>
<td>Shri. S. Venkata Subba Reddy</td>
<td>3rd March</td>
<td>III &amp; IV EEE Students</td>
</tr>
<tr>
<td>Guest Lecture</td>
<td>Field Aspects of Electrical Engineering</td>
<td>Sri. P. Kondanda Ramaiah, Retd.CE, APSEB</td>
<td>26th September</td>
<td>All EEE Student</td>
</tr>
<tr>
<td>Guest Lecture</td>
<td>Awareness for Employability and Enhancing skills for employability</td>
<td>ASPIRING MINDS ASSESSMENT</td>
<td>17th August</td>
<td>IV EEE Students</td>
</tr>
</tbody>
</table>
Evaluative Report of

Mechanical Engineering (ME) Department

1. Name of the Department & its year of establishment:
   B.Tech: Mechanical Engineering, 2011

2. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): B.Tech. (Mechanical Engineering)

3. Interdisciplinary courses and departments involved:

   The students of B.Tech., Mechanical Engineering programs have to take several core courses from other departments- Electrical and Electronics Engineering (EEE), Electronics and Communication Engineering (ECE), Computer Science and Engineering (CSE), Chemistry, Humanities and Social Sciences (HSS), Mathematics and Physics. Some courses are also run by department for all other discipline of the B.Tech.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Course offered by the Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English-I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Physics</td>
<td>I - I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics – I</td>
<td>I - I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Computer Programming</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>5</td>
<td>Engineering Physics Laboratory</td>
<td>I - I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>6</td>
<td>Computer Programming Laboratory</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>7</td>
<td>Engineering Workshop (EWS) / Information Technology Workshop (ITWS)</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>8</td>
<td>English – II</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>9</td>
<td>English Lab</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>10</td>
<td>Physics for Engineers</td>
<td>I – II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>11</td>
<td>Mathematics – II</td>
<td>I – II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>12</td>
<td>Engineering Chemistry</td>
<td>I – II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>13</td>
<td>Engineering Chemistry Laboratory</td>
<td>I – II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>14</td>
<td>Computational Mathematics Laboratory</td>
<td>I – II</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>15</td>
<td>Probability and Statistics</td>
<td>II – I</td>
<td>Basic Sciences</td>
</tr>
<tr>
<td>16</td>
<td>Basic Electrical and Electronics Engineering</td>
<td>II – I</td>
<td>Electrical and Electronics Engineering</td>
</tr>
<tr>
<td>17</td>
<td>Basic Electrical and Electronics Engineering Lab</td>
<td>II – I</td>
<td>Electrical and Electronics Engineering</td>
</tr>
<tr>
<td>Course</td>
<td>Semester</td>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>II – I</td>
<td>Basic Sciences</td>
<td></td>
</tr>
<tr>
<td>Gender Sensitization</td>
<td>II – I</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Advanced English Communication skills laboratory</td>
<td>III – I</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Human values and Professional Ethics – Open Elective</td>
<td>III – I</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Intellectual Property Rights – Open Elective</td>
<td>III – I</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Industrial Safety and Hazards – Open Elective</td>
<td>III – I</td>
<td>Electrical and Electronics Engineering</td>
<td></td>
</tr>
<tr>
<td>Soft Skills</td>
<td>III – II</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Supply chain management – Open Elective</td>
<td>IV – I</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Knowledge management – Open Elective</td>
<td>IV – I</td>
<td>Computer Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>Energy Conservation and Management – Open Elective</td>
<td>IV – I</td>
<td>Electrical and Electronics Engineering</td>
<td></td>
</tr>
<tr>
<td>Foreign Language – Open Elective</td>
<td>IV – I</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Banking and Insurance – Open Elective</td>
<td>IV – I</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Disaster Mitigation and Management</td>
<td>IV – I</td>
<td>Civil Engineering</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship – Open Elective</td>
<td>IV – II</td>
<td>MBA</td>
<td></td>
</tr>
<tr>
<td>Actuarial Science – Open Elective</td>
<td>IV – II</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology – Open Elective</td>
<td>IV – II</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

4. Annual/semester/choice based credit system:

**B.Tech. Semester System**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Is under affiliation/Autonomous</th>
<th>Academic Regulation</th>
<th>Annual/Semester/CBCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 admitted Batch</td>
<td>B.Tech (Mech)</td>
<td>Autonomous</td>
<td>AR16</td>
<td>Semester and Choice Based Credit System</td>
</tr>
</tbody>
</table>

5. Participation of the department in the courses offered by other departments:

The Department offer following courses in the B.Tech. Programs of other departments:

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course Name</th>
<th>Beneficiary Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engineering Workshop</td>
<td>B. Tech. Civil Engineering</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Drawing, Engineering Workshop</td>
<td>B. Tech. Electrical and Electronics Engineering</td>
</tr>
<tr>
<td>3</td>
<td>Engineering Drawing, Engineering Workshop</td>
<td>B. Tech. Electronics and Communication Engineering</td>
</tr>
<tr>
<td>4</td>
<td>Fluid Mechanics and Hydraulic Machinery Theory and Lab.</td>
<td>B. Tech. Electrical and Electronics Engineering</td>
</tr>
<tr>
<td>5</td>
<td>Engineering Drawing, Engineering Workshop</td>
<td>B. Tech. Computer Science and Engineering</td>
</tr>
</tbody>
</table>

6. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)**

<table>
<thead>
<tr>
<th>Faculty Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

7. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years Of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. T. Siva Prasad</td>
<td>Ph.D</td>
<td>Professor &amp; HOD</td>
<td>Analysis of Bus. Proc</td>
<td>35</td>
<td>One</td>
</tr>
<tr>
<td>Dr. M. Devaiah</td>
<td>Ph.D</td>
<td>Professor</td>
<td>Mech Engg</td>
<td>17</td>
<td>__</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Position</th>
<th>Department</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. V. Gangadharam</td>
<td>M.Tech.</td>
<td>Professor</td>
<td>Ind. Eng., ACMA</td>
<td>34</td>
</tr>
<tr>
<td>D. Samuel John</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>Ind. Eng</td>
<td>19</td>
</tr>
<tr>
<td>K. Jithendar Reddy</td>
<td>M.Tech.</td>
<td>Assoc. Prof.</td>
<td>Ind. Metallurgy</td>
<td>22.6</td>
</tr>
<tr>
<td>P. Sudheer Rao</td>
<td>M.Tech.</td>
<td>Assoc. Prof.</td>
<td>Thermal Engg</td>
<td>19</td>
</tr>
<tr>
<td>B. Anitha</td>
<td>M.Tech.</td>
<td>Assoc. Prof.</td>
<td>CAD/ CAM</td>
<td>10</td>
</tr>
<tr>
<td>P. Sripatha</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>ME</td>
<td>04</td>
</tr>
<tr>
<td>K. Vijay</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>CAD/ CAM</td>
<td>07</td>
</tr>
<tr>
<td>V. Rajasekhar</td>
<td>M.E.</td>
<td>Asst. Prof.</td>
<td>AD&amp;M</td>
<td>07</td>
</tr>
<tr>
<td>P. Laxmi Reddy</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>Thermal Eng.</td>
<td>08</td>
</tr>
<tr>
<td>P.V. R. Girish Kumar</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>CAD/ CAM</td>
<td>06</td>
</tr>
<tr>
<td>N. Rajendar</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>CAD/ CAM</td>
<td>07</td>
</tr>
<tr>
<td>B. Venkat sravan Kumar</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>Enngg. Design</td>
<td>02</td>
</tr>
<tr>
<td>U. Sreekanth</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>R&amp;AC</td>
<td>06</td>
</tr>
<tr>
<td>B. Bhasker</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>Thermal Engg.</td>
<td>10</td>
</tr>
<tr>
<td>J. Nithin Kumar</td>
<td>M.Tech.</td>
<td>Asst. Prof.</td>
<td>AMS</td>
<td>05</td>
</tr>
</tbody>
</table>
K. Niranjan Kumar  M.E  Asst. Prof.  CAD/CAM  02  __
N. Suresh  M.Tech.  Asst. Prof.  CAD/CAM  05  __
A. Santhosh  M.Tech.  Asst. Prof.  Machine Design  01  __
K. Sreedhar  M.Tech.  Asst. Prof.  AMS  01  __
K. Venkatesh  M.Tech.  Asst. Prof.  CAD/CAM  04  __
B. Srinivasa Reddy  M.Tech.  Asst. Prof.  Thermal. Engg.  02  __
R. Satya Mahipal Reddy  M.Tech.  Asst. Prof.  AMS  04  __
R. Sravani  M.Tech.  Asst. Prof.  CAD/CAM  01  __
P. Sandeep Kumar  M. Tech.  Asst. Prof.  CIDM  5.5  __
P. Satyanarayana  M.Tech  Asst. Prof.  CAD/CAM  02  __
M. Krishna Kumar  M.Tech.  Asst. Prof.  Machine Design  01  __

8. **Percentage of classes taken by temporary faculty – programme-wise information:** NIL

9. **Programme-wise Student Teacher Ratio:** for B.Tech. 10.58:1

10. **Number of academic support staff (technical) and administrative staff: sanctioned and filled**

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Support Staff(Technical)</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>2</td>
<td>Administrative staff</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

11. **Number of faculty with ongoing projects from (a) National: (b) International funding agencies and: (c) Total grants received. Mention names of funding agencies and grants received project-wise:**

There are none at present. The department has been recently established. However, the faculty members are preparing proposals for submitting it to the funding agencies in the near future.
12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:
   Not yet

13. Research facility/centre with
   (a) State Recognition: Not Yet
   (b) National Recognition: Recognized as R&D Center by DSIR (SIRO), Govt. of India
   (c) International Recognition: Not Yet

14. Publications:
   (a) Number of papers published in peer reviewed journals (national / international)

   I. Summary Report

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Publication Type: Peer reviewed Journals (national/ international)</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International Journals</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>International conferences</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>National Conferences</td>
<td></td>
</tr>
</tbody>
</table>

   List of Publications published/presented in Journals and/or Conferences please refer to ANNEXURE-ME-A

   II. Other Publications

<table>
<thead>
<tr>
<th>Category</th>
<th>Total publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs</td>
<td>NIL</td>
</tr>
<tr>
<td>Chapter(s) in Books</td>
<td>NIL</td>
</tr>
<tr>
<td>editing Books</td>
<td>NIL</td>
</tr>
</tbody>
</table>

   III. Books with ISBN numbers with details of publishers number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the Faculty</th>
<th>Title of the Book</th>
<th>Name of The Publisher</th>
<th>Date of Publication</th>
</tr>
</thead>
</table>

   Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 583
IV. Citation Index – range / average:

<table>
<thead>
<tr>
<th>Indexing parameter</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google citations</td>
<td>Range:0-6</td>
</tr>
<tr>
<td>SNIP</td>
<td>Range:0-1.235</td>
</tr>
<tr>
<td>SJR</td>
<td>Range:0-.856</td>
</tr>
<tr>
<td>Impact factor</td>
<td>Range:0-7.5</td>
</tr>
<tr>
<td>H-index</td>
<td>Range:0-10</td>
</tr>
</tbody>
</table>

15. Details of patents and income generated: Not Yet

16. Areas of consultancy and income generated:

Not yet, the department is making effort to take up consultancy and research projects in the area of Advanced Manufacturing.

17. Faculty recharging strategies:

To recharge the faculty, department organizes workshops, seminars, expert talks, conferences, refresher courses, faculty development program etc. in College. The faculty recharging activities are as follows:

(a) Workshop Attended:

(i) All faculty members of the Mechanical Engineering Department have attended A Two Day Faculty development Programme on “3D Modelling and Hands on Experience using Creo 3.0 (Pro/E) by Department of Mechanical Engineering, 9th and 10th January, 2017 at Department of Mechanical engineering, Hyderabad

(ii) All faculty members of the Mechanical Engineering Department have attended Refresh Course on “Engineering Mechanics” by the Mechanical Engineering Department 6th June to 11th June 2016, Dr. K. Madhavi, Prof., MVSR Engg. College, Dr. K. R. C Reddy, Professor, CVSR Engg., College, Dr. B. Ravi, Assoc. Prof. SNIST, Dr. K. Kandasamy, Assoc. Prof MVSR Engg. College, are the resource persons in this refresher course.
(iii) All faculty members of the Mechanical Engineering Department have attended Faculty Development Programm on “Engineering Drawing with Auto CAD” by the Mechanical Engineering Department 9th May to 14th May, 2016. Dr. T. Siva Prasad, HOD, Mech, GCET Prof.VVS Sastry, Professor from KITS, Warangal, Suri Sreenivas, Asst. prof, MVSR, are the resource persons in this refresher course.

(iv) S.V.Gangadharam attended One day Workshop on “Innovation, Incubation and Entrepreneurship” by Jawaharlal Nehru Technological University, Hyderabad, 29th June 2016, JNTUH.

(v) P.Sudheer Rao attended One day Workshop on “Innovation, Incubation and Entrepreneurship” by Jawaharlal Nehru Technological University, Hyderabad, 29th June 2016, JNTUH.

(vi) All faculty members of the Mechanical Engineering Department have attended Faculty Development Programm on “Finite Element Analysis & Practices through ANSYS” by the Mechanical Engineering Department 30-11-2015 to 05-12-2015, Dr P Ravindar Reddy HoD, CBIT, Gandiper, Hyderabad, Dr Ch Sridhar Reddy JNTU, Manthani, Dr [Ms] Saraswatamma, Osmania University, Dr P Ramesh Babu, Osmania University, are the resource persons in this refresher course.

(vii) All faculty members of the Mechanical Engineering Department have attended Faculty Development Programm on “Engineering Drawing with Auto CAD” by the Mechanical Engineering Department 18th to 20th JUNE 2015, Dr. T. Siva Prasad, HOD, Mech, GCET. P. Sudheer Rao Mech, GCET, are the resource persons in this refresher course.

(viii) Dr. T. Siva Prasad attended One day Workshop on “Awareness workshop on Outcome based Education & Accreditation”, Jawaharlal Nehru Technological University, Hyderabad, 14th September 2015, JNTUH.

(ix) Dr. T. Siva Prasad attended Two day Workshop on “Innovations in Waste, Water & Energy Technology for Rural Development” by Department of Mechanical Engineering, 13th & 14th July 2015, BITS, Hyderabad Campus.
(x) Dr. M. Devaiah attended One day Workshop on “Awareness workshop on Outcome based Education & Accreditation”, Jawaharlal Nehru Technological University, Hyderabad, 14th September 2015, JNTUH.

(xi) K. Jithender Reddy attended One day Workshop on “Industrial Tribology” by Department of Mechanical Engineering, 31st October 2015, Anurag Group of institutions, Hyderabad.

(xii) V. Rajasekhar, Mr.Rajender and Mr.Jethinder reddy attended Three day Workshop on “Sustainable Manufacturing” by Department of mechanical Engineering, 2015, Srinidhi Institute of Science & Technology, Hyderabad.

(xiii) B. Anitha, P. Haseena Bee and N. Venkateswarlu attended One day Workshop on “Solids Works” by CITTD on 9th February 2012, Balanagar Hyderabad.

(xiv) V. Sandeepa attended One Week APSCHE-JNTUH Sponsored Workshop on “Engineering Drawing from 16th to 21th July 2012, at Anurag Group of Institutions, Hyderabad.

(xv) All faculty members of the Mechanical Engineering Department have attended Two day Faculty Development Program on “Pedagogy” by the Department of Science and Humanities 29th and 30th April 2013.

(xvi) PVR Girish Kumar attended a Two day workshop on “Evolution of optimal design configuration of leaf spring for automotive application”an International conference on paradigms in engineering and Technology, 2nd and 3rd March 2016, Methodist Engineering College, Hyderabad.

(xvii) Mr. Ravindra Gandhi Manne attended a Three day National workshop on” 3- day National Workshop on composite material and its applications”, C.V.S.R Institute of Technology, Hyderabad.

(xviii) Dr T Siva Prasad & Dr M Devaiah attended International Symposium on “Wind Engineering & Wind Energy”, [28/01/2016], Birla Institute of Technology & Science, Pilani, Hyderabad campus

(b) Training Undergone:

(i) Rajasekhar had undergone in-house training on “Training on CNC Lathe & Milling Machines” for three days from 15th September 2014, by M.TAB Engineers, Chennai.

(c) Experts Lectures Delivered:
(i) Dr T Siva Prasad delivered expert lecture on “Advanced Machining processes” 2012 at Andhra Layola Institute of Engineering & Technology, Vijayawada.

(d) Faculty Registered PhD

<table>
<thead>
<tr>
<th>S. No</th>
<th>Faculty Name</th>
<th>Designation</th>
<th>Area of Specialization</th>
<th>University and Year of Registration</th>
<th>Expected year of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K. Jitendar Reddy</td>
<td>Associate Professor</td>
<td>Mechanical Engineering</td>
<td>JNUH, 2016</td>
<td>2020</td>
</tr>
<tr>
<td>2</td>
<td>A Subba Rao</td>
<td>Associate Professor</td>
<td>Thermal Engineering</td>
<td>JNTUH, 2012</td>
<td>2017</td>
</tr>
</tbody>
</table>

18. Student projects

(a) Percentage of students who have done in-house projects including interdepartmental

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Batch</th>
<th>% of Projects done in-house</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2011-2015</td>
<td>83.00</td>
</tr>
<tr>
<td>2</td>
<td>2012-2016</td>
<td>67.00</td>
</tr>
<tr>
<td>3</td>
<td>2013-2017</td>
<td>95.00</td>
</tr>
</tbody>
</table>

(b) Percentage of students doing projects in collaboration with industries/institutes:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Batch</th>
<th>% of Projects in collaboration with industries/institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2011-2015</td>
<td>17.00</td>
</tr>
<tr>
<td>2</td>
<td>2012-2016</td>
<td>33.00</td>
</tr>
<tr>
<td>3</td>
<td>2013-2017</td>
<td>5.00</td>
</tr>
</tbody>
</table>

19. Awards/recognitions received at the national and international level by

(a) Faculty: NIL

(b) Doctoral/post doctoral fellows: NIL

(c) Students

(i) Merit Scholarship:

- The scholarship is provided to the topper in branch for all years of students.
- The following are details of ECE students who received Shri Raja Reddy Memorial...
## 2015-16

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Roll No.</th>
<th>Name of The Student</th>
<th>% of Marks</th>
<th>Rank</th>
<th>Prize Money (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I Year</td>
<td>15R11A0342</td>
<td>P Jeevan reddy</td>
<td>80.90</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15R11A03B2</td>
<td>T Nikhil Kumar Reddy</td>
<td>76.20</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15R11A0383</td>
<td>K Arun Kumar</td>
<td>75.60</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>II Year</td>
<td>14R11A0318</td>
<td>J Kranthi Kiran</td>
<td>73.46</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14R11A0354</td>
<td>A Sai Charan</td>
<td>71.23</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14R11A0364</td>
<td>G Srikanth</td>
<td>70.92</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>3</td>
<td>III Year</td>
<td>13R11A0316</td>
<td>D Mahadev Bhatt</td>
<td>75.13</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0304</td>
<td>A Moulika</td>
<td>68.53</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0358</td>
<td>V Vinay Kumar</td>
<td>67.46</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>4</td>
<td>IV Year</td>
<td>12R11A0324</td>
<td>K Pandu</td>
<td>77.26</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A0358</td>
<td>V Rajashekar</td>
<td>76.36</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A0305</td>
<td>B Sridhar</td>
<td>74.19</td>
<td>III</td>
<td>3000</td>
</tr>
</tbody>
</table>

## 2014-15

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Roll No.</th>
<th>Name of The Student</th>
<th>% of Marks</th>
<th>Rank</th>
<th>Prize Money (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I Year</td>
<td>14R11A0307</td>
<td>A Balraj Tanmaiyyee</td>
<td>75.6</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14R11A0318</td>
<td>J Kranthi Kiran</td>
<td>75.3</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14R11A0332</td>
<td>N Teja Sai Bhaskar</td>
<td>72.40</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>II Year</td>
<td>13R11A0350</td>
<td>Tejavathu Priyanka</td>
<td>76.07</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0342</td>
<td>Ruthwik Edara</td>
<td>74.73</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0316</td>
<td>D Mahadev Bhatt</td>
<td>74.53</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>3</td>
<td>III Year</td>
<td>12R11A0358</td>
<td>V Rajashekar</td>
<td>76.39</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A0344</td>
<td>P Shailendhar Reddy</td>
<td>75.86</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A0324</td>
<td>K Pandu</td>
<td>73.87</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>4</td>
<td>IV Year</td>
<td>11R11A0329</td>
<td>M Vaishnavi</td>
<td>80.00</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11R11A0353</td>
<td>TTK Mrudula</td>
<td>77.44</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td>S. No.</td>
<td>Year</td>
<td>Roll No.</td>
<td>Name of The Student</td>
<td>% of Marks</td>
<td>Rank</td>
<td>Prize Money (Rs.)</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
<td>---------------------</td>
<td>------------</td>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>1</td>
<td>I Year</td>
<td>13R11A0325</td>
<td>K Satyanarayana</td>
<td>80.90</td>
<td>I</td>
<td>7000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13R11A0342</td>
<td>Ruthwik Edara</td>
<td>80.00</td>
<td>II</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>II Year</td>
<td>12R11A0324</td>
<td>K Pandu</td>
<td>77.33</td>
<td>I</td>
<td>1000</td>
</tr>
<tr>
<td>3</td>
<td>III Year</td>
<td>11R11A0301</td>
<td>A Achyuth Ram</td>
<td>80.66</td>
<td>I</td>
<td>1000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Roll No.</th>
<th>Name of The Student</th>
<th>% of Marks</th>
<th>Rank</th>
<th>Prize Money (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I Year</td>
<td>12R11A0324</td>
<td>K Pandu</td>
<td>81.30</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12R11A0358</td>
<td>V Rajashekar</td>
<td>78.30</td>
<td>II</td>
<td>5000</td>
</tr>
<tr>
<td>2</td>
<td>II Year</td>
<td>1R11A0336</td>
<td>P Venkatesh Varma</td>
<td>79.50</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11R11A0301</td>
<td>A Achyuth Ram</td>
<td>78.50</td>
<td>II</td>
<td>5000</td>
</tr>
</tbody>
</table>

(ii) Awards received by the students for the participation in the events organized by Other Universities/ Colleges/ Institutes:

<table>
<thead>
<tr>
<th>Name of students</th>
<th>Details of award/Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruthwik Edara</td>
<td>Developers marathon, Organized by Computer Society of India, Gurunanak Institutions</td>
</tr>
<tr>
<td>Konala Satyanarayana</td>
<td>Developers marathon, Organized by Computer Society of India, Gurunanak Institutions</td>
</tr>
<tr>
<td>Ruthwik Edara</td>
<td>Incubation Ideas, JNTUH, Hyderabad</td>
</tr>
<tr>
<td>Konala Satyanarayana</td>
<td>Incubation Ideas, JNTUH, Hyderabad</td>
</tr>
<tr>
<td>Ruthwik Edara</td>
<td>Hackers summit, IIIT, Hyderabad</td>
</tr>
<tr>
<td>Konala Satyanarayana</td>
<td>Hackers summit, IIIT, Hyderabad</td>
</tr>
<tr>
<td>A.V.SAI KIRAN</td>
<td>Robo Veda, Automobile Quiz, Sree Nidhi college of Engg &amp;</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>Name</th>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.SATYA GUHA</td>
<td>Robo Veda, Automobile Quiz, Sree Nidhi college of Engg &amp; Tech (SNIST)</td>
<td>27-09-2016</td>
</tr>
<tr>
<td>G.Jhunkar Sagar</td>
<td>Conclave of International Diplomats Conference, 01-07-2016 to 03-07-16</td>
<td></td>
</tr>
<tr>
<td>Paramkudham Dheeraj</td>
<td>Ezneth Automobile Workshop, BITS- Hyderabad</td>
<td></td>
</tr>
<tr>
<td>Gudisena Jatin Raju</td>
<td>Ezneth Automobile Workshop, BITS- Hyderabad</td>
<td></td>
</tr>
<tr>
<td>R. Anup</td>
<td>Sree Nidhi college of Engg &amp; Tech (SNIST), 27-09-2016.</td>
<td></td>
</tr>
<tr>
<td>Tummala Nikhil Kumar Reddy</td>
<td>English Literature, OU- HYD</td>
<td></td>
</tr>
<tr>
<td>V S Ullas</td>
<td>Ezneth Automobile Workshop, BITS- Hyderabad</td>
<td></td>
</tr>
<tr>
<td>R. Anup</td>
<td>3D Printing Workshop, JNTU- Hyderabad</td>
<td></td>
</tr>
<tr>
<td>Sirajuddin</td>
<td>Paper publish(artificial intelligence), Vignan</td>
<td></td>
</tr>
<tr>
<td>Kavya.A</td>
<td>Robohaptics, CBIT, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>Kavya.A</td>
<td>Literary Fest, BITS, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>T. Sindhuranjali</td>
<td>Robohaptics, CBIT, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>T. Sindhuranjali</td>
<td>Literary Fest, BITS, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>T. Priyanka</td>
<td>Literary Fest, BITS, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>M. Lavanya</td>
<td>Literary Fest, BITS, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>D. Mahadev Bhatt</td>
<td>Technical Fest, Bharathi College, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>D. Nihaal Rao</td>
<td>Paper presentation, CMRTC, Hyderabad</td>
<td></td>
</tr>
<tr>
<td>Jeremiah Daniel</td>
<td>Verba maxima 2014 Library fest, Hyderabad</td>
<td></td>
</tr>
</tbody>
</table>
20. **Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Title of FDP/Seminar/Conference</th>
<th>Date of FDP</th>
<th>Source of Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A One day Seminar on “Non Destructive Testing Methods (NDT)”</td>
<td>February 10, 2017</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>2.</td>
<td>A Two day FDP on “3D Modelling and Hands on Experience using Creo 3.0 (Pro/E)”</td>
<td>January 9 -10, 2017</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>3.</td>
<td>One Week FDP on “Engineering Drawing with Auto CAD”</td>
<td>May 9 -14, 2016</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>5.</td>
<td>Two Day Workshop on “Soccer Robotics Workshop”</td>
<td>September 9 -10, 2016</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>6.</td>
<td>Two days Workshop on “CAD/CAE and its applications using AutoCAD &amp; ANSYS”</td>
<td>July 25-26, 2016</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>7.</td>
<td>Expert lecture on Thermodynamics</td>
<td>October 22, 2016</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>8.</td>
<td>Two days Workshop on “AUTOSPARK (Automobile Mechanics and IC Engine Design)”</td>
<td>January 6 – 7, 2016</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>9.</td>
<td>Three days Workshop on “Finite Element Analysis using Ansys”</td>
<td>August 12 -14, 2015</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>10.</td>
<td>A Two day National Conference on “Recent Advances in Material Science and Manufacturing Engineering”</td>
<td>January 30 - 31, 2015</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>11.</td>
<td>One Week FDP on “Finite Element Analysis and Practices through Ansys”</td>
<td>November 30 - December 5, 2015</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>13.</td>
<td>A Three Day FDP on “CNC Programming”</td>
<td>September 15 -17, 2016</td>
<td>Management of Geethanjali College of Engineering &amp; Technology</td>
</tr>
</tbody>
</table>
## A Two Day Workshop on “Roboversity and Skyfi labs”
February 21-22, 2014

## One day seminar on “Cutting edge Technologies in Mechanical Engineering”
December 28, 2013

## One day seminar on “FEM Analysis”
July 18, 2014

## One day seminar on “Make Mind your Best Friend”
September 15, 2014

## One day seminar on “Nano Materials and Applications”
September 15, 2014

## A Three Day Workshop on FEM through Ansys”
August 12-14, 2015

### 21. Student profile Programme wise (course-wise):

<table>
<thead>
<tr>
<th>Name of the Course (Batch Admitted) (refer question no. 2)</th>
<th>Applications Received (Sanctioned Intake)</th>
<th>Selected (Students Joined/Admitted)</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Female</td>
<td>Male Female</td>
<td></td>
</tr>
<tr>
<td>B.Tech (2011-2015)</td>
<td>60 53 5</td>
<td>90.00 100.00</td>
<td></td>
</tr>
<tr>
<td>B.Tech (2012-2016)</td>
<td>60 55 4</td>
<td>95.00 100.00</td>
<td></td>
</tr>
</tbody>
</table>

### 22. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course (refer question no. 2)</th>
<th>% of students from the college</th>
<th>% of students from the state</th>
<th>% of students from other States</th>
<th>% of students from other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Tech(ME) 2016-20</td>
<td>--</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Competitive Exam</th>
<th>2014-15</th>
<th>2015-2016</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UGC-CSIR-NET</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>UGC-NET/ SLET</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>GATE</td>
<td>01</td>
<td>01</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>CAT / GRE</td>
<td>12</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>TOEFL / GMAT</td>
<td>12</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>Central /State services,</td>
<td>NIL</td>
<td>NIL</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Defense, Civil Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Any other competitive exams</td>
<td>NIL</td>
<td>NIL</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>(give details)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>05</td>
<td>NA</td>
</tr>
</tbody>
</table>

24. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>31.00</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
<tr>
<td>Employed</td>
<td>Campus selection</td>
</tr>
<tr>
<td></td>
<td>Other than campus recruitment</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurs</td>
</tr>
</tbody>
</table>

NA- Not applicable
25. Diversity of staff

For Ph.D., percentage is calculated out of total Ph.D. degree holders and percentage of UG calculated out of total strength of the Department.

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th>UG</th>
<th>PG</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same parent university</td>
<td>41.17</td>
<td>58.82</td>
<td>NIL</td>
</tr>
<tr>
<td>from other universities within the State</td>
<td>17.64</td>
<td>17.64</td>
<td>66.66</td>
</tr>
<tr>
<td>from other universities from other States</td>
<td>41.16</td>
<td>23.54</td>
<td>33.33</td>
</tr>
</tbody>
</table>

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

- 2 faculty members have been awarded Ph.D.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of Faculty</th>
<th>Area of Research</th>
<th>Year of awarded Degree</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. M. Devaiah</td>
<td>Composite Materials</td>
<td>2013</td>
<td>Osmania, Hyderabad</td>
</tr>
<tr>
<td>2</td>
<td>Dr. D. Samuel John</td>
<td>Inventory Management</td>
<td>2017</td>
<td>Sri Krishnadevaraya Anantapur</td>
</tr>
</tbody>
</table>

27. Present details about infrastructural facilities

(a) Library

The Department has its own Library in addition to the Central Library with titles, volumes, course files, Lab manuals.

<table>
<thead>
<tr>
<th>No. of Titles</th>
<th>No. of Volumes</th>
<th>No. of Computers with printer and internet facility</th>
<th>Library Plinth Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>01</td>
<td>25 sqm</td>
</tr>
</tbody>
</table>

(b) Internet facilities for staff and students

All the Staff and Students can use internet facility in the department.

Internet Service Providers:

- Vainavi Communication (P) Ltd - (48 Mbps)
- Excel Media (P) Ltd - (16 Mbps)
(c) **Total number of class rooms**

Total 06 classrooms for II, III and IV Year B.Tech in Block III

(d) **Class rooms with ICT facility**

An exclusive fully equipped CAD/CAM LAB and a Seminar hall is available to conduct ICT lectures. Apart from that any class room can be provided with ICT facility with the exclusive LCD projector and Laptops available in the department. Also the Seminar Hall is equipped with LCD projector.

(e) **Students’ laboratories**

The Department has 12 modern laboratories to serve the teaching and research needs of the students and faculty of the Department. All systems in computer Lab are connected to the Departmental LAN which is a part of the Institute wide area network.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name of Lab</th>
<th>Size (Sq.m)</th>
<th>Major equipments</th>
<th>Students / Expt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engineering Workshop Lab</td>
<td>262.87</td>
<td>Smithy Forge and blower, Grinding Machine, Welding Machine, Swage Block, Anvil</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Metallurgy and Material science Lab</td>
<td>69.16</td>
<td>Microscopes 50X,100X&amp;450X, Disc Polishing Machine, Specimen Cutting Machine</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Production Technology Lab</td>
<td>200</td>
<td>Hydraulic Press, Injection Moulding Machine, Spot welding Machine</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Metrology Lab</td>
<td>70.07</td>
<td>Tool Maker’s Microscope, Vernier Height Gauge, Sine bar and Slip Gauges, Dial Indicator</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Thermal Engineering Lab</td>
<td>104.54</td>
<td>Two stroke petrol engine, Four stroke single cylinder petrol engine, Four stroke twin cylinder diesel engine, Air</td>
<td>3</td>
</tr>
</tbody>
</table>
compressor

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Heat Transfer Lab</td>
<td>70.07</td>
</tr>
<tr>
<td>9</td>
<td>Computer Aided Design Lab</td>
<td>69.17</td>
</tr>
<tr>
<td>10</td>
<td>Computer Aided Manufacturing Lab</td>
<td>69.17</td>
</tr>
<tr>
<td>11</td>
<td>Instrumentation &amp; Control Systems Lab</td>
<td>68.92</td>
</tr>
<tr>
<td>12</td>
<td>Kinematics of Machinery Laboratory</td>
<td>77.35</td>
</tr>
</tbody>
</table>

(f) Research laboratories: NIL.

28. Number of students of the department getting financial assistance from College.

Geethanjali College of Engineering and Technology is providing Scholarships to Students for their proven academic excellence. Raja Reddy Memorial Award for academic excellence is given to the topper in each branch for all years of students.

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>No. of Students Received Financial Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of GCET (Sponsored by Teja Educational Society)</td>
<td>12</td>
</tr>
</tbody>
</table>

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

New programmes have not initiated.

30. Does the department obtain feedback from

(a) Faculty on curriculum as well as teaching-learning evaluation? If yes, how does the department utilize it?

The proposals of the course coordinators on the curriculum in the light of syllabi of GATE, IES, other premier institutions and the need of the industry are discussed in the departmental meetings and BOS and accordingly the syllabi are revised.
(b) Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

In each semester, feedback of the course coordinators, course content, Teaching-learning-evaluation method is taken from the students. The HOD and Dean take the necessary action. The faculty members are apprised of the feedback.

(c) Alumni and employers on the programmes and what is the response of the department to the same?

Senior alumni and employers’ representative are regularly invited to share their views and give feedback to make necessary changes on course contents/projects.

31. List the distinguished alumni of the department (maximum 10)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year of Passing from GCET, Achievements and current affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALLURI KAVYA SREE, 2016, Software Engineer, Tech Mahindra LTD</td>
</tr>
<tr>
<td>2</td>
<td>MOHD SIRAJ SIRAJ, 2016, Software Engineer, Tech Mahindra LTD</td>
</tr>
<tr>
<td>3</td>
<td>MARAKALA SHEETHAL, 2016, Software Engineer, Tech Mahindra LTD</td>
</tr>
<tr>
<td>4</td>
<td>T.T.K.MRUDULA, 2015, Software Engineer, DARKHORSE, Hyderabad</td>
</tr>
<tr>
<td>5</td>
<td>RITHEEKA RAI, 2015, Software Engineer, DARKHORSE, Hyderabad</td>
</tr>
<tr>
<td>6</td>
<td>KALVA ROHIT, 2015, Software Engineer, DARKHORSE, Hyderabad</td>
</tr>
<tr>
<td>7</td>
<td>P VENKATESH VARMA, 2015, Software Engineer, DARKHORSE, Hyderabad</td>
</tr>
<tr>
<td>8</td>
<td>T.ROHIT SINGH, 2015, Engineer, XL Dynamics</td>
</tr>
<tr>
<td>9</td>
<td>KALVA ROHIT, 2015, Software Engineer, Genpact</td>
</tr>
<tr>
<td>10</td>
<td>B RAMCHARAN RATHOD, 2015, Engineer, Radicon</td>
</tr>
</tbody>
</table>

32. Give details of student enrichment programmes (special lectures/ workshops / seminar) with external experts.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Program Title</th>
<th>Resource Person</th>
<th>Purpose of Visit</th>
<th>No. of Students Benefited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Seminar on “Non Destructive Testing Methods”</td>
<td>CVR Murty, Vice President (Learning and Teaching)</td>
<td>Seminar</td>
<td>120</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>No.</th>
<th>Event Description</th>
<th>Organizer/Location</th>
<th>Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Seminar on Cutting edge technologies</td>
<td>Ramco Systems, Hyderabad</td>
<td>Seminar</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Workshop on Robo arm development</td>
<td>Robo Genesys, Bangalore</td>
<td>Workshop</td>
<td>125</td>
</tr>
<tr>
<td>4</td>
<td>Guest Lecture on II Law of Thermodynamics</td>
<td>Dr. NVSS.Gupta, JNTUH</td>
<td>Guest Lecture</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Seminar on FEM Analysis</td>
<td>Dr.P.Ravinder Reddy</td>
<td>Seminar</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>Guest Lecture on Additive Manufacturing</td>
<td>Dr.A.Subhananada Rao</td>
<td>Guest Lecture</td>
<td>150</td>
</tr>
<tr>
<td>7</td>
<td>Development of New Class of Ductile Metallic-Ceramics</td>
<td>Dr.Bharat B.Panigrahi</td>
<td>Guest Lecture</td>
<td>150</td>
</tr>
<tr>
<td>8</td>
<td>New Vistas of Manufacturing Technologies for Automotive and Energy Sectors</td>
<td>Dr.Srinivasa Prakash Regalla</td>
<td>Guest Lecture</td>
<td>150</td>
</tr>
<tr>
<td>9</td>
<td>FEA using Ansys</td>
<td>M.Balaraj, Concurrent Engineering solutions</td>
<td>Workshop</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>Auto Spark (Automobile Mechanics &amp; IC Engine Design)</td>
<td>Mr. Sumit choubey (Horizon MBS Group)</td>
<td>Workshop</td>
<td>79</td>
</tr>
<tr>
<td>11</td>
<td>Role of Mechanical Engineer in Power Section</td>
<td>Mr. V.B.Shankar (Turbo IIT)</td>
<td>Guest Lecture</td>
<td>117</td>
</tr>
<tr>
<td>12</td>
<td>Simulation &amp; Simulation Process in Manufacturing Industry</td>
<td>Mr.Bharath, Head Projects(CADFEM INDIA LIMITED)</td>
<td>Pre Placement Talk Seminar</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr.Chaitanya (R &amp; D Executive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Soccer Robotics</td>
<td>SKYFI Labs</td>
<td>Workshop</td>
<td>195</td>
</tr>
<tr>
<td>14</td>
<td>Thermal Barrier Coatings</td>
<td>R. Sudarshan</td>
<td>seminar</td>
<td>120</td>
</tr>
<tr>
<td>15</td>
<td>LHR Engines</td>
<td>B. Subba Rao</td>
<td>Seminar</td>
<td>115</td>
</tr>
<tr>
<td>16</td>
<td>Mechanical and Physical properties of Al2O3 SiC CMCs through DiMOX Process</td>
<td>Dr.M. Devaih</td>
<td>Seminar</td>
<td>115</td>
</tr>
<tr>
<td>17</td>
<td>Method study, time study and Incentives Schemes</td>
<td>Prof. SV Gangadharam</td>
<td>Seminar</td>
<td>113</td>
</tr>
</tbody>
</table>
33. **List the teaching methods adopted by the faculty for different programmes.**

(i) Student Class Room, Seminars

(ii) Visual Teaching Methods namely video lectures of reputed persons.

(iii) Case-Study Approach

(iv) JAM, Debates and Group discussions on Current Topics

(v) Interactive learning

(vi) Soft skills and Exposure to communication skills

(vii) Open access to latest Digital Literature

(viii) Organizing industry visits to understand contemporary industry practices

34. **How does the department ensure that programme objectives are constantly met and learning outcomes monitored?**

Program Objectives, often referred to as Program Educational Objectives (PEOs) are communicated to the students along with the learning outcomes. To ensure the attainment of PEOs and learning outcomes, the following measures are taken:

From the objectives articulated, using Bloom’s Taxonomy,

5. Faculty specify a clear set of outcomes that all students shall achieve.

6. Faculty select, from the set of outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are taught in a way that the students can comprehend with ease.

<table>
<thead>
<tr>
<th>No.</th>
<th>Event Details</th>
<th>Faculty</th>
<th>Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Burnishing Process</td>
<td>Dr. T. Siva Prasad</td>
<td>Seminar</td>
<td>115</td>
</tr>
<tr>
<td>19</td>
<td>Materials Management</td>
<td>Dr. T. Siva Prasad</td>
<td>Seminar</td>
<td>110</td>
</tr>
<tr>
<td>20</td>
<td>One day seminar on “Make Mind your Best Friend”</td>
<td>Dr. T. Siva Prasad</td>
<td>Seminar</td>
<td>119</td>
</tr>
<tr>
<td>21</td>
<td>Two days Workshop on “CAD/CAE and its applications using AutoCAD &amp; ANSYS”</td>
<td>Innovative Pvt Ltd, Hyderabad</td>
<td>Workshop</td>
<td>150</td>
</tr>
<tr>
<td>22</td>
<td>Expert lecture on Thermodynamics</td>
<td>J. Chidanandappa, NRSE, Balanagar</td>
<td>Expert lecture</td>
<td>125</td>
</tr>
<tr>
<td>23</td>
<td>Three days Workshop on “Finite Element Analysis using Ansys”</td>
<td>M. Balaraj, Concurrent</td>
<td>Workshop</td>
<td>130</td>
</tr>
<tr>
<td>24</td>
<td>One day seminar on “Nano Materials and Applications”</td>
<td>Dr. Ramanamurty</td>
<td>Seminar</td>
<td>115</td>
</tr>
</tbody>
</table>
13. Faculty provide examples to students of what they will be able to do when they have achieved those outcomes.
14. Few additional extension outcomes provide some students with a much deeper understanding of the issues being studied.
15. Faculty teach detailed prerequisites that students must master before attempting to achieve each new outcome and ensure the same through several assessment methods.
16. Faculty plan and use several different teaching strategies that help students achieve the desired learning outcomes.
17. A variety of direct assessment methods comprising tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the teacher and the students with feedback on their progress towards the achievement of learning outcomes.

**Direct Assessment Methods**
- Course-related assessment
  - Assignments / Projects
  - Case Studies
  - Classroom Assessment including Tutorials
  - Quizzes
  - Probing during and after lecture
  - Course-embedded Questions and Assignments
  - Essays
  - Theses, research and publications
- Presentations/Seminars, if any
- Standardized assessments (Internal Tests, End Exams)
- Other
  - Transcript analysis
  - Placement record of graduates

In addition, indirect assessment methods are also used, which are listed below.

**Indirect Assessment Methods**
- Institutional and Program Surveys
  - Alumni Surveys
These outcome based course assessment and evaluation tools are a combination of the following:

1. Tutorials
2. Homework assignments
3. Quizzes
4. Exams (Internal Assessment tests, University End semester exams)
5. Class attendance and participation in class
6. Laboratory experimentation and laboratory written reports
7. Design Project, its written report and oral presentation
8. Computer simulation using C, MATLAB, ANSYS, etc
9. Prototype development, if any
10. Major project and teamwork
11. Course assessment/end survey (by students)
12. Instructor’s teaching performance evaluation (by students).

**Parameters for assessment of Project Work**

Students’ design project performance should be evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include, but not limited to the following:

a. Were the objectives and purpose clearly stated?

b. Was the problem well defined?

c. Was the project properly justified (Why?) (Scientific, economic, value addition?)

d. Was the design, analysis and modelling understood?

e. Was the approach taken reached as part of a selection process?

f. Are the results technically and economically feasible?

g. Effective conclusions / recommendations?

h. Quality of the work or design.

   i. Was the content well organized?
ii. Were there appropriate use of graphs, charts, board, audio-video, etc.

iii. Was the message clearly delivered?

iv. Was Teamwork evident in the design, implementation and presentation?

After having completed the exercise of assessment and evaluation of various outcomes, we need to map the following to check whether we have achieved our objective of providing outcome based education and to what extent.

- COs to POs and PSOs
- POs and PSOs to PEOs

Over and above the mapping of the above, we also obtain feedback from all stakeholders on a periodical basis and we verify the attainment of the various outcomes.

- The level of understanding of the students is assessed by evaluating the assignments, internal examinations.
- Faculty use various other resources and teaching techniques which are heavily based on multimedia and assist students who do not master the required outcomes as quickly as other students.
- Mapping between the questions given in various assessment methods and course outcomes, course outcomes to program outcomes, program outcomes to PEOs ensures the desired attainment level of the students.
- Continuous progress of students is closely observed by mentor, and proper suggestions are given to the students based on their performance in class work and exams, for meeting the learning outcomes.
- Course coordinator ensures course requirements are met, program coordinator ensures the program requirements are met, which finally ensure that the learning outcomes are continuously monitored and finally the programme objectives are met.
- At the end of every semester, for each course, Course End Survey is carried out regularly with special emphasis on course outcomes. The same is being analyzed from time to time and necessary steps are being taken to meet the learning outcomes, program outcomes, and program objectives in the subsequent semesters.
- Every year various instruments are used to monitor to ensure whether the objectives of the program are met. Few of the instruments are as listed below:
  a. student surveys
b. informal interactions with students

c. assessment of coursework relevancy,

d. interaction with alumni and industry,

e. collaboration with various professional/engineering organizations.

Based on this evaluation, strengths, weaknesses and opportunities in the program are identified. The implementation of the correction process is closely monitored by the Program Assessment Committee, then by the departmental assessment committee, which finally offers its recommendations to the decision making bodies such as the Board of Studies of the department and the College Academic Council.

35. Highlight the participation of students and faculty in extension activities.

Faculty and students of the department are actively involved in various extension activities organized by GCET.

Students:

(i) Participation in Inter and Intra-University symposiums, paper presentations.

(ii) Participation in cultural programs.

(iii) Active participation in the department and institution level committees

(iv) The NSS unit was started in our college in the academic year 2008-09 with around 250 volunteers. Mr. M. Ravindra Gandhi, Assistant Professor is the NSS Coordinators from the Department of Mechanical engineering.

(v) The NSS unit of the college provides social and community service in the nearby villages. The college has adopted the village in which the college is located. As part of this, several activities are conducted. A few of them are:

(vi) Blood Donation Camp

(vii) Health Camp

(viii) Dental Camp

(ix) Tree plantation

(x) Table: NSS Student Volunteers List of ME Department

<table>
<thead>
<tr>
<th>S.No</th>
<th>Roll No.</th>
<th>Name</th>
<th>Contact No.</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13R11A0329</td>
<td>MAHENDER</td>
<td>9989179280</td>
<td>IV Mech A</td>
</tr>
<tr>
<td>2</td>
<td>13R11A0312</td>
<td>MANISH KUMAR</td>
<td>9394725282</td>
<td>IV Mech A</td>
</tr>
<tr>
<td>3</td>
<td>13R11A0350</td>
<td>PRIYANKA</td>
<td>9989133438</td>
<td>IV Mech A</td>
</tr>
<tr>
<td>4</td>
<td>13R11A0304</td>
<td>MOUNIKA</td>
<td>9490745987</td>
<td>IV Mech A</td>
</tr>
</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
(xi) Around two hundred volunteers donated blood in each camp. The unit also organized a health camp to the benefit of villagers of Cheeryal village. Around 180 villagers were benefited by the camp. Books and stationery were collected from the staff and students of our college and were distributed to the students of Primary School, Harijanavada School of Cheeryal village. NSS volunteers planted trees in and around Cheeryal village.

(xii) Providing required school material to the poor children.

(xiii) The Head Master of MP Primary School of Cheeryal and the Head Masters of the Anganwadi Primary school at Cheeryal requested us to provide note books, pencils, etc. for their school children. The students who are joining these schools are really very poor and it is truly a service to the society. The NSS activities pitched in from the past three years. Proper accounts are maintained under NSS wing of GCET for the above.

Faculty:

(i) Participation in administrative activities.

(ii) Participation in student’s welfare activities.

(iii) Supervising students in various student societies.

36. Give details of “beyond syllabus scholarly activities” of the department.

The topics of content beyond syllabus are implemented through industry visits, industrial training, Lectures from the industry experts and outside faculty. Apart from these they also participate in the technical fest/competition through group projects. These projects give them excellent opportunity to learn. We also involve them in workshop/ seminar/ extension lecture/ industry visit. They are also attached with teachers for research work.

- Project Exhibition: conducted once a year - Students will make technical presentations via working and non-working models on topics of current significance and future trends
- BHASWARA-Technical Symposium: an Institute level event in which students participate in paper presentations, project demonstrations, poster presentations, ROBO
The institution has a Career guidance committee which conducts awareness programs by inviting eminent personalities from various industries which provides a career guidance for the students.

- **CRT (Campus Recruitment Training):** The institute conducts CRT classes from second year onwards which trains the students in aptitude, verbal & logical reasoning, group discussions. It also helps to improve their personality development skills.

BEC (Business English Certificate) and FL (Foreign Language): The institute provides an opportunity to the students to learn foreign languages and English certification course.

37. **State whether the programme/ department is accredited/graded by other agencies.**
   
   Give details.
   
   Not Yet

38. **Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

In carrying out the SWOC analysis for Mechanical Engineering Program, a fair and a balanced approach has been adopted, taking into account all the facilities available under different sections. The evaluation of strengths and weaknesses are facilitated through surveys, questionnaires, information provided by various committees, documentation in the department, and also by the evidence provided by the faculty and other members of the department. While trying to figure out the opportunities and threats, the external influences are also taken into account. National and regional effects, influences and concerns are given paramount significance while deciding about the approach and plan of action to deal with weaknesses. Though no formal survey has been adopted to understand the opportunities and challenges, brainstorming, consulting people hailing from industry and discussions with senior faculty members, assessment of local, regional and international developments and a thorough review of existing conditions and literature of engineering education, has enabled us to identify the most relevant opportunities and threats.

(a) **Strengths**

(i) Availability of qualified, experienced, and committed faculty.

(ii) Well equipped laboratories with latest systems and required software.

(iii) Research facility on advanced manufacturing.

(iv) Friendly Student-Faculty college environment.

(v) Well equipped central library with digital subscriptions.
(b) Weaknesses
(i) Inability to foster closer integration of departmental activities to meet the needs of the industry
(ii) Negligible collaboration with industry
(iii) Lack of interdisciplinary interface with other departments and institutions of higher repute
(iv) Students are lacking communication skills at the entry level as they are coming from rural areas.
(v) Efforts needed to get industry – sponsored projects.

(c) Opportunities
(i) Growing opportunities for self employment
(ii) Adequate faculty to guide potential researchers
(iii) Enhance employability to graduates with good industry institute interaction
(iv) Enhanced Industry Interaction:
(v) Entrepreneurship and Technology Incubation:

(d) Challenges
Less motivated and higher ranking students taking admission in the college
(i) Increasing challenges with global institutions and new private universities.
(ii) Revenue generation for sustainability: Increasing dependency on fee revenue and government support. A sustainable model needs to be followed.
(iii) Shrinking Technology Cycle: With rapid change in technology, if upgrading of syllabus, lab-equipments and skills of faculty is not addressed constantly, learning and student outcomes, placement, research & consultancy and related plans might be affected adversely.
(iv) Start PG Courses in CAD/CAM, Machine Design & Thermal Specialization and get senior faculty for those courses.
(v) To compete with the best of the universities in the state and the country in attracting to get bright and talented students.

39. Future plans of the department.
(i) Establish full-fledged EDC and CSR Cells of Excellence
(ii) Encourage faculty and students to publish good quality research papers in national and international conferences, seminars and journals
(iii) Establish a full-fledged Engineering Design centre.
(iv) Guiding more faculty members towards Ph.D.
(v) Establishing an Incubation Centre.
(vi) Achieving 100% placements.
# Evaluative Report of Mechanical Engineering Department

## ANNEXURE-ME-A

<table>
<thead>
<tr>
<th>S No</th>
<th>Name of the Faculty Designation</th>
<th>Title of the Research Publication / Work</th>
<th>International / National Journal / Conference</th>
<th>Name of the Journal / Conference</th>
<th>Date of Publication / Presentation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Authors</td>
<td>Title</td>
<td>Conference/ Journal</td>
<td>Pages/ISBN</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>(Assistant Professor)</td>
<td>SS 301 Alloy using Taguchi Method</td>
<td>Science and Computing, (IJESC)</td>
<td>ISSN 2321 3361 July 2016.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>19</td>
<td>A. Santhosh, (Assistant Professor)</td>
<td>Linear static and dynamic analysis of impeller type centrifugal pump with different materials</td>
<td>International journal</td>
<td>International journal of engineering science and computing (IJESC)</td>
<td>ISSN 2250-1371 Volume 6 Issue No.11, November 2016</td>
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<td>20</td>
<td>N Suresh</td>
<td>Design and Fatigue analysis of Choke valve body</td>
<td>International journal</td>
<td>International journal of science, engineering and technology</td>
<td>ISSN 2278-7798 Volume 5, Issue No.11</td>
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<td>No.</td>
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<td>23</td>
<td>K. Niranjan Kumar</td>
<td>Design and Analysis of Composite Drive Shaft</td>
<td>International Journal of Science, Engineering and Technology Research</td>
<td>January-2017</td>
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<td>N. Rajender,</td>
<td>Design and Analysis of Composite Drive Shaft</td>
<td>International Journal of Science, Engineering and Technology Research</td>
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<td>27</td>
<td>J Nithin Kumar</td>
<td>Microstructure Analysis of TIG Welded SS 301 Alloy</td>
<td>International Journal of Engineering and Technology</td>
<td>2017 impact factor:5.181</td>
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<td>1</td>
<td>R. Sudarshan (Associate Professor)</td>
<td>“Effect of process parameters on the microstructure of solution precursor plasma spray YSZ coatings”</td>
<td>International conference on Technological Innovations in Mechanical Engineering (TIME 2016) at CBIT, Gandipet, Hyderabad, Telangana, India.</td>
<td>February 10th - 11th - 2016</td>
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<td>D. Samuel John (Associate Professor)</td>
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<td>International Journal of Science, Engineering &amp; Technology Research (ISETR)</td>
<td>May, 2016 Vol. 5 ISSUE:5 pp1285-1294</td>
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<td>B. Subba Rao (Associate Professor)</td>
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<td>International Journal of Science, Engineering &amp; Technology Research (ISETR)</td>
<td>May, 2016 Vol. 5 ISSUE:5 pp1285-1294</td>
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<td>4</td>
<td>G. Gnana deepa, (Assistant Professor)</td>
<td>Fatigue Analysis of Choke Valve Body</td>
<td>International Journal of Scientific Engineering and Technology Research(ISETR)</td>
<td>ISSN 2319-8885 Vol 05, Issue.10, May 2016, Pages 2120-2127</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal

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<td>6</td>
<td>K. Niranjan Kumar (Assistant Professor)</td>
<td>Static Analysis of Plate Made of Carbon/Epoxy Composite Material by Using ANSYS</td>
<td>International Journal of Innovative Research in Science, Engineering and Technology</td>
<td>Volume 4, Issue 8, August 2015, Pg : 10068-10078</td>
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<td>K. Niranjan Kumar (Assistant Professor)</td>
<td>Interlaminar shear stresses in Plate Made of Carbon/Epoxy Composite Material Using ANSYS</td>
<td>International Journal of Innovative Research in Science, Engineering and Technology</td>
<td>Volume 4, Issue 10, October 2015, Pg : 10079-10090</td>
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<td>8</td>
<td>N. Rajender (Assistant Professor)</td>
<td>Determination of Stress Pattern Using FEM on MPV during the Blast</td>
<td>International Journal of Innovative Research in Science, Engineering and Technology</td>
<td>Volume 4, Issue 2, February 2016 ISSN(online): 2319-8753, ISSN(print): 2347-6710</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 613
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**2014-15 (June - May)**

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<td>1</td>
<td>Dr. S. Ramana Murthy (Professor)</td>
<td>Preparation of Polymer+ferritenanocomposites for EMI applications, Advanced polymer materials from nano length scales</td>
<td>International Journal of Innovative Research in Science, Engineering and Technology</td>
<td>448, 323-326, 11/2014</td>
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<td>Dr. S. Ramana Murthy (Professor)</td>
<td>“Synthesis and characterization of NiCuZnFe204+paraformaldehyde nano composites prepared using mechanical milling process”</td>
<td>International Journal Material Science Materials in Electronics</td>
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<td>Dr. S. Ramana Murthy (Professor)</td>
<td>Effect of Sm3+ on dielectric and magnetic properties of Y3Fe5012 nano particles</td>
<td>International Journal Material Science Materials in Electronics</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
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<th>Volume/Issue/Publication Details</th>
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<td>6</td>
<td>Dr. S. Ramana Murthy (Professor)</td>
<td>Microwave Hydrothermal Synthesis and Electromagnetic properties of Nanocrystalline Y3-xDyxFe5012 garnets for microwave antenna applications</td>
<td>International Journal</td>
<td>Vol.7, No.2, pp 2014-2015</td>
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<td>7</td>
<td>Dr. S. Ramana Murthy (Professor)</td>
<td>Metal/Polymer nanocomposites for EMI applications</td>
<td>International Journal</td>
<td>Vol.7, No.2, pp 539-546, 2015</td>
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<td>J Nithin Kumar (Assistant Professor)</td>
<td>Finite Element Analysis of Sheet Metal Works for Deep Drawing in Manufacturing of Fly Wheel Cup</td>
<td>International Journal</td>
<td>Volume 3 issue 9 pp: 935-939, 2014</td>
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### 2013-14 (June - May)

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<tr>
<td>1</td>
<td>R. Sudarshan (Associate Professor)</td>
<td>Thermal barrier coating for gas - turbine engine application</td>
<td>National conference</td>
<td>Jun. 2013</td>
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<td>2</td>
<td>B. Subba Rao (Associate Professor)</td>
<td>STUDIES ON EXHAUST EMISSIONS AND COMBUSTION CHARACTERISTICS OF TOBACCO SEED OIL IN CRUDE FORM AND BIODIESEL FROM A HIGH GRADE LOW HEAT REJECTION DIESEL ENGINE</td>
<td>International Journal</td>
<td>ISSN 2277-4769 Vol. 3, Issue 1, Mar 2013, 27-36 © TJPRC Pvt. Ltd.</td>
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<td>3</td>
<td>B. Subba Rao (Associate Professor)</td>
<td>POTENTIAL OF A HIGH GRADE LOW HEAT REJECTION DIESEL ENGINE WITH CRUDE TOBACCO SEED OIL</td>
<td>International Journal</td>
<td>ISSN 2249-6890 Vol. 3, Issue 1, Mar 2013, 61-78 © TJPRC Pvt. Ltd.</td>
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<td>No.</td>
<td>Author(s)</td>
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| 4   | B. Subba Rao  
    (Associate Professor) | STUDIES ON LOW HEAT REJECTION DIESEL ENGINE WITH CRUDE TOBACCO SEED OIL | International Journal | 2319-2240 | Vol. 2, Issue 1, Feb 2013 | 2013 | 3.98 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5   | D.Samuel john,  
    (Professor) | “Simulation analysis of working conditions with alternative fuels for HCCI Engine” | International Journal | 2278-3091 | 2013 | 2013 | 3.98 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6   | D.Samuel john,  
    (Professor) | Experimental investigation of mechanical behaviour of Glass-epoxy composites | International Journal | 2278-3091 | 2013 | 2013 | 3.98 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7   | D.Samuel john,  
    (Professor) | Elucidation & Impact of Customer Relationship Management on Performance of Firm | International Journal | 2278-3091 | 2013 | 2013 | 3.98 | 0 | 0 | 0 | 0 | 0 | 0 |
Evaluative Report of Civil Engineering (CE) Department

1. Name of the Department & its year of establishment:
   Name of the Department: Civil Engineering
   Year of Establishment: 2014

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
   UG: B. Tech: Civil Engineering - 4 years full time course;
       Current Intake = 120 (two sections)

3. Interdisciplinary courses and departments involved
   For the current academic year 2016-17, the interdisciplinary courses and departments involved are listed as below.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Course offered by the Department</th>
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<tbody>
<tr>
<td>1</td>
<td>English-I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>2</td>
<td>Engineering Physics</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics – I</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to Computer Programming</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>5</td>
<td>Engineering Physics Laboratory</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>6</td>
<td>Computer Programming Laboratory</td>
<td>I - I</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>7</td>
<td>Engineering Workshop (EWS) / Information Technology Workshop (ITWS)</td>
<td>I - I</td>
<td>Mechanical Engineering/Computer Science and Engineering</td>
</tr>
<tr>
<td>8</td>
<td>English – II</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>9</td>
<td>Physics for Engineers</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<td>10</td>
<td>Mathematics – II</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>11</td>
<td>Engineering Chemistry</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>12</td>
<td>Environmental Studies</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<td>Basic Electrical and Electronics Engineering</td>
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<td>Electrical and Electronics Engineering</td>
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<td>14</td>
<td>English Laboratory</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>15</td>
<td>Engineering Chemistry Laboratory</td>
<td>I – II</td>
<td>Humanities and Social Sciences</td>
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<td>16</td>
<td>Gender Sensitization</td>
<td>I – II</td>
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<td>Mathematics – III</td>
<td>II – I</td>
<td>Humanities and Social Sciences</td>
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<td>18</td>
<td>Computational Mathematics</td>
<td>II – I</td>
<td>Humanities and Social Sciences</td>
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<td>Laboratory</td>
<td>Probability and Statistics</td>
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<td>Advanced English Communication skills laboratory</td>
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<tr>
<td>20</td>
<td>Human values and Professional Ethics – Open Elective</td>
<td>III – II</td>
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<td>Intellectual Property Rights – Open Elective</td>
<td>III – II</td>
<td>MBA</td>
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<td>22</td>
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<td>MBA</td>
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<td>24</td>
<td>Knowledge management – Open Elective</td>
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<td>25</td>
<td>Energy Conservation and Management – Open Elective</td>
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<td>Electrical and Electronics Engineering</td>
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<td>Foreign Language – Open Elective</td>
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<td>Humanities and Social Sciences</td>
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4. **Annual/semester/choice based credit system**

B.Tech Program – Current I year follows semester-wise Choice Based Credit System (CBCS) under Autonomous status with courses and credits prescribed for all the subjects as per the academic regulations approved by Department Board of Studies and Academic Council of the college. While II, III, and IV year follows semester system with courses and credits prescribed for all the subjects as per JNTU-Hyderabad.

5. **Participation of the department in the courses offered by other departments**

Civil Engineering Department will provide their services to other departments to satisfy the academic requirements of department specific subjects as listed below.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Departments offered to</th>
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<tr>
<td>1</td>
<td>Engineering Drawing</td>
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<td>EEE</td>
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<td>Disaster Mitigation and Management (Open Elective)</td>
<td>III - II</td>
<td>CSE/ECE/EEE/ME</td>
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Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

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<td>Total</td>
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7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M. Phil. etc.,)

<table>
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<th>Sl.no</th>
<th>Name of Staff Member</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience (Teaching + Industry)</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
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<tbody>
<tr>
<td>1</td>
<td>Dr. P. Rama Mohan Rao</td>
<td>B.Tech., M.Tech., Ph.D.</td>
<td>Professor &amp; Dean Academics</td>
<td>Hydraulics and Water Resources Engineering</td>
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<td>2</td>
<td>G. R. Ravinder Reddy</td>
<td>B.E., M.E.</td>
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<td>S. Tirupati Rao</td>
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<td>Transportation Engineering</td>
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<td>P. Neeraja</td>
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<td>S. Hari Kiran</td>
<td>B.E., M.S (USA)</td>
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<td>G. Nithin Kumar Reddy</td>
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<td>V. Goutham</td>
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<td>Transportation Engineering</td>
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<tr>
<td>19</td>
<td>G. Raju</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Transportation Engineering</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>P. Srikanth Reddy</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Structural Engineering</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>G. Sampath Kumar</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Structural Engineering</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>V. Sushma</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Structural Engineering</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>S. Susmita</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Soil Mechanics &amp; Foundation Engineering</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>M. Satya Vidyadhari</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Structural Engineering</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>K. Praveen Kumar</td>
<td>B.Tech., M.E.</td>
<td>Assistant Professor</td>
<td>Construction Engineering and Management</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>M. Kavitha</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Structural Engineering</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>D. Varun Kumar</td>
<td>B.Tech., M.Tech</td>
<td>Assistant Professor</td>
<td>Structural Engineering</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

8. Percentage of classes taken by temporary faculty – programme-wise information

The Civil Engineering Department has “NO” temporary faculty; all the faculty members...
are regular faculty.

9. Programme-wise Student Teacher Ratio

UG, B.Tech Programme (Civil Engineering) – 8.9:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

<table>
<thead>
<tr>
<th>Type of staff</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support staff (technical)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Civil Engineering department was established in the year 2014 and the first batch of students will pass out in 2018. The department has established laboratories with state-of-art equipment beyond the academic curriculum requirements to carry out research in Structural Engineering, Transportation Engineering, Geotechnical Engineering and Environmental Engineering. The department is in the process of preparing Consultancy brochure to reach the client requirements and is looking forward to offer services in the areas of Material testing, Structural Engineering, Environmental Engineering, Transportation Engineering, Geotechnical Engineering and Surveying. The Department is in the process of preparing project proposals to submit to various funding agencies such as AICTE, DST, APCOS, FIST, DBT and ICSSR.

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received

Civil Engineering department was established in the year 2014 and the first batch of students will pass out in 2018. The department has established laboratories with state-of-art equipment beyond the academic curriculum requirements to carry out research in Structural Engineering, Environmental Engineering, Transportation Engineering and Geotechnical Engineering. The department is in the process of preparing Consultancy brochure to reach the client requirements and is looking forward to offer services in the areas of Material testing, Structural Engineering, Environmental Engineering,
Transportation Engineering, Geotechnical Engineering and Surveying. The Department is in the process of preparing project proposals to submit to various funding agencies such as AICTE, DST, APCOS, FIST, DBT, ICSSR, etc.

13. Research facility / centre with
   o state recognition - Nil
   o national recognition – Recognized as R&D center by DSIR (SIRO), Govt. of India (F.No. 11/532/2011-TU-V)
   o international recognition - Nil

The department becomes eligible to obtain NBA recognition only after two batches complete the four year B.Tech program. The second batch of B.Tech students will pass out in 2019 for NBA recognition.

14. Publications:
   * Number of papers published in peer reviewed journals (national / international): 35
   * Monographs: Nil
   * Chapter(s) in Books: Nil
   * Editing Books: Nil
   * Books with ISBN numbers with details of publishers: Nil
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): 30
   * Citation Index – range / average : Nil
   * SNIP: Nil
   * SJR: Nil
   * Impact factor – range / average – 0.7 to 5
   * h-index: Nil

Summary Report of Publications

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Publication Type: Peer reviewed Journals (national/ international)</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International Journals</td>
<td>6</td>
</tr>
</tbody>
</table>
15. Details of patents and income generated: Nil.

16. Areas of consultancy and income generated

Civil Engineering department was established in the year 2014 and the first batch of students will pass out in 2018. The department has established laboratories with state-of-art equipment beyond the academic curriculum requirements to carry out research in Structural Engineering, Transportation Engineering, Geotechnical Engineering and Environmental Engineering. The department is in the process of preparing Consultancy brochure to reach the client requirements and is looking forward to offer services in the areas of Material testing, Structural Engineering, Environmental Engineering, Transportation Engineering, Geotechnical Engineering and Surveying.

17. Faculty recharging strategies

The department is in continuous process of upgrading the skills of the faculty members in the current research areas and also to align themselves with the happenings in the field of Civil Engineering.

- In the process, department encourages faculty members to participate in National and International symposiums, Seminars, Workshops, Faculty Development Programs and Short term courses organized by the institutions of national repute such as IITs, NITs, IIITs, and Universities.
- The department organizes Faculty Development Programs and Guest lectures in the college.
- Faculty is encouraged to pursue higher studies such as doctoral program.
- Faculty is encouraged to present papers in national/ international journals and conferences.

Please refer to ANNEXURE- CE – B which lists the various recharging strategies adopted by the department.

18. Student projects

The Civil Engineering department was established in the year 2014 and the first batch of
students are in III year II semester currently. The department plans to carry out Industry oriented projects for their Industry oriented Mini Projects during III year II semester vacation period for a 3 week duration at reputed industries such as Hyderabad Municipal Water Supply and Sewerage Board (HMWSSB), Hyderabad Metro Development Authority (HMDA), Greater Hyderabad Municipal Corporation (GHMC), Cement industries, Irrigation Department and other Major construction companies and government agencies. The final year main project work will be In-house projects or in collaboration with Industries/ Institutions during IV year II semester. Both project works will be guided by our department faculty.

19. Awards / recognitions received at the national and international level by
  o Faculty: NIL
  o Doctoral / post doctoral fellows: NIL
  o Students:
    ↠ Merit Scholarship:
    ❖ The scholarship is provided to the topper in branch for all years of students.
    ❖ The following are details of Civil Engineering students who received Shri Raja Reddy Memorial Scholarship (from M/s. Teja Educational Society):

<table>
<thead>
<tr>
<th>2015-16</th>
<th>S. No.</th>
<th>Year</th>
<th>Roll No</th>
<th>Name Of The Student</th>
<th>%</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I YEAR</td>
<td></td>
<td>15R11A0105</td>
<td>Chidura Rachana</td>
<td>76.7</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15R11A0178</td>
<td>P Bhanu Kumar Reddy</td>
<td>74.7</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15R11A0112</td>
<td>G Bheem Reddy</td>
<td>71.3</td>
<td>III</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>II YEAR</td>
<td></td>
<td>14R11A0119</td>
<td>Maddula Manorama Reddy</td>
<td>76.95</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14R11A0160</td>
<td>J Harish Kumar</td>
<td>70.92</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14R11A0133</td>
<td>Punyapu Venkata Shravani</td>
<td>69.84</td>
<td>III</td>
<td>2000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2014 -2015</th>
<th>S.No.</th>
<th>Year</th>
<th>Roll No</th>
<th>Name Of The Student</th>
<th>%</th>
<th>Rank</th>
<th>Prize Money (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I YEAR</td>
<td></td>
<td>14R11A0119</td>
<td>M. Manorama Reddy</td>
<td>81.4%</td>
<td>I</td>
<td>5000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14R11A0182</td>
<td>Y. Venkata Mohan Reddy</td>
<td>73.7%</td>
<td>II</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14R11A0160</td>
<td>J. Harish Kumar</td>
<td>72.6%</td>
<td>III</td>
<td>3000</td>
</tr>
</tbody>
</table>

20. Seminars/ Conferences/Workshops organized and the source of funding (national/
The following are the list of FDPs and Guest lectures organized by the department:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
</table>
| 1    | 3 Days FDP on Design and Detailing of Reinforced Concrete structures – College Management has provided funding. | 1. Prof. P. Srinivas Sarma, Professor, Civil Engg Dept, CBIT.  
2. Dr. B. D. V. Chandra Mohan Rao, Professor, Civil Engg Dept, VNR VJIET.  
3. Prof. V. Mallikarjun Reddy, Professor, Civil Engg Dept, GRIET. | June 08 to 10, 2016 |

**Guest lectures**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advancements of Admixtures in Concrete - College Management has provided funding.</td>
<td>Mr. G. Ravi Kumar, BASF.</td>
<td>August 02, 2016</td>
</tr>
<tr>
<td>2</td>
<td>Civil Engineering Opportunities – College Management has provided funding</td>
<td>Mr. Ram Jagadesh, Director, JH Academy.</td>
<td>Dec 23, 2016</td>
</tr>
<tr>
<td>3</td>
<td>Engineering Mechanics – Dynamics of particles – College Management has provided funding</td>
<td>Mr. A. Nelson, Consulting Engineer and Engineering Mechanics Author</td>
<td>January 30, 2017</td>
</tr>
</tbody>
</table>

21. **Student profile course-wise:**

Profile of the students in various programs as in Q. No.2 is as given below. It may kindly be noted that the admissions are made based on the EAMCET ranks and the allotments are made by the Convener, EAMCET until the quota of seats are filled. Hence, in the table below, instead of the number of received applications, stated is the Sanctioned Intake each UG or PG batch Year-wise

<table>
<thead>
<tr>
<th>Course (refer question no. 2)</th>
<th>Admitted in the Academic Year</th>
<th>Applications Received</th>
<th>Selected Male</th>
<th>Selected Female</th>
<th>Pass percentage Male</th>
<th>Pass percentage Female</th>
</tr>
</thead>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal 625
First batch will be passing out in 2018

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Students</th>
<th>Students</th>
<th>Students</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Tech., Civil Engineering</td>
<td>2014–18</td>
<td>120</td>
<td>61</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>B.Tech., Civil Engineering</td>
<td>2015–19</td>
<td>120</td>
<td>75</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>B.Tech., Civil Engineering</td>
<td>2016–20</td>
<td>120</td>
<td>82</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

### 22. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course (refer question no. 2)</th>
<th>% of students from the college</th>
<th>% of students from the state</th>
<th>% of Students from other States</th>
<th>% of students from other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Tech., Civil Engineering</td>
<td>-</td>
<td>99.997%</td>
<td>0%</td>
<td>0.0031%</td>
</tr>
</tbody>
</table>

### 23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Civil Engineering department was established in the year 2014 and the first batch of students will pass out in 2018 to attempt national and state level competitive examinations.

### 24. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Percentage against enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>N/A as first batch is in 3rd year</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>N/A</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>N/A</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctor</td>
<td>N/A</td>
</tr>
<tr>
<td>Employed</td>
<td>N/A as first batch is in 3rd year</td>
</tr>
<tr>
<td></td>
<td>- Campus selection</td>
</tr>
<tr>
<td></td>
<td>- Other than campus recruitment</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>N/A as first batch is in 3rd year</td>
</tr>
</tbody>
</table>
25. Diversity of staff

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>of the same parent university</td>
<td>56%</td>
</tr>
<tr>
<td>from other universities within the state</td>
<td>18%</td>
</tr>
<tr>
<td>from other universities from other states</td>
<td>26%</td>
</tr>
</tbody>
</table>

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

Faculty members are in the process of applying for doctoral programs in different universities.

27. Present details about infrastructural facilities

a. **Library**

The Main library has the following number of text books and Journal subscriptions towards B.Tech Civil Engineering programme to update faculty and students about the recent developments in the thrust areas of Civil Engineering.

<table>
<thead>
<tr>
<th>No. of Titles</th>
<th>No. of Volumes</th>
<th>No. of Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>184</td>
<td>1250</td>
<td>30</td>
</tr>
</tbody>
</table>

The Department has its own library in addition to the Central Library with the following number of titles and volumes. The department is currently in the process of procuring more journals and books by reputed authors.

<table>
<thead>
<tr>
<th>No. of Titles</th>
<th>No. of Volumes</th>
<th>No. of Computers with printer and internet facility</th>
<th>Library Plinth Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>72</td>
<td>01</td>
<td>25 sqm</td>
</tr>
</tbody>
</table>

b. **Internet facilities for staff and students**

All the staff and students can use internet facility in the department.

**Internet Service Providers:**

- Vainavi Communications (P) Ltd - (48 Mbps)
- Excel Media (P) Ltd - (16 Mbps)

c. **Total number of class rooms:**

The Civil Engineering department currently has 06 class rooms for B.Tech programme.
d. **Class rooms with ICT facility:**

Any class room can be provided with ICT facility with the exclusive LCD projectors and Laptops available in the department. Besides, Seminar Hall is equipped with LCD projector.

e. **Students’ laboratories:**

The Department has 9 modern laboratories to serve the teaching and research needs of the students and faculty of the Department.

Table: Lab Details of CIVIL Department

<table>
<thead>
<tr>
<th>Si.No.</th>
<th>Name of the Department</th>
<th>UG / PG</th>
<th>Name of the Lab</th>
<th>Room No.</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CIVIL</td>
<td>UG</td>
<td>Strength Of Materials</td>
<td>NG-01 &amp; 02</td>
<td>117.3 Sq.Mtrs</td>
</tr>
<tr>
<td>2</td>
<td>CIVIL</td>
<td>UG</td>
<td>Surveying</td>
<td>N216</td>
<td>66.3 Sq.Mtrs</td>
</tr>
<tr>
<td>3</td>
<td>CIVIL</td>
<td>UG</td>
<td>Engineering Geology</td>
<td>N301</td>
<td>71.1 Sq.Mtrs</td>
</tr>
<tr>
<td>4</td>
<td>CIVIL</td>
<td>UG</td>
<td>Concrete Technology</td>
<td>WS-8</td>
<td>121.6sq.mtrs</td>
</tr>
<tr>
<td>5</td>
<td>CIVIL</td>
<td>UG</td>
<td>Fluid mechanics and Hydraulic Machinery</td>
<td>WS-6</td>
<td>208.1 sq.mtrs</td>
</tr>
<tr>
<td>6</td>
<td>CIVIL</td>
<td>UG</td>
<td>Geotechnical Engineering</td>
<td>WS-9</td>
<td>72.7 sq.mtrs</td>
</tr>
<tr>
<td>7</td>
<td>CIVIL</td>
<td>UG</td>
<td>Highway materials testing</td>
<td>WS-7</td>
<td>88.2 sq.mtrs</td>
</tr>
<tr>
<td>8</td>
<td>CIVIL</td>
<td>UG</td>
<td>Environmental Engineering</td>
<td>N320</td>
<td>66.3 sq.mtrs</td>
</tr>
</tbody>
</table>

f. **Research laboratories:** Advanced equipment is provided in each laboratory for research purpose.

28. **Number of students of the department getting financial assistance from College.**

Table: Scholarship details of Civil Engineering department (last four years)

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Agency</th>
<th>No. of Students Received Financial Assistance in AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Institution</td>
<td>-</td>
</tr>
</tbody>
</table>

29. **Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.**

India becoming most dependable for qualified experts in Information technology and service sector, technical education was focused on information technology and its allied branches for the past two decades. However this has led to the exponential demand for construction of better infrastructural and building residential neighborhoods. Institution
has assessed the need to start UG in Civil Engineering in the following manner.

- It has been observed through EAMCET admission data that, Institutions offering Civil Engineering program are very less in comparison with Information technology and its allied program for the last two decades.
- Shortage of sufficient number of civil engineering graduates for the implementation of infrastructural projects, irrigation and industrial projects.
- Based on the published articles in public media, it is ascertained that there was shortage and insufficient number of qualified and eligible candidates for State and Central government organizations such as Irrigation & CAD, Panchyatraj, Road and Buildings, etc.

30. Does the department obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

- Faculty feedback on course curriculum is discussed during the Department Board of studies (BOS) meeting which is conducted once in a year. The BOS committee consists of members from reputed institutions like IIT’s, NIT’s, IIIT’s, universities, one member nominated from parent university, industry expert and department faculty members.
- The syllabus coverage by the faculty is assessed every week in their weekly report submitted to the Head of the Department (HOD). If any shortage in syllabus coverage is observed then those faculty will be counseled and properly guided by the HOD.
- The academic performance of students is assessed through mid-examinations, assignments, tutorials, labs, etc.
- The faculty members are counseled by the Head of the Department, if there are more number of failures in the subject taught by them.

b. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

- Feedback is collected from the students regarding the staff, curriculum and teaching-learning evaluation twice in a semester for every subject.
- Based on students feedback, if required, faculty is counseled by the Head of the Department to improve their teaching skills.
Technical experts from reputed institutions, organizations and industries are invited to conduct seminars, guest lectures and workshops to expose students to the latest advancements in the field of civil engineering.

c. Alumni and employers on the programmes and what is the response of the department to the same?

Civil Engineering department was established in the year 2014 and the first batch of students will pass out in 2018 and hence there are no alumni from the department.

Based on the current expectations from employers from civil engineering employees, emphasis on certain topics of the subjects has been introduced in choice based credit system.

31. List the distinguished alumni of the department (maximum 10):

Civil Engineering department was established in the year 2014 and the first batch of students will pass out in 2018 and hence there are no alumni from the department.

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

From the inception of the department students are actively taking part in the technical fest (BHASWARA) organized by the college. On September 17, 2016 Civil Engineering Students Association (CESA) was formed with 2014 and 2015 admitted students. The objective of the CESA is to organize Guest lectures by prominent personalities from industry and academia in addition to organizing student seminars and technical quizzes.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Description</th>
<th>Resource persons</th>
<th>Dates conducted on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advancements of Admixtures in Concrete - College Management has provided funding.</td>
<td>Mr. G. Ravi Kumar, BASF.</td>
<td>August 02, 2016</td>
</tr>
<tr>
<td>2</td>
<td>Civil Engineering Opportunities – College Management has provided funding</td>
<td>Mr. Ram Jagadesh, Director, JH Academy.</td>
<td>Dec 23, 2016</td>
</tr>
</tbody>
</table>
The department also organizes one day industrial visit to the students. The following visits have been organized by the department for Civil Engineering students:

1) One day visit to L&T Construction Skills Training Institute (CSTI) on September 10, 2016 and October 01, 2016 for III year students to expose them to the construction practices employed in Civil Engineering structures.

2) One day visit to National Academy of Construction (NAC) at Hi-tech city, Hyderabad for II year students on February 10, 2017.

The Department also organizes guest lectures on thrust areas in the field of Civil Engineering by prominent personalities from industry and academia.

33. List the teaching methods adopted by the faculty for different programmes.

- Visual teaching methods namely, chalk board, video lectures of reputed institutions, LCD projector, NPTEL lectures, etc.
- Conducting tutorials and assignment as part of the regular class work.
- Department organizes Seminars, workshops, Technical Quizzes, and Guest lectures.
- Faculty members prepare Course files, Lab manuals & lecture notes for all subjects.
- Development of student support material for average and below average learners and enthusiastic learners.
- Encouraging Mini Projects as a part of project method of teaching.
- Formulation of cooperative learning groups to improve peer group interaction.
- Industrial and site visits are arranged regularly for students to expose them to latest technology.
- Our Institute offers departmental libraries which can be made use by students to enhance their knowledge.
- Students are encouraged to conduct and participate in technical events involving design, analysis & modeling of Structures.
- Tutorial classes are conducted in all subjects with a view to have a clear understanding of the complex concepts.
- During regular sessions, the students are trained in college for campus recruitments through a program called CRT (Campus Recruitment Training) and at present these classes are conducted by Triumphant Institute of Management Education (TIME), Hyderabad.
Institute periodically conducts technical events like BHASWARA, Project Exhibition, etc., for the students to familiarize with the contents beyond curriculum.

- The students are encouraged to become members of student chapters of ICI, IEI, ISTE and students get exposed to advanced technologies through seminars, workshops etc., conducted by them.
- Students are motivated to give seminars on contemporary technical topics.
- Students are encouraged to participate in Paper Presentations, Project Presentations, Workshops and National Seminars.
- National and International Technical Journals are available in the Library to upgrade their knowledge and skills.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Program Objectives, often referred to as Program Educational Objectives (PEOs) are communicated to the students along with the learning outcomes. To ensure the attainment of PEOs and learning outcomes, the following measures are taken:

From the objectives articulated, using Bloom’s Taxonomy,

1. Faculty specify a clear set of outcomes that all students shall achieve.
2. Faculty select, from the set of outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are taught in a way that the students can comprehend with ease.
3. Faculty provide examples to students of what they will be able to do when they have achieved those outcomes.
4. Few additional extension outcomes provide some students with a much deeper understanding of the issues being studied.
5. Faculty teach detailed prerequisites that students must master before attempting to achieve each new outcome and ensure the same through several assessment methods.
6. Faculty plan and use several different teaching strategies that help students achieve the desired learning outcomes.
7. A variety of direct assessment methods comprising tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the
teacher and the students with feedback on their progress towards the achievement of learning outcomes.

**Direct Assessment Methods**

- Course-related assessment
  - Assignments / Projects
  - Case Studies
  - Classroom Assessment including Tutorials
  - Quizzes
  - Probing during and after lecture
  - Course-embedded Questions and Assignments
  - Essays
  - Theses, research and publications
- Presentations/Seminars, if any
- Standardized assessments (Internal Tests, End Exams)
- Other
  - Transcript analysis
  - Placement record of graduates

In addition, indirect assessment methods are also used, which are listed below.

**Indirect Assessment Methods**

- Institutional and Program Surveys
  - Alumni Surveys
  - Employer Surveys
  - Graduating Seniors and Graduate Surveys
  - Student Satisfaction Surveys
- Other
  - Focus groups
  - Interviews (faculty members, graduating students, alumni)

These outcome based course assessment and evaluation tools are a combination of the following:

1. Tutorials
2. Homework assignments
3. Quizzes
4. Exams (Internal Assessment tests, University End semester exams)
5. Class attendance and participation in class
6. Laboratory experimentation and laboratory written reports
7. Design Project, its written report and oral presentation
8. Computer simulation using C, MATLAB, ANSYS, etc
9. Prototype development, if any
10. Major project and teamwork
11. Course assessment/end survey (by students)
12. Instructor’s teaching performance evaluation (by students).

**Parameters for assessment of Project Work**

Students' design project performance should be evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include, but not limited to the following:

- a. Were the objectives and purpose clearly stated?
- b. Was the problem well defined?
- c. Was the project properly justified (Why?) (Scientific, economic, value addition?)
- d. Was the design, analysis and modelling understood?
- e. Was the approach taken reached as part of a selection process?
- f. Are the results technically and economically feasible?
- g. Effective conclusions / recommendations?
- h. Quality of the work or design.
  - i. Was the content well organized?
  - ii. Were there appropriate use of graphs, charts, board, audio-video, etc.
  - iii. Was the message clearly delivered?
  - iv. Was Teamwork evident in the design, implementation and presentation?

After having completed the exercise of assessment and evaluation of various outcomes, we need to map the following to check whether we have achieved our objective of providing outcome based education and to what extent.

- COs to POs and PSOs
- POs and PSOs to PEOs
Over and above the mapping of the above, we also obtain feedback from all stake holders on a periodical basis and we verify the attainment of the various outcomes.

- The level of understanding of the students is assessed by evaluating the assignments, internal examinations.
- Faculty use various other resources and teaching techniques which are heavily based on multimedia and assist students who do not master the required outcomes as quickly as other students.
- Mapping between the questions given in various assessment methods and course outcomes, course outcomes to program outcomes, program outcomes to PEOs ensures the desired attainment level of the students.
- Continuous progress of students is closely observed by mentor, and proper suggestions are given to the students based on their performance in class work and exams, for meeting the learning outcomes.
- Course coordinator ensures course requirements are met, program coordinator ensures the program requirements are met, which finally ensure that the learning outcomes are continuously monitored and finally the programme objectives are met.
- At the end of every semester, for each course, Course End Survey is carried out regularly with special emphasis on course outcomes. The same is being analyzed from time to time and necessary steps are being taken to meet the learning outcomes, program outcomes, and program objectives in the subsequent semesters.
- Every year various instruments are used to monitor to ensure whether the objectives of the program are met. Few of the instruments are as listed below:
  a. student surveys
  b. informal interactions with students
  c. assessment of coursework relevancy,
  d. interaction with alumni and industry,
  e. collaboration with various professional / engineering organizations.

Based on this evaluation, strengths, weaknesses and opportunities in the program are identified. The implementation of the correction process is closely monitored by the Program Assessment Committee, then by the departmental assessment committee, which finally offers its recommendations to the decision making bodies such as the Board of Studies of the department.
35. **Highlight the participation of students and faculty in extension activities.**

**NSS activities:**

The following are NSS Coordinators from the Dept. of Civil Engineering

1. Mr. G. Nithin Kumar Reddy, Assistant Professor

   - The NSS unit of the college provides social and community service in the nearby villages. The college has adopted the village in which the college is located. As part of this, several activities are conducted. A few of them are:
     1. Blood Donation Camp
     2. Health Camp
     3. Dental Camp
     4. Tree plantation
     5. Government school camp

A stationery items distribution campaign was held in Yadgarpally, Cheeryal Village where notebooks, pens, scales, erasers, picture charts, maps, bags and other needful items were distributed to Government school children on August 06, 2016. The total number of participants for this event was 20 including student volunteers.

A dust free campaign was held at Secunderabad Railway station with 60 participants on September 09, 2016. The purpose of the program was to create awareness on making the city dust-free along with Swachh Bharat Mission. A speech was delivered by the city SP, ACP and DCP on health-affects, environmental impacts and various measures to reduce dust content in Hyderabad. After the speech, volunteers participated in cleaning the surroundings of Secunderabad Railway station as part of Swachh Bharat program.

36. **Give details of “beyond syllabus scholarly activities” of the department.**

The topics of content beyond syllabus are implemented through industry visits, industrial training, Lectures from the industry experts and outside faculty. Apart from these they also participate in the technical fest/competition through group projects. These projects give them excellent opportunity to learn. We also involve them in workshop/ seminar/ extension lecture/ industry visit. They are also attached with teachers for research work

- Project Exhibition: conducted once a year - Students will make technical presentations via working and non-working models on topics of current significance and future trends
• BHASWARA-Technical Symposium: an Institute level event in which students participate in paper presentations, project demonstrations, poster presentations, ROBO Quest etc. The institution has a Career guidance committee which conducts awareness programs by inviting eminent personalities from various industries which provides a career guidance for the students.

• CRT (Campus Recruitment Training): The institute conducts CRT classes from second year onwards which trains the students in aptitude, verbal & logical reasoning, group discussions. It also helps to improve their personality development skills.

BEC (Business English Certificate) and FL (Foreign Language): The institute provides an opportunity to the students to learn foreign languages and English certification course

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

As the first batch of Civil Engineering students are in third year second semester, the department requires two more years (i.e. 2019-2020 academic year) to get eligibility to apply to NBA.

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths:

- Availability of qualified and experienced faculty members from reputed institutions with excellent background with a blend of teaching and industrial experience.
- Some of the faculties have international experience, which can be used to explore global competence and implementing international pedagogy.
- Well-equipped and spacious laboratories.
- Committed faculty with efficient teaming up skills.
- Eminent professors from the reputed universities associated with the department.
- Frequent organization of Guest lectures and Workshops on on-going projects by academicians from IITs, NITs, BITS, Universities within the country and outside the country and industries.

Weaknesses:

- Non availability of faculty members at the associate professor level in particular Ph.D holders.
Non availability of qualified supporting staff in laboratories.
Negligible collaboration with industry
Students are lacking communication skills at the entry level as they are coming from rural areas.

Opportunities:
- To offer quality education and improve the work productivity of the students to make them better employable.
- Hyderabad being rich in infrastructure, construction and with large number of faculty in the age group of 30 to 40 who are currently in the process of applying for doctoral programs at state universities would contribute immensely to various construction companies through training and consultancy, upon the completion of their Ph.D. Also, there are good job opportunities to the civil students in INDIA, WESTERN & GULF COUNTRIES, as there are many construction works going on.
- **Telangana State Chief Minister** has started prestigious project of WATER GRID and MISSION KAKATIYA, which generates thousands of jobs to civil engineers when they step out with degree.
- Encouragement to pursue research by applying for sponsored projects funded by AICTE, UGC, DST, etc.
- To offer flexible curriculum to meet the current civil engineering intellectual demands.

Challenges:
- Owing to the fact that the department is relatively young, it is unable to attract top rankers (better quality) students to take up admission.
- The college has very good transportation facility. But, it is located on the outskirts of Hyderabad. The commuting time is more for many students and faculty.
- Industry and Institution interaction.
- Attracting candidates with Ph.D qualification.
- Revenue generation for sustainability: Increasing dependency on fee revenue and government support. A sustainable model needs to be followed.
39. Future plans of the department.

- To get accredited by NBA as soon as the department gets the eligibility.
- To initiate M.Tech program in Structural Engineering, Transportation Engineering and Geotechnical Engineering.
- To establish centers of excellence in the specialized areas of civil engineering.
- To generate revenue from consultancy and material testing works.
- To strengthen R&D activities.
- To offer community services to the nearby villages through quality testing of drinking water, testing the water bodies polluted by discharging industrial wastes, untreated sanitary wastewater and agricultural runoff.
- To improve academic qualification of the faculty by encouraging them to pursue their Ph.D’s and achieve highest competency in their field of interest by participating in conferences by publishing journals and attending workshops.
Civil Engineering Department
Evaluative Report Annexures
### ANNEXURE-CE – A: Research Publications Presented In Journals and Conferences in the last four academic years

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the faculty</th>
<th>Title of Research Publication</th>
<th>International/ National Journal</th>
<th>Name of the Journal/ Conference</th>
<th>Date of Publication/ Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Authors</td>
<td>Title</td>
<td>Journal</td>
<td>Year</td>
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<tr>
<td>No.</td>
<td>Authors</td>
<td>Title</td>
<td>Journal, Volume, Issue, Pages, Year</td>
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<tr>
<td>13</td>
<td>S. Hari Kiran</td>
<td>An overview of Green Building and Sustainable design with an emphasis on LEED</td>
<td>“The Institution of Engineers” Journal, Sep 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>D. Kishore Babu</td>
<td>Experimental Investigation on Performance of Concrete with GGBS as admixture at complete replacement of fine aggregate with steel slag.</td>
<td>ACEID-2014, 6-7.Pp.49-55, Feb, 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Author(s)</td>
<td>Title</td>
<td>Journal</td>
<td>Volume, Issue, Year</td>
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<tr>
<td>19</td>
<td>P. Supriya and G. Raju</td>
<td>Replacement of river sand with rock dust at higher grades</td>
<td>IJTIMES, ISSN No: 2455-2585, Vol 2, Issue 12</td>
<td>December 2016</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>T. Sandeep</td>
<td>High Volume Fly Ash Concrete In Construction</td>
<td>IJITE Vol.03 Issue-06, ISSN: 2321-1776</td>
<td>May 2015</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>T. Sandeep</td>
<td>Organic Fiber Reinforced Concrete</td>
<td>NCETSTM 2K14, ISBN.9789383038206</td>
<td>April 2015</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Author(s)</td>
<td>Title</td>
<td>Journal</td>
<td>Volume, Issue, Pages</td>
<td>Year</td>
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<tr>
<td>26</td>
<td>Sreenivasa Prasad Joshi</td>
<td>Experimental study of strength and durability of concrete with sodium silicate as surface treatment with respect to fly ash</td>
<td>Internatio nal</td>
<td>IJRET: International Journal of Research in Engineering and Technology, eISSN: 2319-1163,pISSN: 2321-7308</td>
<td>Nov 2015</td>
</tr>
<tr>
<td>28</td>
<td>Sreenivasa Prasad Joshi</td>
<td>Seismic Disaster Mitigation</td>
<td>Internatio nal</td>
<td>Indian journal of geosynthetics and ground improvement</td>
<td>Aug 2016</td>
</tr>
<tr>
<td>29</td>
<td>S. Susmita</td>
<td>Kinematic and Bearing capacity of Strip footing under non-homogenous ground</td>
<td>National</td>
<td></td>
<td>Sep, 2014</td>
</tr>
<tr>
<td>30</td>
<td>D.Ramchander</td>
<td>Effect of GGBS and silica fumes on the compressive strength of concrete</td>
<td>Internatio nal</td>
<td>IJCEIR, ISSN 0245-5868, Vol-1, Issue-5</td>
<td>July 2015</td>
</tr>
<tr>
<td>32</td>
<td>D.Ramchander</td>
<td>High strength concrete</td>
<td>Internatio nal</td>
<td>IJSETR, ISSN 2319-8885, Vol-5, Issue-8, Pg 1591-1593</td>
<td>April 2016</td>
</tr>
<tr>
<td>33</td>
<td>D.Ramchander</td>
<td>A study on no cement concrete</td>
<td>Internatio nal</td>
<td>IJCEIR, ISSN 0245-5868, Vol-5, Issue-7, Pg 6188-6195</td>
<td>July 2016</td>
</tr>
</tbody>
</table>
### Table 1: National and International Workshops attended by the faculty members:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the faculty attended</th>
<th>Topic</th>
<th>Internation/National Journal</th>
<th>Place</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. P. Ram Mohan Rao</td>
<td>Awareness workshop on “Outcome based Education and Accreditation”.</td>
<td>National</td>
<td>JNTUH, Hyderabad</td>
<td>14th Sep 2015,</td>
</tr>
<tr>
<td>2</td>
<td>Mr. S. Hari Kiran</td>
<td>A 2 day National workshop on “Finite Element Formulations in Civil Engineering Applications”</td>
<td>National</td>
<td>CVR College of Engineering, Hyderabad</td>
<td>30-31 Jan 2015</td>
</tr>
<tr>
<td>3</td>
<td>Mr. S. Hari Kiran</td>
<td>One-day workshop on “Recent developments in Construction Practices”</td>
<td>National</td>
<td>CVR College of Engineering</td>
<td>Sep 2015</td>
</tr>
<tr>
<td>4</td>
<td>Mrs. P. Neeraja</td>
<td>Two day workshop on “Structural Health monitoring and retrofitting of existing structures”</td>
<td>National</td>
<td>Osmania University, Hyderabad</td>
<td>Jan 20-21, 2017</td>
</tr>
<tr>
<td>5</td>
<td>Mrs. P. Neeraja</td>
<td>Three day short course on “Water Resources, Climate Change Impacts and Adaptation Strategies”</td>
<td>National</td>
<td>IIT Gachibowli, Hyderabad</td>
<td>July 19-21, 2016</td>
</tr>
<tr>
<td>6</td>
<td>Mrs. P. Neeraja</td>
<td>One-day workshop on “Recent developments in Construction Practices”</td>
<td>National</td>
<td>CVR College of Engineering</td>
<td>Sep 2015</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Sreenivasa Prasad Joshi</td>
<td>A 2 day National workshop on “Finite</td>
<td>National</td>
<td>CVR College of Engineering, Hyderabad</td>
<td>30-31 Jan</td>
</tr>
<tr>
<td>S.No</td>
<td>Name of the faculty attended</td>
<td>Topic</td>
<td>Place</td>
<td>Date</td>
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</tr>
<tr>
<td>1</td>
<td>Dr. P.Ram Mohan Rao</td>
<td>One week Staff Development Programme on Modern Teaching Trends in Scientific and Technical Education</td>
<td>TKRES, Hyderabad</td>
<td>30&lt;sup&gt;th&lt;/sup&gt; June – 6&lt;sup&gt;th&lt;/sup&gt; July 2014</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dr. P.Ram Mohan Rao</td>
<td>One Week Staff Development Programme on Motivational Aspects for Teachers of Engineering College</td>
<td>TKRES, Hyderabad</td>
<td>27th July to 2nd Aug 2015</td>
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<tr>
<td>3</td>
<td>Mrs. P. Neeraja</td>
<td>Three day short course on “Water Resources, Climate Change Impacts and Adaptation Strategies”</td>
<td>IIIT Gachibowli, Hyderabad</td>
<td>July 19-21, 2016</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mrs. P. Neeraja</td>
<td>Training on “Bhuvan Overview”</td>
<td>National Remote Sensing Center (NRSC), Hyderabad</td>
<td>Jan 27 &amp; 28, 2016</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mrs. P. Neeraja</td>
<td>Winter School Professional Development Program on “Geospatial Technologies – Applications to Science and Engineering Research”</td>
<td>GITAM University, Vizag</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; Dec 2015 to 8&lt;sup&gt;th&lt;/sup&gt; Jan 2016</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mrs. P. Neeraja</td>
<td>Faculty Development Program</td>
<td>CVR College of Engineering, Hyderabad</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; – 19&lt;sup&gt;th&lt;/sup&gt; June 2015</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mrs. P. Neeraja</td>
<td>Two Week FDP</td>
<td>CBIT, Gandhipet, Hyderabad</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; – 28&lt;sup&gt;th&lt;/sup&gt; Nov 2013</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Short term courses attended by the faculty members:

- Mr. G.Raju attended the National workshop on Advances in Geotechnical Engineering at MallaReddy institute of technology and science, Hyderabad in Mar 2014.
- Ms. R.Ashwini also attended the same workshop in Mar 2014.
Table 3: National/ International Conferences attended by the faculty members:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the faculty attended</th>
<th>Name of the Conference</th>
<th>Internatio/ National Journal</th>
<th>Organization and Venue</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Dr. P.Ram Mohan Rao</td>
<td>Three day National Conference on “Climate Change and Sustainable Water Resources Management (CSWM-2015)”</td>
<td>National</td>
<td>NIT(Autonomous), Warangal.</td>
<td>3-5 September 2015</td>
</tr>
<tr>
<td>4</td>
<td>Mr. S. Hari Kiran</td>
<td>One day Seminar on “Green Cities” on the occasion of World Earth Day – 2014</td>
<td>National</td>
<td>The Institute of Engineers (IEI), Hyderabad.</td>
<td>April 2014</td>
</tr>
<tr>
<td>5</td>
<td>Mr. S. Hari Kiran</td>
<td>29th National Convention of Civil Engineers</td>
<td>National</td>
<td>The Institute of Engineers (IEI), Bhubaneswar, Odisha</td>
<td>September 2013</td>
</tr>
<tr>
<td>6</td>
<td>Mr. S. Hari Kiran</td>
<td>International conference on “Emerging technologies in</td>
<td>Internatio nal</td>
<td>AWWA, San Diego, California, USA</td>
<td>June 2009.</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Event Description</td>
<td>Location</td>
<td>Date</td>
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</tr>
<tr>
<td>7</td>
<td>Mrs. P. Neeraja</td>
<td>Two-day National Conference on “Finite Element Formulations in Civil Engineering Applications”</td>
<td>National CVR College of Engineering</td>
<td>30 and 31&lt;sup&gt;st&lt;/sup&gt; Jan 2015</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mrs. P. Neeraja</td>
<td>Two-day International conference on “Advances in Fibre Reinforced Polymers and Composites”</td>
<td>International CBIT, Gandhipet, Hyderabad</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; and 14&lt;sup&gt;th&lt;/sup&gt; March 2014</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mrs. P. Neeraja</td>
<td>Two-day National Conference on “Advances in Earth Sciences, Structural, Geotechnical and Earthquake Engineering”</td>
<td>National CBIT, Gandhipet, Hyderabad</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; and 5&lt;sup&gt;th&lt;/sup&gt; Octobe 2012</td>
<td></td>
</tr>
</tbody>
</table>
Evaluative Report of the Department of Management Studies

1. **Name of the Department & its Year of establishment**: Department of Management Studies, 2006

2. **Names of Programmes / Courses offered**: Master of Business Administration

3. **Interdisciplinary courses and departments involved**

   For the current academic year 2016-17, the interdisciplinary courses and departments involved are listed as below.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Course offered by the Department</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Statistics for Management</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>2</td>
<td>Business Communication-Seminar</td>
<td>I - I</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Quantitative Techniques for Business Decisions</td>
<td>I - II</td>
<td>Humanities and Social Sciences</td>
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<tr>
<td>4</td>
<td>Business Intelligence</td>
<td>II - I</td>
<td>Computer Science and Engineering</td>
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<tr>
<td>5</td>
<td>Database Management Systems</td>
<td>II - I</td>
<td>Computer Science and Engineering</td>
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<tr>
<td>6</td>
<td>Decision support systems</td>
<td>II - I</td>
<td>Computer Science and Engineering</td>
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<tr>
<td>7</td>
<td>E Business</td>
<td>II - II</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>8</td>
<td>Knowledge Management</td>
<td>II – II</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>9</td>
<td>Information systems Control and Audit</td>
<td>II - II</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>10</td>
<td>E-Commerce</td>
<td>I-I</td>
<td>Computer Science and Engineering</td>
</tr>
</tbody>
</table>

4. **Annual/semester/choice based credit system**: MBA Semester System with Credits
5. **Participation of the department in the courses offered by other departments**

MBA Department will provide their services to other departments to satisfy the academic requirements of department specific subjects as listed below.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Course Name</th>
<th>Year and Semester</th>
<th>Departments offered to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intellectual Property Rights</td>
<td>III - I</td>
<td>Civil</td>
</tr>
<tr>
<td>2</td>
<td>Entrepreneurship</td>
<td>IV – I</td>
<td>Civil</td>
</tr>
<tr>
<td>3</td>
<td>Supply chain management</td>
<td>IV-I</td>
<td>Civil</td>
</tr>
<tr>
<td>4</td>
<td>Banking and Insurance</td>
<td>IV-I</td>
<td>Civil</td>
</tr>
<tr>
<td>5</td>
<td>Intellectual Property Rights</td>
<td>III-I</td>
<td>CSE</td>
</tr>
<tr>
<td>6</td>
<td>Management Science</td>
<td>III-I</td>
<td>CSE</td>
</tr>
<tr>
<td>7</td>
<td>Supply chain management</td>
<td>III-II</td>
<td>CSE</td>
</tr>
<tr>
<td>8</td>
<td>Banking and Insurance</td>
<td>III-II</td>
<td>CSE</td>
</tr>
<tr>
<td>9</td>
<td>Supply chain management</td>
<td>III-II</td>
<td>EEE</td>
</tr>
<tr>
<td>10</td>
<td>Banking and Insurance</td>
<td>IV-I</td>
<td>EEE</td>
</tr>
<tr>
<td>11</td>
<td>Management Science</td>
<td>IV-I</td>
<td>EEE</td>
</tr>
<tr>
<td>12</td>
<td>Entrepreneurship</td>
<td>IV-II</td>
<td>EEE</td>
</tr>
<tr>
<td>13</td>
<td>Project and Financial Management</td>
<td>IV-II</td>
<td>EEE</td>
</tr>
<tr>
<td>14</td>
<td>Management Science</td>
<td>III-I</td>
<td>ECE</td>
</tr>
<tr>
<td>15</td>
<td>Intellectual Property Rights</td>
<td>III-I</td>
<td>ECE</td>
</tr>
<tr>
<td>16</td>
<td>Supply chain management</td>
<td>IV-I</td>
<td>ECE</td>
</tr>
<tr>
<td>17</td>
<td>Banking and Insurance</td>
<td>IV-I</td>
<td>ECE</td>
</tr>
<tr>
<td>18</td>
<td>Project and Financial Management</td>
<td>IV-II</td>
<td>ECE</td>
</tr>
<tr>
<td>19</td>
<td>Entrepreneurship</td>
<td>IV-II</td>
<td>ECE</td>
</tr>
<tr>
<td>20</td>
<td>Intellectual Property Rights</td>
<td>III-I</td>
<td>Mechanical</td>
</tr>
<tr>
<td>21</td>
<td>Supply chain management</td>
<td>IV-I</td>
<td>Mechanical</td>
</tr>
<tr>
<td>22</td>
<td>Banking and Insurance</td>
<td>IV-I</td>
<td>Mechanical</td>
</tr>
<tr>
<td>23</td>
<td>Entrepreneurship</td>
<td>IV-II</td>
<td>Mechanical</td>
</tr>
<tr>
<td>24</td>
<td>Project and Financial Management</td>
<td>IV-II</td>
<td>Mechanical</td>
</tr>
<tr>
<td>25</td>
<td>MEFA</td>
<td>III-II</td>
<td>CSE , CIVIL &amp; ECE</td>
</tr>
<tr>
<td>26</td>
<td>MEFA</td>
<td>III-I</td>
<td>EEE</td>
</tr>
</tbody>
</table>
6. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)**

<table>
<thead>
<tr>
<th>Faculty Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

7. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. J. Pardhasaradhi</td>
<td>MBA, Ph. D.</td>
<td>Professor</td>
<td>Finance</td>
<td>17</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Raj Mohan</td>
<td>B. Tech, MBA, Phd</td>
<td>Professor</td>
<td>Operations</td>
<td>46</td>
<td>--</td>
</tr>
<tr>
<td>3</td>
<td>Dr. A. Sita Madhavi</td>
<td>MBA, Ph. D.</td>
<td>Professor</td>
<td>Marketing</td>
<td>15</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>Mr. A. Prashanth</td>
<td>MBA</td>
<td>Assoc. Prof.</td>
<td>Marketing</td>
<td>10</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>Ms. BPS Jyothi</td>
<td>MBA</td>
<td>Asst. Prof.</td>
<td>Human Resources</td>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>Mr. KNP Reddy</td>
<td>M.Com. &amp; MBA</td>
<td>Asst. Prof.</td>
<td>Marketing</td>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Neha Singh</td>
<td>MBA</td>
<td>Asst. Prof.</td>
<td>Human Resources</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mr. P. Upender</td>
<td>MBA</td>
<td>Asst. Prof.</td>
<td>Finance</td>
<td>6</td>
<td>--</td>
</tr>
<tr>
<td>9</td>
<td>Mr. S. Ravi</td>
<td>MBA</td>
<td>Asst.Prof.</td>
<td>Human Resources</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mrs. Aruna</td>
<td>MBA</td>
<td>Asst.Prof.</td>
<td>Human Resources</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mr. Abhilash</td>
<td>MBA</td>
<td>Asst. Prof.</td>
<td>Marketing</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>12</td>
<td>Ms. V Shravani</td>
<td>MBA</td>
<td>Asst. Prof.</td>
<td>Finance</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Y.B. Manikanta</td>
<td>MBA</td>
<td>Asst.Prof.</td>
<td>Finance/Marketing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mrs. Shamili</td>
<td>MBA</td>
<td>Asst.Prof.</td>
<td>Human Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mrs. Vijay Lakshmi</td>
<td>MBA</td>
<td>Asst.Prof.</td>
<td>Human Resources</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
8. Percentage of classes taken by temporary faculty – programme-wise information: NIL

9. Programme-wise Student Teacher Ratio: 8:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Support Staff (Technical)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Administrative staff</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

11. Number of faculty with ongoing projects from
   a) National: NIL
   b) International funding agencies: NIL

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received: NIL

13. Research facility / centre with
   - state recognition
   - national recognition
   - international recognition
   NIL

14. Publications:
   * Number of papers published in peer reviewed journals (national / international): **18**
   * Monographs: **Nil**
   * Chapter(s) in Books: **Nil**
   * Editing Books: **Nil**
   * Books with ISBN numbers with details of publishers: **02**
   * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **Nil**
   * Citation Index – range / average: **Nil**
   * SNIP: **Nil**
   * SJR: **Nil**
   * Impact factor – range / average – **0.3**
   * h-index: **Nil**
Summary Report of Publications

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Publication Type: Peer reviewed Journals (national/ international)</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>International Journals</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>National Journals</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>National Conferences</td>
<td>1</td>
</tr>
</tbody>
</table>

Enclosed Faculty Publication detail in: ANNEXURE-MBA –A

15. Details of patents and income generated: NIL

16. Areas of consultancy and income generated: NIL

17. Faculty recharging strategies

The department has identified certain strategies for the faculty to improve and excel in the art of imparting education. Some of them are listed below:

- Online training through MOOCs
- FDP
- Workshops & Training programs
- Developing reading circles
- Team teaching

18. Student projects

- Percentage of students who have done in-house projects including inter-departmental: NIL
- Percentage of students doing projects in collaboration with industries / institutes: 100%.

19. Awards / recognitions received at the national and international level by

- Faculty: NIL
- Doctoral / post doctoral fellows: NIL
- Students: NIL
20. Seminars/Conferences/Workshops organized and the source of funding (national International) with details of outstanding participants, if any.

Funding: Internal

a) National:

**Guest lecturers / Seminars Conducted by MBA Department**

**Academic Year 2016-17**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title</th>
<th>Event</th>
<th>Resource Person &amp; Designation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Employability skill development</td>
<td>Guest Lecture</td>
<td>Mr. K. Suresh, Smart steps</td>
<td>Jan 04, 2017</td>
</tr>
<tr>
<td>2</td>
<td>Entrepreneurship opportunities and Start Up culture</td>
<td>Guest Lecture</td>
<td>Mr. Kashyap Kompella, Entrepreneurship Innovation Consultant</td>
<td>July 13, 2016</td>
</tr>
</tbody>
</table>

**Academic Year 2015-16**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title</th>
<th>Event</th>
<th>Resource Person &amp; Designation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career orientation for MBA Graduates</td>
<td>Guest Lecture</td>
<td>Mr. K. Suresh Kumar</td>
<td>March 16, 2016</td>
</tr>
<tr>
<td>2</td>
<td>Success secrets for MBA students</td>
<td>Guest lecture</td>
<td>Dr. K. V Subba Raju</td>
<td>December 19, 2015</td>
</tr>
</tbody>
</table>

**Academic Year 2014-15**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title</th>
<th>Event</th>
<th>Resource Person &amp; Designation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career and Employability skills</td>
<td>Motivational Lecture</td>
<td>Dr. ML Sai Kumar (Prof. IPE)</td>
<td>April 06, 2015</td>
</tr>
<tr>
<td>2</td>
<td>Products in Banking Sector, Career Opportunities, Preparation of Bankable Projects &amp; Expectations from MBA Students in this Direction</td>
<td>Guest Lecture</td>
<td>A.L. Nageswara Rao(Retd., GM-Andhra Bank)</td>
<td>Jan 06, 2015</td>
</tr>
<tr>
<td>3</td>
<td>On Line Trading with BSE/NSE</td>
<td>Guest Lecture</td>
<td>Mr. Santhosh Reddy</td>
<td>Nov 12, 2014</td>
</tr>
</tbody>
</table>
### Academic Year 2013-14

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title</th>
<th>Event</th>
<th>Resource Person &amp; Designation</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career orientation Program</td>
<td>Motivational Lecture</td>
<td>Mr. Rohan, Relationship Manager HR, Smart Step</td>
<td>Jan 03, 2014</td>
</tr>
<tr>
<td>2</td>
<td>Employability Skills</td>
<td>Guest Lecture</td>
<td>Dr. Venkat Ramana Reddy (Research Manager, SEEK Info Media Pvt. Ltd., Hyderabad)</td>
<td>December 16, 2013</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurship Development Program</td>
<td>Guest Lecture</td>
<td>Mr. Y Srinivas,</td>
<td>Nov 27, 2013</td>
</tr>
<tr>
<td>4</td>
<td>Career orientation Program</td>
<td>Impact of Attitude and behavior in Career Development</td>
<td>Dr. TKV Raghavan, Professor-S&amp;H, GCET</td>
<td>Nov 19, 2013</td>
</tr>
<tr>
<td>5</td>
<td>Professionalism- A Modern View</td>
<td>Motivational Lecture</td>
<td>Dr. TKV Raghavan, Professor-S&amp;H, GCET</td>
<td>Nov 01, 2013</td>
</tr>
<tr>
<td></td>
<td>in the Light of Ancient Wisdom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Marketing Skills Role and behavior of MBA students</td>
<td>Marketing Skills Enhancement</td>
<td>R. Srinivas, Consultant, Corporate Sales Trainer</td>
<td>Oct 23, 2013</td>
</tr>
<tr>
<td>7</td>
<td>Model Student &amp; Campus Behavior</td>
<td>Student Campus Behaviour &amp; Induction Prog. MBA</td>
<td>Prof. KS Rao, Professor-ECE, GCET</td>
<td>Sep 23, 2013</td>
</tr>
<tr>
<td>8</td>
<td>Importance of Management Education &amp; importance of communication skills</td>
<td>Motivational Lecture &amp; Induction Program MBA</td>
<td>Dr. ST Rajmohan Rao, Professor-Mech, GCET</td>
<td>Sep 23, 2013</td>
</tr>
<tr>
<td>9</td>
<td>Career Guidance</td>
<td>Career Planning and Employability</td>
<td>Mr. Rajesh, Finance Executive, HSBC, Hyd</td>
<td>Aug 26, 2013</td>
</tr>
</tbody>
</table>

b) **International**: NIL
Workshops Organized / Conducted / Attended by the Department Faculty

a) National:
Workshops / Conference Attended by the department Faculty

Academic Year 2016-17

<table>
<thead>
<tr>
<th>S.No</th>
<th>Event</th>
<th>Detail</th>
<th>Organizer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonetization to Digital Economy- Issues and Challenges</td>
<td>Conference</td>
<td>Osmania University</td>
<td>January 20 &amp; 21, 2017</td>
</tr>
</tbody>
</table>

Academic Year 2015-16

<table>
<thead>
<tr>
<th>S.No</th>
<th>Event</th>
<th>Detail</th>
<th>Organizer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurship awareness camp</td>
<td>Work shop</td>
<td>JNTUH</td>
<td>August 30 &amp; 31, 2016</td>
</tr>
</tbody>
</table>

Workshops Conducted by the department

Academic Year 2014-15

<table>
<thead>
<tr>
<th>S.No</th>
<th>Event / Organization</th>
<th>Resource Person</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SPSS Work Shop</td>
<td>Prof. Dr. M Appalaiah</td>
<td>Statistic Simulation using SPSS</td>
<td>Dec 02, 2014</td>
</tr>
<tr>
<td>2</td>
<td>BSE</td>
<td>Mr. Santosh Reddy</td>
<td>Online Trading</td>
<td>Nov 12, 2014</td>
</tr>
<tr>
<td>3</td>
<td>NSIC</td>
<td>MR.UV Chalpathi</td>
<td>Promotion of Entrepreneurship in India and Abroad</td>
<td>Oct 31, 2014</td>
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</tbody>
</table>

Academic Year 2013-14

<table>
<thead>
<tr>
<th>S.No</th>
<th>Event / Organization</th>
<th>Resource Person</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mc Hill Pulications</td>
<td>Mr. Rathod</td>
<td>Business Games &amp; Simulations</td>
<td>Nov 18, 2013</td>
</tr>
</tbody>
</table>

b) International : NIL
21. Student profile course-wise:

<table>
<thead>
<tr>
<th>Batch</th>
<th>Sanctioned Intake</th>
<th>Students Admitted</th>
<th>Joined/Admitted</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>2011-13</td>
<td>60</td>
<td>29</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>2012-14</td>
<td>60</td>
<td>32</td>
<td>13</td>
<td>93%</td>
</tr>
<tr>
<td>2013-15</td>
<td>60</td>
<td>27</td>
<td>17</td>
<td>63%</td>
</tr>
<tr>
<td>2014-16</td>
<td>60</td>
<td>28</td>
<td>25</td>
<td>--</td>
</tr>
</tbody>
</table>

22. Diversity of Students

<table>
<thead>
<tr>
<th>S.No</th>
<th>Batch</th>
<th>Name of the Course</th>
<th>% of students from the same college</th>
<th>% of students from Local/Same State</th>
<th>% of students from other States</th>
<th>Other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2011</td>
<td>MBA</td>
<td>--</td>
<td>53</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>MBA</td>
<td>--</td>
<td>45</td>
<td>01</td>
<td>--</td>
</tr>
<tr>
<td>3</td>
<td>2013</td>
<td>MBA</td>
<td>01</td>
<td>43</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>2014</td>
<td>MBA</td>
<td>02</td>
<td>58</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>2015</td>
<td>MBA</td>
<td>00</td>
<td>54</td>
<td>--</td>
<td>--</td>
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<tr>
<td>6</td>
<td>2016</td>
<td>MBA</td>
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<td>47</td>
<td>01</td>
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</tr>
</tbody>
</table>

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? NIL

24. Student progression:

<table>
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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UG to PG</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>PG to M. Phil.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>PG to Ph.D.</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>4</td>
<td>Ph. D. to PDF</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>Employed-On Campus</td>
<td>06</td>
<td>12</td>
<td>13</td>
<td>06</td>
</tr>
<tr>
<td>6</td>
<td>Employed- Off Campus</td>
<td>15</td>
<td>09</td>
<td>10</td>
<td>09</td>
</tr>
<tr>
<td>7</td>
<td>Entrepreneurship &amp; Self Employed</td>
<td>NIL</td>
<td>01</td>
<td>NIL</td>
<td>02</td>
</tr>
</tbody>
</table>

Total 21 22 23 17
25. Diversity of staff:

<table>
<thead>
<tr>
<th>Percentage of faculty who are graduates of:</th>
<th>Year 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same parent university</td>
<td>46%</td>
</tr>
<tr>
<td>Other universities within the State from</td>
<td>33%</td>
</tr>
<tr>
<td>Other universities from other States</td>
<td>20%</td>
</tr>
</tbody>
</table>

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period: NIL

27. Present details about infrastructural facilities

a) Library: Total number of books: 3543, Titles: 521
   Total number of journals: 24 (National)
   e-Journals: DELNET
   e-Books: 96

b) Internet facilities for staff and students: 36 systems,
   Vainavi communications (P) Ltd 48 Mbps
   Excel Media (P) Ltd 16 Mbps

c) Total number of class rooms: 2
   Tutorial rooms: 2
   Seminar hall: 1
   Class rooms with ICT facility: NIL
   Students’ laboratories: 1
   Research laboratories: NIL

28. Number of students of the department getting financial assistance from College:

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>No. of Students Received Financial Assistance in AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCET sponsored by Teja Educational society</td>
<td>2</td>
</tr>
</tbody>
</table>
29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. NA

30. Does the department obtain feedback from Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes.

The feedback obtained from faculty on curriculum as well as teaching learning evaluation is used as a record of class room observation, it is used for improvement plans, to alter the teaching learning methodology, syllabus framing for the following year, courseware development, designing the industrial visits and student development programs.

Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Student feedback is used to know the student’s experience while learning, for subject allocation, self assessment of faculty, enhancement of quality of the program and facility improvement.

Alumni and employers on the programs and what is the response of the department to the same?

Feedback from alumni is presently being used by the training and placement wing of the institution.

31. List the distinguished alumni of the department (maximum 10)

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME</th>
<th>PASSED OUT YEAR</th>
<th>COMPANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P N Keerthana Naidu</td>
<td>2017</td>
<td>INTELENET GLOBAL INDIA PVT LTD</td>
</tr>
<tr>
<td>2</td>
<td>Puttenveetil Baby Deepthi</td>
<td>2016</td>
<td>BEST TAX FILER</td>
</tr>
<tr>
<td>3</td>
<td>Karise Sesha Rao</td>
<td>2016</td>
<td>ANIX GROUP OF COMPANIES</td>
</tr>
<tr>
<td>4</td>
<td>K.Prashanth Kumar</td>
<td>2015</td>
<td>FONY</td>
</tr>
<tr>
<td>5</td>
<td>K.Prashanth Kumar</td>
<td>2015</td>
<td>GENPACT</td>
</tr>
<tr>
<td>6</td>
<td>P.V.Sainath Kumar</td>
<td>2015</td>
<td>FONY</td>
</tr>
<tr>
<td>7</td>
<td>Maheshbabu</td>
<td>2014</td>
<td>BEST TAX FILER</td>
</tr>
<tr>
<td>8</td>
<td>Abhilash</td>
<td>2014</td>
<td>GCET</td>
</tr>
<tr>
<td>9</td>
<td>Venkatesh</td>
<td>2014</td>
<td>SR ARCHIES</td>
</tr>
<tr>
<td>10</td>
<td>K.Srinivas</td>
<td>2013</td>
<td>K12 TECHNO SERVICES PVT. LTD.</td>
</tr>
</tbody>
</table>
### 32. Give details of student enrichment programs (special lectures / workshops / seminar) with external experts.

<table>
<thead>
<tr>
<th>No</th>
<th>Prog. Title</th>
<th>Resource Person</th>
<th>Purpose of Visit</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Export &amp; Imports Documentation Procedure in International Business</td>
<td>Dr. V. Mohan</td>
<td>EXIM Policy</td>
<td>Jan 05, 2012</td>
</tr>
<tr>
<td>2</td>
<td>Career Development, Communication Skills &amp; Leadership Qualities to reach the goal</td>
<td>Prof. V. Nagendra Kumar</td>
<td>Personality Development</td>
<td>Jan 27, 2012</td>
</tr>
<tr>
<td>3</td>
<td>Personality Development &amp; Motivational Role of Students</td>
<td>Dr. Garikipati Narasimha Rao</td>
<td>Motivational Lecture</td>
<td>May 17, 2012</td>
</tr>
<tr>
<td>4</td>
<td>Personality Development &amp; Motivational Role of Students</td>
<td>M. Nagaprasad</td>
<td>Guest Lecture</td>
<td>May 17, 2012</td>
</tr>
<tr>
<td>5</td>
<td>Investor Awareness Programme</td>
<td>Dr. CS Reddy</td>
<td>Guest Lecture</td>
<td>Nov 16, 2012</td>
</tr>
<tr>
<td>6</td>
<td>TQM</td>
<td>Dr. YVSCH Prasad</td>
<td>Guest Lecture</td>
<td>Nov 29, 2012</td>
</tr>
<tr>
<td>7</td>
<td>Importance of Management Education &amp; importance of communication skills</td>
<td>Dr. ST Rajmohan</td>
<td>Motivational Lecture &amp; Induction Prog. MBA</td>
<td>Sep 23, 2013</td>
</tr>
<tr>
<td>8</td>
<td>Model Student &amp; Campus Behaviour</td>
<td>Prof. KS Rao</td>
<td>Student Campus Behaviour &amp; Induction Prog. MBA</td>
<td>Sep 23, 2013</td>
</tr>
<tr>
<td>9</td>
<td>Professionalism-A Modern View in the Light of Ancient Wisdom</td>
<td>Dr. TKV Raghavan</td>
<td>Motivational Lecture</td>
<td>Nov 01, 2013</td>
</tr>
<tr>
<td>10</td>
<td>Hands on experience</td>
<td>Mr. Rathod</td>
<td>Business Games &amp; Simulations</td>
<td>Nov 18, 2013</td>
</tr>
<tr>
<td>11</td>
<td>EOP</td>
<td>Dr. UV Chalapathi-DGM-NSIC</td>
<td>Workshop</td>
<td>Oct 31, 2014</td>
</tr>
<tr>
<td>12</td>
<td>BSE</td>
<td>Mr. Santosh Reddy</td>
<td>Online Trading</td>
<td>Nov 12, 2014</td>
</tr>
<tr>
<td>13</td>
<td>SPSS</td>
<td>Dr. Appalayya HOD-Dr. Ambethkar College of Management</td>
<td>Workshop</td>
<td>Dec 02, 2014</td>
</tr>
</tbody>
</table>

### 33. List the teaching methods adopted by the faculty for different programs.
- Visual teaching methods namely, chalk board, video lectures of reputed institutions, LCD projector, NPTEL lectures, etc.
- Conducting tutorials and assignment as part of the regular class work.
• Department organizes Seminars, workshops, Technical Quizzes, and Guest lectures.
• Faculty members prepare Course files & lecture notes for all subjects
• Development of student support material for average and below average learners and enthusiastic learners.
• Formulation of cooperative learning groups to improve peer group interaction.
• Our Institute offers departmental libraries which can be made use by students to enhance their knowledge.
• Students are encouraged to conduct and participate in technical events involving design, analysis & modeling of Structures.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Program Objectives, often referred to as Program Educational Objectives (PEOs) are communicated to the students along with the learning outcomes. To ensure the attainment of PEOs and learning outcomes, the following measures are taken:

From the objectives articulated, using Bloom’s Taxonomy,

1. Faculty specify a clear set of outcomes that all students shall achieve.
2. Faculty select, from the set of outcomes, those that should be given top priority. These are the learning outcomes that will be of most value to the students and are taught in a way that the students can comprehend with ease.
3. Faculty provide examples to students of what they will be able to do when they have achieved those outcomes.
4. Few additional extension outcomes provide some students with a much deeper understanding of the issues being studied.
5. Faculty teach detailed prerequisites that students must master before attempting to achieve each new outcome and ensure the same through several assessment methods.
6. Faculty plan and use several different teaching strategies that help students achieve the desired learning outcomes.
7. A variety of direct assessment methods comprising tests, assignments, homework problems, tutorial sessions, guided practice/laboratory sessions, etc provide both the teacher and the students with feedback on their progress towards the achievement of learning outcomes.
Direct Assessment Methods

- Course-related assessment
  - Assignments / Projects
  - Case Studies
  - Classroom Assessment including Tutorials
  - Quizzes
  - Probing during and after lecture
  - Course-embedded Questions and Assignments
  - Essays
  - Theses, research and publications

- Presentations/Seminars, if any
- Standardized assessments (Internal Tests, End Exams)
- Other
  - Transcript analysis
  - Placement record of graduates

In addition, indirect assessment methods are also used, which are listed below.

Indirect Assessment Methods

- Institutional and Program Surveys
  - Alumni Surveys
  - Employer Surveys
  - Graduating Seniors and Graduate Surveys
  - Student Satisfaction Surveys
- Other
  - Focus groups
  - Interviews (faculty members, graduating students, alumni)

These outcome based course assessment and evaluation tools are a combination of the following:

1. Tutorials
2. Homework assignments
3. Quizzes
4. Exams (Internal Assessment tests, University End semester exams)
5. Class attendance and participation in class
6. Laboratory experimentation and laboratory written reports
7. Design Project, its written report and oral presentation
8. Computer simulation using C, MATLAB, ANSYS, etc
9. Prototype development, if any
10. Major project and teamwork
11. Course assessment/end survey (by students)
12. Instructor’s teaching performance evaluation (by students).

**Parameters for assessment of Project Work**

Students’ design project performance should be evaluated based on written reports and oral presentations. The key elements that the student had to demonstrate in their design project include, but not limited to the following:

a. Were the objectives and purpose clearly stated?
b. Was the problem well defined?
c. Was the project properly justified (Why?) (Scientific, economic, value addition?)
d. Was the design, analysis and modelling understood?
e. Was the approach taken reached as part of a selection process?
f. Are the results technically and economically feasible?
g. Effective conclusions / recommendations?
h. Quality of the work or design.
   i. Was the content well organized?
   ii. Were there appropriate use of graphs, charts, board, audio-video, etc.
   iii. Was the message clearly delivered?
   iv. Was Teamwork evident in the design, implementation and presentation?

After having completed the exercise of assessment and evaluation of various outcomes, we need to map the following to check whether we have achieved our objective of providing outcome based education and to what extent.

- COs to POs and PSOs
- POs and PSOs to PEOs

Over and above the mapping of the above, we also obtain feedback from all stakeholders on a periodical basis and we verify the attainment of the various outcomes.

- The level of understanding of the students is assessed by evaluating the assignments, internal
examinations.

- Faculty use various other resources and teaching techniques which are heavily based on multimedia and assist students who do not master the required outcomes as quickly as other students.

- Mapping between the questions given in various assessment methods and course outcomes, course outcomes to program outcomes, program outcomes to PEOs ensures the desired attainment level of the students.

- Continuous progress of students is closely observed by mentor, and proper suggestions are given to the students based on their performance in class work and exams, for meeting the learning outcomes.

- Course coordinator ensures course requirements are met, program coordinator ensures the program requirements are met, which finally ensure that the learning outcomes are continuously monitored and finally the programme objectives are met.

- At the end of every semester, for each course, Course End Survey is carried out regularly with special emphasis on course outcomes. The same is being analyzed from time to time and necessary steps are being taken to meet the learning outcomes, program outcomes, and program objectives in the subsequent semesters.

- Every year various instruments are used to monitor to ensure whether the objectives of the program are met. Few of the instruments are as listed below:
  a. student surveys
  b. informal interactions with students
  c. assessment of coursework relevancy, 
  d. interaction with alumni and industry, 
  e. collaboration with various professional / engineering organizations.

Based on this evaluation, strengths, weaknesses and opportunities in the program are identified. The implementation of the correction process is closely monitored by the Program Assessment Committee, then by the departmental assessment committee, which finally offers its recommendations to the decision making bodies such as the Board of Studies of the department and the College Academic Council.
35. Highlight the participation of students and faculty in extension activities.

Participation in Institutional Social Responsibility (ISR) and Extension activities:

a) National Service Scheme (NSS)

<table>
<thead>
<tr>
<th>Year</th>
<th>Particular</th>
<th>Venue</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sadhbhavan.</td>
<td>GCET</td>
<td>Aug 17, 2012</td>
</tr>
<tr>
<td></td>
<td>Health Camp.</td>
<td>GCET</td>
<td>Sep 06, 2012</td>
</tr>
<tr>
<td></td>
<td>Non-violence Day and Peace.</td>
<td>GCET</td>
<td>Oct 04, 2012</td>
</tr>
<tr>
<td></td>
<td>Computer Training Programme for high school.</td>
<td>Cheeryal</td>
<td>Dec 12, 2012</td>
</tr>
<tr>
<td></td>
<td>Blood Donation Camp.</td>
<td>GCET</td>
<td>Jan 05, 2013</td>
</tr>
<tr>
<td></td>
<td>Blood Donation Camp (LIONS CLUB).</td>
<td>GCET</td>
<td>April 13, 2013</td>
</tr>
<tr>
<td>2013-14</td>
<td>Tree-Plantation.</td>
<td>GCET</td>
<td>06-10-13</td>
</tr>
<tr>
<td></td>
<td>Bachpan Bahavo.</td>
<td>Necklace Road</td>
<td>July 31, 2014</td>
</tr>
<tr>
<td></td>
<td>Distribution of Stationary (Primary and high schools)</td>
<td>Cheeryal</td>
<td>July 17, 2014</td>
</tr>
<tr>
<td></td>
<td>Distribution of sports materials (Primary and high school)</td>
<td>Cheeryal</td>
<td>Sep 16, 2014</td>
</tr>
<tr>
<td></td>
<td>Conducted Computer training classes to High school students.</td>
<td>Cheeryal</td>
<td>Sep 06, 2014</td>
</tr>
<tr>
<td></td>
<td>Dental camp.</td>
<td>Cheeryal &amp; GCET</td>
<td>Sep 05, 2014</td>
</tr>
<tr>
<td></td>
<td>Swatchh Bharath.</td>
<td>Cheeryal</td>
<td>Oct 30, 2014</td>
</tr>
<tr>
<td></td>
<td>Children Park equipment was provided to the Cheeryal Gram Panchayat.</td>
<td>Cheeryal</td>
<td>Oct 14, 2014</td>
</tr>
<tr>
<td></td>
<td>Blood donation.</td>
<td>GCET</td>
<td>Jan 24, 2015</td>
</tr>
<tr>
<td></td>
<td>Health camp.</td>
<td>Cheeryal &amp; GCET</td>
<td>March 27, 2015</td>
</tr>
<tr>
<td>2015-16</td>
<td>Distribution of Stationary to Primary and high schools.</td>
<td>Cheeryal</td>
<td>July 27, 2015</td>
</tr>
<tr>
<td></td>
<td>Environmental Awareness programme.</td>
<td>Cheeryal &amp; GCET</td>
<td>July 7, 2015</td>
</tr>
<tr>
<td></td>
<td>Blood donation camp.</td>
<td>GCET</td>
<td>Dec 19, 2015</td>
</tr>
</tbody>
</table>
b) Entrepreneurship Development Cell

<table>
<thead>
<tr>
<th>Year</th>
<th>Name of the Prog.</th>
<th>Date</th>
<th>Resource Person</th>
<th>Corporate Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>EDC-Inaugural</td>
<td>27-11-2013</td>
<td>Y. Srinivasulu</td>
<td>Centre Head-CMC</td>
</tr>
<tr>
<td>2013-14</td>
<td>EOP</td>
<td>31-11-2014</td>
<td>U.V. Chalam &amp; Ms. Vani</td>
<td>NSIC</td>
</tr>
<tr>
<td>2016-17</td>
<td>Innovation, Incubation &amp; Entrepreneurship</td>
<td>29-06-2016</td>
<td>Dr. Anil K. Gupth</td>
<td>JNTU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professor, IIM-Ahmedabad</td>
<td></td>
</tr>
</tbody>
</table>

36. Give details of “beyond syllabus scholarly activities” of the department.

Beyond syllabus, the list of activities undertaken by the institution includes:

- Student Class Room Seminars
- Student Paper Presentation
- Peer Learning
- Poster & Project Presentations
- Presentation of Papers Published in Reputed Journals
- Current Topics Discussion relevant to courses
- Online Trading Hands on Experience
- Excel Simulations
- Decision Making Aspects using SPSS
- Case-Study Approach
- Business Games & Strategy Development
- Brain Storming Sessions
- JAM, Debates & Group discussions on Current Topics
- Interactive learning affective domain
- Soft skills & Exposure to communication skills
- Open access to latest Digital Literature
- Contemporary Practices in Management
- Opportunities to participate in intercollegiate curricular activities
- Opportunity to participate in intercollegiate extracurricular activities
- Organizing industry visits to understand contemporary industry practices
37. State whether the program/department is accredited/graded by other agencies. Give details:
Not accredited or graded

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths:
- Continuous interaction with Professional/Industrial Associations like FICCI, FAPCI, CII, ICSI, ICWAI, ICAI & HMA
- Exposure to current industry practices through industrial visits & guest lectures.
- Smart & Self Learning-Models to fill the gap between theory & practice.
- Alumni interaction with students for career guidance.
- Active student participation in organizing various Co-Curricular & Extra Curricular Activities
- Well equipped Class Rooms, Labs, Library, E-Class & Seminar Halls
- One to One Computer with Internet facility.
- Open Access to Digital Literature & Online Journals.
- Experienced & Trained faculty Members with didactic approach.

Weakness:
- Unable to produce quality research papers in international journals
- Time constraint to focus on FDPs/Workshops of long duration.
- Students intake quality & background
- Poor Communication skills of student-inputs due to their graduation in regional language

Opportunities:
- Afford to organize national & international conferences & seminars
- Advanced E-Learning resources can be pursued with little effort
- Short-Term Summer/Winter Schools to faculty members & students on latest trends in the field of management.
- Scale-up EDC activities with professional association like FICCI, CII & FAPCCI.
- Develop Social Entrepreneurship in association with NIF
- Assist in Business Proposal Development & identify suitable funding agencies.

Challenges:
- Challenge of matching student-skills to that of industry requirements.
- Involving students in Live projects, R&D and E-Literature
- Filling gaps in existing curriculum with that of Today Industry Practices
- No restriction of Graduation Specialization become problem to create awareness among students about curriculum.

39. Future plans of the department.
- Stimulate student-placement level from local companies to MNCs
- Establish Corporate Social Responsibility (CSR) Cell
- Encourage faculty & students to publish good quality research papers
- Encourage faculty members to register for Ph.D
- Start Students-Management -Chapter in association with HMA
Evaluative report of Department of Management Studies - Annexures
## ANNEXURE-MBA –A : Faculty Publications

### 2016-17 (Jan)

<table>
<thead>
<tr>
<th>S No</th>
<th>Name of the Faculty</th>
<th>Designation</th>
<th>Title of the Research Publication / Work</th>
<th>International / National Journal / Conference</th>
<th>Name of the Journal / Conference</th>
<th>Date of Publication / Presentation</th>
<th>Citation Index – range / average / SNIP / SJR / Impact factor – range / average / h-index (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. A. Sita Madhavi</td>
<td></td>
<td>Demonetization to digital economy-issues and challenges: Risk mitigation in Digital banking</td>
<td>National Conference</td>
<td>National Conference</td>
<td>20&amp;21 Jan, 2017</td>
<td></td>
</tr>
</tbody>
</table>

### 2014-15 (June - May)

<table>
<thead>
<tr>
<th>S No</th>
<th>Name of the Faculty</th>
<th>Designation</th>
<th>Title of the Research Publication / Work</th>
<th>International / National Journal / Conference</th>
<th>Name of the Journal / Conference</th>
<th>Date of Publication / Presentation</th>
<th>Citation Index – range / average / SNIP / SJR / Impact factor – range / average / h-index (If applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. A. Sita Madhavi</td>
<td></td>
<td>“SCM and Logistics for ambulance service providers with reference to GVK EMRI”, The Indian Management Researcher Vol1 No.2, July-December 2014 issue, ISSN 2349-2090</td>
<td>National Conference</td>
<td>The Indian Management Researcher Vol1 No.2,</td>
<td>Jul-14</td>
<td>ISSN 2349-2090</td>
</tr>
<tr>
<td>S No</td>
<td>Name of the Faculty</td>
<td>Title of the Research Publication / Work</td>
<td>International National Journal / Conference</td>
<td>Date of Publication / Presentation</td>
<td>Citation Index – range / average / SNIP / SJR / Impact factor – range / average / h-index (If applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Dr. J. Pardhasaradhi</td>
<td>Formulation and Preparation of viability report for mineral water plant entrepreneurs,</td>
<td>National Journal</td>
<td>Dec-13</td>
<td>ISSN NO- 0970-8464</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISSN 2250-0758

Feb-14

ISSN: 2277-9027

Feb-14
<table>
<thead>
<tr>
<th>S No</th>
<th>Name of the Faculty Designation</th>
<th>Title of the Research Publication / Work</th>
<th>International National Journal / Conference</th>
<th>Name of the Journal / Conference</th>
<th>Date of Publication / Presentation</th>
<th>Citation Index – range / average / SNIP / SJR / Impact factor – range / average / h-index (If applicable)</th>
<th>ISSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. J. Pardhasaradhi</td>
<td>Strategic Role of</td>
<td>International</td>
<td>IJASCT</td>
<td>Jul-12</td>
<td>2012-13 (June - May)</td>
<td>2299-3515</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Introduction of MIS in Hospital</td>
<td>International</td>
<td>IJASCT (2299-3515)</td>
<td>Jul-13</td>
<td>ISSN: 2299-3515</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Perception of Bankers and officials on</td>
<td>International</td>
<td>IJACEEE (International</td>
<td>Apr-13</td>
<td>ISSN: 2248 – 9584</td>
<td></td>
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</tbody>
</table>

Geethanjali College of Engineering and Technology (UGC Autonomous), Cheeryal
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
<th>Journal</th>
<th>Volume</th>
<th>Issue</th>
</tr>
</thead>
</table>
Declaration by the Head of the Institution

I certify that the data included in the Self-Study Report (SSR) are true to the best of my knowledge.

The Self-Study Report (SSR) is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Hyderabad

Date:

Signature of the Head of the institution