



# **SELF STUDY REPORT**

**FOR**

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

**SAMSKRUTI COLLEGE OF ENGINEERING AND  
TECHNOLOGY**

**KONDAPUR(V), GHATKESAR(M), MEDCHAL DISTRICT  
501301**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Samskruti College of Engineering and Technology (SCET) is one of the premier Engineering Institutions in the Medchal District area. The Institution was established in the year 2005 under the St.Vincent Educational Society of Hyderabad with a vision to provide value-driven education of global dimensions. The Institution has a sprawling area of 20.247 acres and a lush green ambiance. The Institution is affiliated with Jawaharlal Nehru Technological University, Hyderabad, Telangana, and approved by the All India Council for Technical Education (AICTE). The Institution provides B. Tech degree programs in seven branches( CSE, CSE (DS), CSE (AI& ML), ECE, EEE, ME, CE), Two Post Graduate courses in Technology and Management ie M. Tech(ECE), MBA in three specializations ie HR, Finance, and Marketing. The Institution strives for empowering academic activities and provides a resource that is easily accessible. The Library has 5,618 titles, 35,321 volumes of books, 54 Journals subscription, 4 Online Journals subscriptions (J-GATE, DELNET, NDL, E-Shodh Sindh), and web-based resources to facilitate teaching, learning, and research activities. It is housed in an area of 636.38 sq.m with a seating capacity of two hundred users.



Samskruti College of Engineering and Technology is located in a pollution-free environment at Ghatkesar Mandal. It has well-qualified and experienced faculty as its backbone. Eminent Scholars, Industrialists, and Experts from reputed I.T industries are invited frequently to share their valuable inputs about the know-how of the current industry demands and standards. In addition to this various Technical Workshops are also conducted to develop practical exposure that parallels the theoretical knowledge. A dedicated team of specialized skills strives throughout the year in terms of Career Grooming of the students to develop them as finished goods and be supplied to the Industry as part of Campus Recruitment. Extra-curricular activities such as Games and Sports and various Literacy and Cultural activities are organized to inculcate the spirit of teamwork. Students are encouraged for GATE, GRE, and TOEFL tests. SCET believes in the overall development of staff members by encouraging various research assignments and providing financial support if needed. Language development classes are conducted regularly and material is made accessible to the students to compete with the best to succeed in GRE, TOEFL, CAT, and other Competitive Exams. Summer practice school of 4-6 weeks duration is arranged for the students in reputed Industries of the country like DRDO, KTPS, ECIL, BHEL, TSTRANSCO.

## Vision



To be an Institution moulding globally competent professionals as the essence of noble values.

## Mission



To transform the young generation as technically competent, ethically sound, and socially committed professionals by providing a vibrant learning ambiance, for the welfare of Society.

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

### Institutional Strength

1. Progressive, proactive, and highly supportive management striving for women empowerment
  2. In accordance with the Government reservation policies a conducive, safe and secure environment for students, a transparent and merit-based admission is practiced
  3. Dedicated and qualified faculty committed to students' welfare
  4. Faculty with diverse research interests
  5. Periodical meeting for moral and ethical values reasonable fee structure to help marginalized students
- Remarkable public relation and diligent placement cell with significant campus placement records.  
Increased interest and involvement of Alumni Conduct of periodical Parent-Teacher meet and

Alumni meet.

6. Excellent academic performance with positive progression by means of securing University Rank  
Consistent Placement record of students in leading Organizations
7. Experienced and proficient teaching and support staff
8. A strong and active Industry-Institute-Partnership Cell and Entrepreneurship Cell
9. MoU with TASK Programme (Industry-Academia partnership), and TIME Academy to impart training on Business English Certificate Programme.
10. The computerized central library and digital library with ease access to e-Journals DELNET, JGATE, NDigital and 6000 NPTEL video courses through intranet.
11. Value Added courses like SAP, AUTOCAD, MAT Lab, STADD, PLC, VLSI, Embedded System, Android, etc. College Management System (CMS) to connect students, staff, parents, and management.
12. A strong ethos of openness, sharing, and commitment to increasing parental confidence through the Proctorial System and stakeholders meet once a year to obtain feedback and take corrective actions. Regular Faculty Skill Development and Motivational training programs are conducted

### **Institutional Weakness**

1. Curriculum, too restrictive and rigid
2. Collaborative research with National and International institutions is yet to be carried out.
3. Lack of Funded Projects and Consultancy works lack of research work for societal development and patents.
4. Less number of faculties with Ph.D. qualification
5. Lack of quality research publications
6. Scope for Students' project internship in industries and national laboratories
7. Development of web-based online training, learning-ware courses which mutually helps teachers and students
8. Inhibition to take up new opportunities since the students are hailing from villages
9. Though scholarships are available to the students, parents hesitate to allow their girl children to go for higher studies
10. Innovative starts-ups initiation yet to be nurtured
11. Use of distance education, flexible learning, and adoption of new information and communication technologies to increase access to learning.

### **Institutional Opportunity**

1. To develop a women task force to contribute to the progress of the Nation
2. To offer financial help to the maximum number of women students through scholarships
3. To design and implement additional social outreach programs.
4. Research design is updated to address local, social and need-based issues
5. To streamline and strengthen various research activities through MoUs and collaborations
6. To nurture global competency among students
7. The campus is viable for conducting research work.
8. Foundation for Innovative and Collaborative Education.
9. Innovative in-house projects for UG and PG Students.
10. Transforming the students to make Industry Ready for Job Opportunity.

## **Institutional Challenge**

1. Need and value-based quality education at an affordable cost
2. Prevalence of conducive environment in the college since the city is connected by air, rail, and road.
3. Systematic collection, analysis, and incorporation of feedback from various stakeholders- academic experts, industry, alumnae, parents, and students.
4. Competition from local and regional Institutions.
5. Promoting study-abroad and student-exchange programs for higher-semester students.
6. Exposing the teaching faculty to the Industrial scenario.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curriculum plays an important role to nurture the standard and reliability of any educational system, with regard to professional education, the part of it is paramount. Being an affiliated Institution to JNTUH, SCET strictly follows the curriculum, rules, and calendar prescribed by the university. The Institution consults its Stakeholder's consultation while designing and planning the curriculum content. The curriculum is enriched by including various seminars, guest lectures, workshops, and other professional activities. Lesson plans, teaching materials, assignments, and question banks are prepared by faculties and HODs monitor the qualitative and quantitative aspects of the departments. The Principal with the help of the Heads of all departments prepares a calendar of events in order with the guidelines of the University. Semester End Examination to evaluate the student's academics is practiced as regulated by the university. Most of our faculty are regularly participates in various activities of University bodies, Autonomous Institutions, and other Institutions including lab external duties, paper settings, etc. The selection of a 100% elective course system is implemented. Add-on programs are also conducted along with the regular curriculum to upgrade and nurture the skill sets in students. The number of Add-on programs/certificate programs organized during the last five years is 36 and the average percentage of students enrolled in them is 32.4%.

Empirical learning which constitutes project work, internship, and fieldwork, thereby emphasizing on delivery of practical knowledge to students is also a part of the system. The average percentage of courses that include experiential learning through project work/ fieldwork/ internship during the last five years is 84.8%. The Percentage of students who are benefitted from this project work/fieldwork/ internships for the latest completed academic year is 45.52%. Feedback from stakeholders is collected, analyzed, acted upon and it is also made available on the website. To address the issues of the society, Constitution & Professional Ethics and Environmental study are integrated into the curriculum. Anti-Ragging Committee, SC/ST Committee, Women Grievance & Redressed Committee, and Institution Internal Complaint Committee are formed to maintain social equality and safety for all the students & faculty members.

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

The Teaching-learning is based on Outcome Based Education (OBE) and its objectives are sharing knowledge and imparting skills to mold the attitude and behavior of the students . The SCET assures students' overall development through individual counseling, remedial measures, and guidance. The courses are designed to meet the program objectives and outcomes. At the beginning of every academic year, the learners are introduced to the institutional practices, career opportunities, academic programs, co-curricular activities and

extra-curricular activities, rules and regulations of the college. In addition to the conventional lecture approaches, the institution has incorporated innovative teaching strategies. To make teaching and learning more interesting and fascinating, LCD projectors, ICT, and Internet Services are used. Students are always encouraged to use online databases and domain-specific e-recourses which enable them to go beyond the prescribed curriculum. Additionally, field trips, guest lectures, and Industrial visits help students acquire the required comprehension of the course and its application for societal development. The faculty of SCET has adopted a mechanism to identify the slow and advanced learners' initial assessment of their learning levels and encourage them towards heterogeneous learning. The SCET has competent, dedicated, and experienced faculty members from various backgrounds. The institution has well-qualified full-time teachers with Ph.D. at an average of 10.25 and students -full-time teachers ratio of 14:1 having an average teaching experience of 5.35 years for the last five years contributed to performing the teaching-learning activity more efficiently. For continuous internal evaluation, subjective tests, objective tests, assignments, day-wise assessment in the laboratory are taken into account. An opportunity to attend the workshops, conferences, and seminars at various levels is given to the faculty members. The institution adopts a mentoring system for addressing the academic and other related issues among the students with a mentor-mentees ratio of 16:1.

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

Research at SCET is an embedded activity that encompasses teaching and academia-industry Interface. The Institution encourages Research and Innovation among faculty. The Institution collaborates with other agencies/institutions/research bodies for sharing research facilities and undertaking collaborative research. Faculty research is governed by a Research Committee which provides strategic leadership and coordination for research across the Faculty members to enhance and upskill their intellect and enables further opportunities for cross-cutting projects. There is a steady growth in faculty research in terms of publishing research papers in reputed journals and the Institution is on its way to procuring funded research projects from various government organizations including AICTE, UGC, and DRDO. SCET motivates the faculty to involve in research for which several incentive schemes are initiated. A modified and new policy called Homi J Bhabha R&D Center (HRDC) is launched to extend support for research and to provide seed money based on a review of experts. The Institution also financially assists faculty members in the fellowship and membership to encourage the faculty to connect. Faculty members are supported financially to enhance innovative areas of relevant research leading to product or process development. SCET conducts periodic National level and International level conferences for the benefit and promotion of research, encouraging faculty to involve in research study presentations/publications and establishing collaboration for research activity. A number of young faculty members are able to achieve the twin objectives of teaching and pursuing a Ph.D. SCET with its reverent research focus and technical expertise is persistently on a growth trajectory. The research and consultancy activities have facilitated to attract substantial funding from a wide spectrum of agencies, establish collaborations with research institutions, foster academy-industry interaction, spawn inventions, and most importantly, led to value addition for faculty and students in the academic arena. SCET conducts entrepreneurship awareness camps and ideation camps to promote entrepreneurship, innovation, and incubation, and to encourage and motivate students' involvement in research activities. The Institution is also actively involved in extension activities to help society by its services. The college organizes a number of workshops and sensitization programs to create research spirit among teachers and students. State-of-the-art infrastructure is available like incubation center, research database.

### **Infrastructure and Learning Resources**



This Institution has a clear-cut policy for improving the structural and infrastructural facilities which would facilitate teaching-learning processes. The Institution campus has spread across about 20.24 acres of a tranquil environment.

The Institution has a well-designed infrastructure catering to the needs of higher education. 3 buildings, 32 classrooms, a seminar hall, an auditorium, and other facilities providing space to meet the academic requirements and other activities at the Institution. All the classrooms, laboratories are spacious and ergonomically designed giving an aesthetic view. ICT-enabled classrooms, well-equipped laboratories, technically and acoustically designed seminar halls are the outstanding features of the Institutional infrastructure. Exclusively designed Training and Placement (T & P) cells provide adequate infrastructure for training, placement, and co-curricular & extracurricular activities. Ramps and lifts are provided for differently-abled students. Sports ground and indoor games facilities, Gym and Yoga center are provided by the Institution. This Institution enabled the eco-friendly solar power plant.

The central library of the Institution is of a 636.38 sq. meter area with 200 seating capacity. It is enriched with content and well maintained by qualified and competent staff. The Library Committee of the Institution plans periodical upgradation of books, journals, magazines, periodicals, and maintenance. The library has 5618 titles, 35321 volumes, 54 journals, J-GATE, DELNET and NDL, E-Shoudh sindh online subscription referrals, and magazines. High bandwidth internet facility is available with dedicated computers for the digital library. Apart from a regular schedule, during examinations and to support research activities library is open beyond working hours.

The institution has a central IT and Software Development Cell for catering to the needs of internet connectivity, website, and ERP development & upgradation. 485 computers in the Institution are sufficient to suffice the academic requirements of all the departments, library, and office. A dedicated internet facility is available having a speed of 100 Mbps. The institution has its in-house developed ERP used in day-to-day administrative and academic processes. Wi-fi facility is available in the Institution at the classroom, labs, seminar hall, and auditorium.

The Institution has separate centralized cells for maintenance and upkeep of the infrastructure, campus facilities, and equipment. Civil maintenance cell looks after building and campus maintenance. A security agency is appointed to maintain security and safety on the campus. The gardening team takes care of the plantation on the campus. This Institution is fully secured with CCTVs (secured surveillance system). The housekeeping agency maintains cleanliness and hygiene. Electrical and Electronics maintenance cell take care of electrical, electronic gadgets used in day-to-day life. Laboratory equipment, computers, and other gadgets are calibrated and maintained internally. An adequate budget is allocated for maintenance and upkeep.

### **Student Support and Progression**

SCET believes that the Institution's brand equity is mainly generated by the quality, progression, and success of its students. In this aspect, the Institution takes many proactive steps to help the students in their academic and other endeavors. On average 57% of the students get scholarships and free ships from the government and 3% from non-government agencies. The Institution gives special focus on coaching for competitive examinations, career counseling, soft-skill development, and personal counseling. During the last five years, 50.02% of students have benefitted through guidance for competitive exams and career counseling. The Institution makes serious efforts to increase the employability skills of the student, by conducting a series of student enrichment programs. These activities also help the students to get admissions into higher education and research. The

Institution has transparent and timely grievances redressal mechanisms for students including sexual harassment and ragging cases. Students are also encouraged to pursue higher studies. Many students have passed competitive exams such as NET, GATE, CAT / TOFEL, Civil Services and some of them have been admitted for higher studies abroad as well. About an average of 34% of outgoing students are placed in different organizations, 10% of students are pursuing Higher Education in various reputed Institutions, and 30.38% of students qualified in State/National/International level examinations. During the last five years, 68 Awards/Medals were received by students for outstanding performance in Sports/Cultural activities.

The Institution encourages the participation of student representatives in various decision-making, academic and administrative committees. The existing student council actively encourages representation of students on various academic and administrative bodies/committees of the Institution. The objective of this council is to encourage and motivate the students in co-curricular and extra-curricular activities apart from academics. The various student council & representative committees in Samskruti Institution of Engineering & Technology are Class Review Committee, IQAC, Library Committee, Anti-ragging committee, Grievance redressal committee, NSS, YRC, Canteen Committee, Hostel Committee, Training & Placement Committee, and so on. The Institution has a registered Alumni Association for building a strong bond between alumni and present students. The alumni give support to the students through interaction, guidance, and placement.

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

Samskruti Institution of Engineering and Technology (SCET) is strongly inclined towards effective governance for continuous and sustained growth and enhancement of quality. SCET has adopted certain unique management strategies which are democratic and consultative in nature, and also participative by all stakeholders.

The Institution believes in efficiency and transparency in the functioning of the Institution. In order to provide an efficient and smooth governance system within the Institution, e-Governance is used in the areas of Admissions, Administration and Accounts, Academics, Examination, Library, Transportation, and more. E-Governance is not only participatory but also accountable for the smooth functioning of the administration. The Principal, HODs, Faculty Members, Office staff, and IQAC work together to ensure the smooth functioning of the Institution. Both management and leadership, not only focus on the stated vision and mission but also vigorously evolve ways and means to accomplish the set goals through a transparent involvement of all stakeholders.

SCET in its pursuit to achieve academic excellence, encourage academic enrichment and capacity building of faculty members. The Institution fosters and sustains a work culture wherein the faculty is consistently backed up to upskill and to enhance their intellectual acumen. The Institution provides financial support/assistance to faculty members to attend academic programs. The Institution takes all sorts of welfare measures for the development of teaching and non-teaching staff. A wide range of academic opportunities is provided for staff at all levels to learn new skills and enhance their performance and career development. The Institution encourages teaching staff to attend faculty upgrade programs like Conferences, Seminars, Workshops, Refresher Courses, and Faculty Development Programmes.

The library has a collection of a good number of books meeting the requirement of students and faculty. New titles and volumes of textbooks are added every year continuously, by allocating the required budget to procure books and e-journals. The IQAC reviews the teaching and learning processes continuously and makes an evaluation in the teaching and learning process. The IQAC meets with staff and students periodically for



adopting modern and technical methods in teaching and learning processes and enhance innovative methods. The Institution is having an effective mechanism to monitor optimal utilization of financial resources. The budget for the running of the Institution for the forthcoming academic year is devised by considering probable expenses and incomes. The budget is prepared at the beginning of the year and actual expenses incurred during the year are compared with budgeted and if any major variation is discussed by the Principal with the concerned person.

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

SCET has a strong practice of adopting Institutional values and best practices among the students and faculty members. The Institution provides safety and security facilities to ensure a comfortable working environment for all the employees and the students. The Institution is proactive in promoting Gender Equity by ensuring that both genders have equal opportunities.

Women empowerment wing at SCET organizes an awareness program for the staff and students to be aware of gender equity namely the concept of Fundamental rights and equal opportunities, power of girls, gender issues at workplace, and gender discrimination in home society and workplaces.

Good waste management steps are taken to protect the environment from the malicious impact of the waste generated from the campus. As an environmentally conscious Institution, eco-friendly practices go hand in hand with the academics on the campus. Many green campus initiatives are taken to make the campus conducive for teaching and learning. Quality audits on environmental energy are regularly undertaken. The friendly ambience and infrastructural facilities such as ramps, lifts, etc are provided for the physically challenged students on the campus make the Institution disabled-friendly, barrier-free.

The curriculum covers professional ethics, universal human values, the constitution of India, and environmental studies. These values are followed, practiced, and implemented through a regular teaching-learning process. SCET celebrates national festivals and the importance of international days every year with fair and day. A few of the important occasions such as Environmental day, Teachers day, Women's day, Save Water day are celebrated. Awareness' programs such as swachh Bharath, digital India, etc as a part of social responsibility blood donation camps, Road safety measures, conscious on voting rights among youths were conducted.

The Institution promotes many best practices to improve the Quality of education and the teaching-learning process. It fosters to make the future of the students bright and excellent. Two of the best practices are "FOSTER FOR CAREER GROOMING" and "CENTER OF EXCELLENCE FOR LEARNING SUPPORT".

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAMSKRUTI COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Kondapur(V), Ghatkesar(M), Medchal District
City	Hyderabad
State	Telangana
Pin	501301
Website	<a href="http://www.samskruti.ac.in/engineering/">www.samskruti.ac.in/engineering/</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jangirala Govardhan	08415-222492	9701368997	08415-222700	principal@samskruti.ac.in
IQAC / CIQA coordinator	P Satyanarayana	08415-222491	9396872497	08415-222701	naac@samskruti.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	14-10-2005

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	25-06-2021	12	

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kondapur(V), Ghatkesar(M), Medchal District	Rural	20.24	17253

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil	48	Intermediate	English	60	25
UG	BTech,Eee	48	Intermediate	English	60	49
UG	BTech,Mechanical	48	Intermediate	English	60	0
UG	BTech,Ece	48	Intermediate	English	120	76
UG	BTech,Cse	48	Intermediate	English	60	60
UG	BTech,Cse Aimpl	48	Intermediate	English	60	60
UG	BTech,Cse Ds	48	Intermediate	English	60	60
PG	Mtech,Ece	24	Any Degree	English	12	0
PG	Mtech,Cse	24	Any Degree	English	36	0
PG	MBA,Mba	24	Any Degree	English	120	84

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				11				119			
Recruited	2	1	0	3	8	3	0	11	62	57	0	119
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				90
Recruited	51	39	0	90
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	19	11	0	30
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	3	1	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	2	0	62	57	0	126

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

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

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

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1119	5	0	0	1124
	Female	413	0	0	0	413
	Others	0	0	0	0	0
PG	Male	113	1	0	0	114
	Female	82	0	0	0	82
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	44	28	29	36
	Female	14	17	14	5
	Others	0	0	0	0
ST	Male	39	27	35	23
	Female	1	8	3	4
	Others	0	0	0	0
OBC	Male	178	177	204	201
	Female	61	86	60	78
	Others	0	0	0	0
General	Male	33	68	73	57
	Female	15	23	48	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		385	434	466	438

1. Multidisciplinary/interdisciplinary:	<p>As per (NEP-2020) National Educational Policy, the main thrust of the Policy regarding higher education is to end the fragmentation of higher education by transforming these Institutions into large multidisciplinary Universities, Colleges and Higher education Institutions as Knowledge Hubs. Based on the guidelines of NEP the goal of SCET is to get accredited by National Assessment Accreditation Board (NAAC) with a good grade and aim for the autonomy. The college would be entitled and empowered to design the curriculum of programs offered by the college on securing autonomous status. Further the college can include multidisciplinary programs in the curriculum too. The focus of the college in the coming years down the line is to attain the status of autonomy degree awarding University in a rationalized manner. Taking an initiative towards holistic and multidisciplinary education, our Institution has introduced value-based course on universal human value for B.Tech students and we also offer life-skills and session on Yoga to all students in the campus through offline and online. Moreover, our students also participate in community outreach programs like organization of health camps, blood donation camps, counselling etc. Our sister Institutions Polytechnic, Pharmacy are located in the same campus, which broadens the horizon to collaborate with them as cluster of HEIS and work on multidisciplinary projects, this will also serve as a stepping stone for all SCET Institute to attain the status of NEP 2020. Exchange of students for various programs within the cluster shall be made possible. Bringing together a group of HEI's under SCET will facilitate coordination with respect to the implementation of various academic and other policies of significance. SCET leads a pharmacy college affiliated to JNTUH, Hyderabad and mentors them with respect to curriculum delivery and examinations. Effective governance and Leadership for Higher Education Institution: - A) SCET is a self-finance private HEI affiliated to JNTUH, Hyderabad and it aims to become independent self-governing Institution pursuing innovation and excellence through accreditation and autonomy. B) SCET has a strategic Institutional development plan which is in alignment with the vision of NEP.</p>
2. Academic bank of credits (ABC):	Academic bank credits are one of the important

	<p>components of the NEP.2020 to implement by academic Institutions. It's imperative and need of the hour to integrate Higher Educational Institutions in a globalized space as we move ahead. SCET will join the academic bank credits once the JNTU Hyderabad adopts and implements the same for credits redemption in order to award a certificate of degree or diploma.</p>
3. Skill development:	<p>Based on, the outcome of 12th five year plan (2012-2017) estimated that only a very small percentage(5%) of Indian work force in the age group of 19-24 years received formal vocational education on compared to other countries. There is the urgency of the need to hasten the skill development by the spread of vocational education in India. The NEP 2020 heralds the potentially implosive growth of skill development through vocational education in the country. It required all Higher Educational / Educational Institutions to integrate vocational education into their offering. Vocational education will be integrated into school and Higher Educational Institutes in a phased manner over the next few years. SCET would walk on with an aim to ensure youth empowerment and cater to the engineering demands SCET has a specific plan to follow :</p> <ol style="list-style-type: none"> <li>1. To define the list of vocational courses/skill-based courses and design the curriculum of the same integrating vocational education with engineering education, with focus on social inclusion, gender equality and inclusive education</li> <li>2. To develop workplace-related skills and attitudes through internship and on-the job training</li> <li>3. To focus on inclusion of good practices and innovations in teaching-learning</li> <li>4. Facilitating horizontal mobility of vocational students</li> <li>5. To collaborate with industries for imparting practical skills and hands-on experience and design industry-relevant courses</li> <li>6. Promoting online and open vocational education</li> <li>7. To introduce new learning methods and digital tools, like Massive Open Online Courses (MOOC) and flipped classroom for training and empowering teachers</li> <li>8. Developing and implementing a holistic assessment and evaluation system.</li> <li>9. To measure the achievements of learning outcomes through various tools and methods as defined by outcome-based education system for 360-degree assessment and evaluation of students.</li> </ol> <p>SCET believes in giving equal dignity of people</p>

	<p>perusing vocational courses and contribute in developing the workforce of a country.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The promotion of Indian arts &amp; culture is important not only for the nation but also for the individual. Since engineering is a professional course, it is essential for us to follow English language as a medium of communication and conduct course work in all the engineering programs. However the college celebrates important days and conducts programs in the regional languages to usher interest and to feel regional pride among the students. Some of the events where the student's gatherings are addressed in regional languages are Republic day, Independence day. Teacher's day, Engineers day. Some of the important days are celebrated with cultural activities such as women's day, Telugu New Year day. Awareness about Indian national and regional languages and the culture associated with them are celebrated such as Sankranti Sambaralu, Bathukamma, and Ganesh Mahostav. SCET also represents its regional culture by starting the Induction/Orientation program for the Freshmen with traditional Kuchipudi &amp; Bharathanatyam. National Memorial days like Constitutional Day, Yoga day are also celebrated</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Based on norms of National Board of Accreditation, Samskruti College of Engineering and Technology has implemented outcome based education. The parameters that are used by us in order to measure the outcomes of our education system are: • Program outcomes (PO) • Program specific outcomes (PSO). • Course Outcome (CO) We are registered for NBA accreditation for our UG programs. Innovative curriculum that includes credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education. SCET follows the syllabus of JNT University, Hyderabad. The syllabus includes Practice School, Live Project which has focus on community engagement. The subject, Universal Human Value is introduced at I B.Tech I Semester level for having value-based education perspective. The course 'Environmental Sciences' considers all the aspects of environment sustainability. Thus, SCET has various community outreach initiatives such as Student Club, Public health office, NSS which caters extension activity to community.</p>

6. Distance education/online education:	Distance education is not applicable for our as affiliating University norms & Government. As per the Government / University regulations in this pandemic situation the Institution smoothly conducting theory & practical with the blended mode. The Institution is developing the strategic plan for encouraging stakeholders for online education in line to the NEP.
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NAAC

## Extended Profile

### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
437	466	426	464	446
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	08	08	08	08

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1630	1277	1635	1262	1160
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
339	339	393	393	393

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

## 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
421	322	356	354	386
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
116	132	138	157	193
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
123	138	180	188	208
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls



**Response: 32**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
526.59	461.27	801.16	709.05	862.71

**4.3**

**Number of Computers**

**Response: 485**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

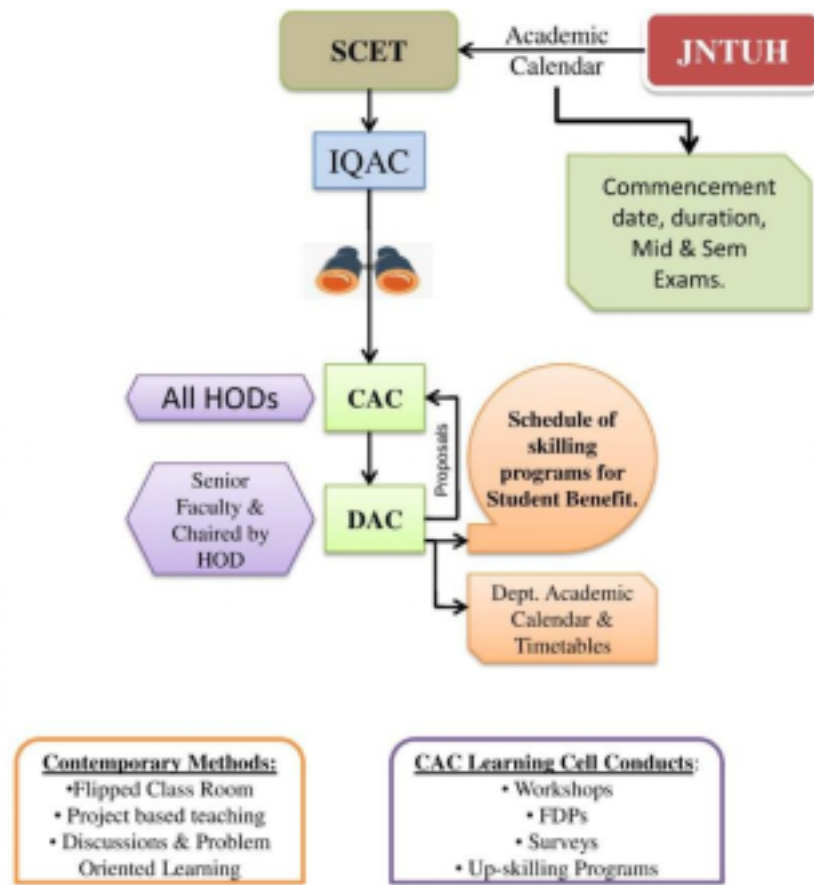
Samskruti College of Engineering and Technology (SCET) is approved by AICTE and affiliated with Jawaharlal Nehru Technological University, Hyderabad. We follow the curriculum prescribed by Jawaharlal Nehru Technological University, Hyderabad, which is revised periodically by the University Board of Studies.

JNTU publishes a detailed academic calendar for all the semesters. The academic calendar states the details regarding the date of commencement of semester, duration of the semester, a spell of instructions, mid-term examinations, and end semester examinations in an academic year. IQAC (Internal Quality Assurance Cell) plays a major role in monitoring the delivery process as per the prescribed deadlines. IQAC observes a documented process and gives timely suggestions for successful and smooth conduction. IQAC forms the College Academic Committee (CAC), which comprises all HoDs.

CAC is constituted every year including all HoDs as its members and is led by the Principal. CAC also identifies and forms a Departmental Academic Committee (DAC). CAC discusses various pointers that are important to prepare an academic calendar. It invites proposals from DAC on various up-skilling programs to be scheduled along with the curriculum, to increase students' employability quotient. This idea is adopted for a gradual improvement towards the student's benefit. Similar to CAC formation DAC is also formed every year with all professors and senior faculty as its members and is chaired by respective HoDs. DAC prepares the departmental academic calendar, timetables by taking inputs from the IQAC and CAC. After preparing the calendar the DAC allots classes as per the specialization and experience of a particular Faculty. The DAC proposes various up-skilling programs that can be run along with the regular academic classes.

Further with the approval of IQAC and DAC, CAC implements its plan. Once the course is allotted to faculty members, they prepare and submit a detailed teaching plan and notes. A pre-defined teaching plan helps in implementing the process in a calculated and effective way for the timely completion of the syllabus. The teaching plan and syllabus copies are made available on the college website.

A few of the contemporary methods that are being practiced are Flipped Classroom, ICT enabled techniques, Project-based teaching, Gadget Based method, Brain Storming discussions, Problem-oriented learning which leads to optimum results. Two internal assessments are being conducted upon successful completion of the subject delivery. These tests are conducted twice a semester. Assessment evaluation is being done in a purely transparent way. Based on the result remedial classes are being conducted to address poor performances. These students are further formed in a group and proper mentoring is being practiced for their continuous improvement. This continued mentorship and guidance aid students to be focused and result-oriented.



The CAC establishes a Learning Cell that organizes various workshops and FDPs for faculty members for effective and upgraded outcomes. It also conducts periodical surveys with the corporate industry to identify demands in terms of technical upgradation, based on which it creates awareness among faculty about the emerging technologies and keeps conducting such up-skilling programs.

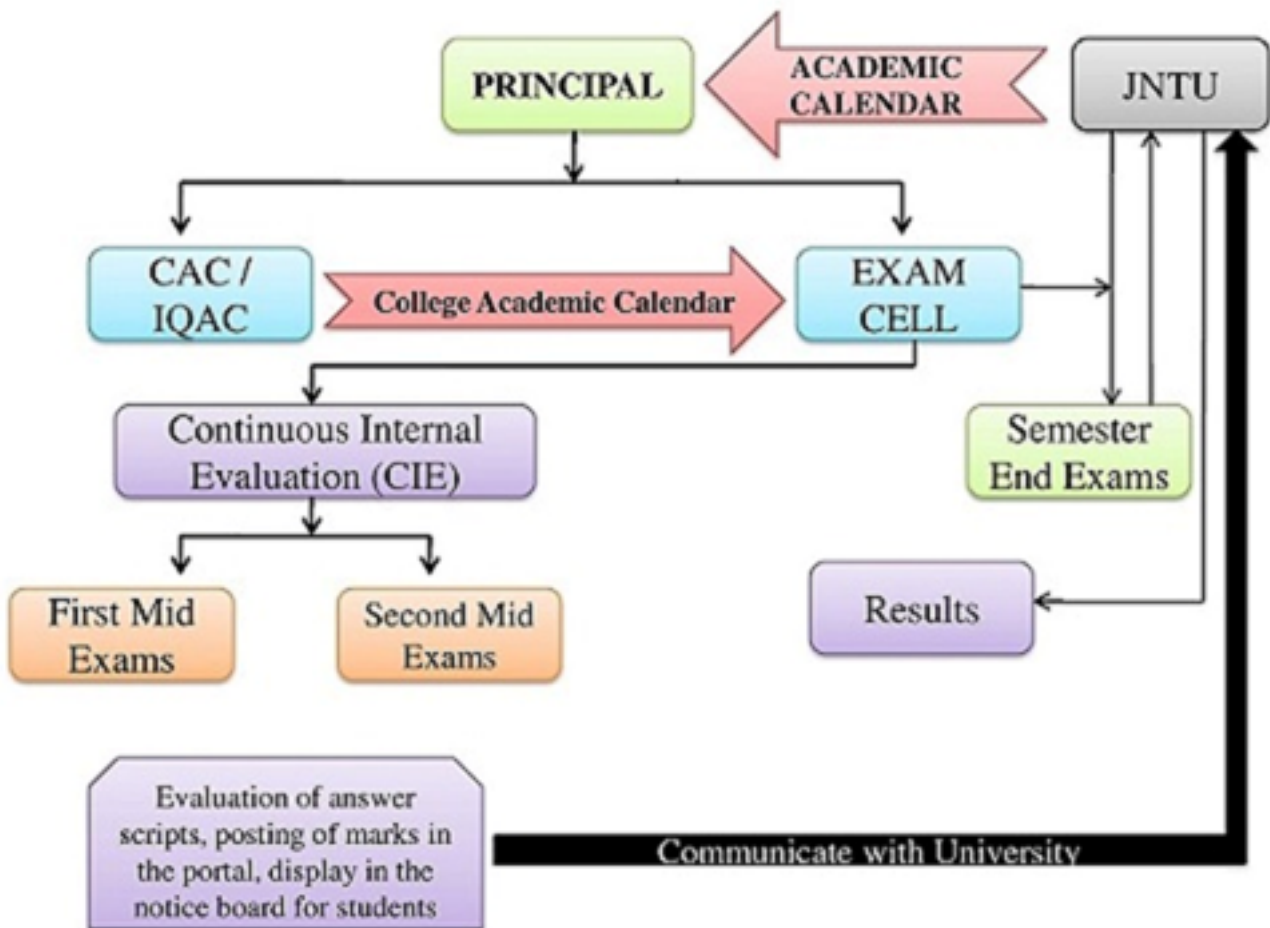
### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

Samskruti College of Engineering and Technology (SCET) is affiliated with JNTU Hyderabad. It receives program and semester-wise academic calendars from the same. JNTU academic calendar sets the timeline on the date of commencement of the classwork, a number of instructional weeks per mid-term syllabus including mid-term examination schedule, and semester-end examinations schedule as received by JNTU.

The College Academic Committee (CAC) is formed by the Internal Quality Assurance Cell (IQAC) including the Head of the Institution and all dept HODS. The CAC further prepares a comprehensive college-level academic calendar as per the instructions received by JNTU authorities.

The college academic calendar includes schedules for classroom instruction, examinations, public holidays, training and placement, add-on/certification courses, and any other extension activities. The faculty strictly adheres to the academic calendar while preparing their teaching plans. The faculty meticulously records the day-wise realization in the teaching plan.



The Internal Quality Assurance Cell (IQAC) and the Department Academic Committee (DAC) regularly monitor the adherence to the teaching plan as per the academic calendar. Continuous Internal Evaluation (CIE) is conducted as per the Calendar prescribed by JNTU. The timetable of the internal examinations is declared in advance. The Institution adopts the revised schedule in case of any last-minute deviations in the given schedule by the University, due to unforeseen circumstances.

The internal examination-related duties such as the evaluation of the answer scripts, posting of marks in the portal, and display of marks on the notice board for students are executed in a pre-defined system, which strictly adheres to the University academic calendar.

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 90

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 9

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 36

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
07	08	07	07	07

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

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

Response: 32.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
370	380	608	323	529

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

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

##### Response:

Those identified important topics that affect and intersect almost all aspects of development can be termed as Cross-Cutting Issues. Thus it is mandated to identify and forecast such issues so that early detection and treatment can be framed in a preplanned manner. Not only the identification of such topics these should be integrated and mainstreamed throughout all the stages of development, right from the beginning till the end, be it designing policy or implementation or its evaluation.

An Institution is a factory producing civilized citizens and which further are moulded as professionals. In line with our mission statement ie moulding globally competent professionals as the essence of noble values, we have identified a few major cross-cutting issues such as Human Values and Professional Ethics, Gender, Social Accountability, Environment and, Sustainability.

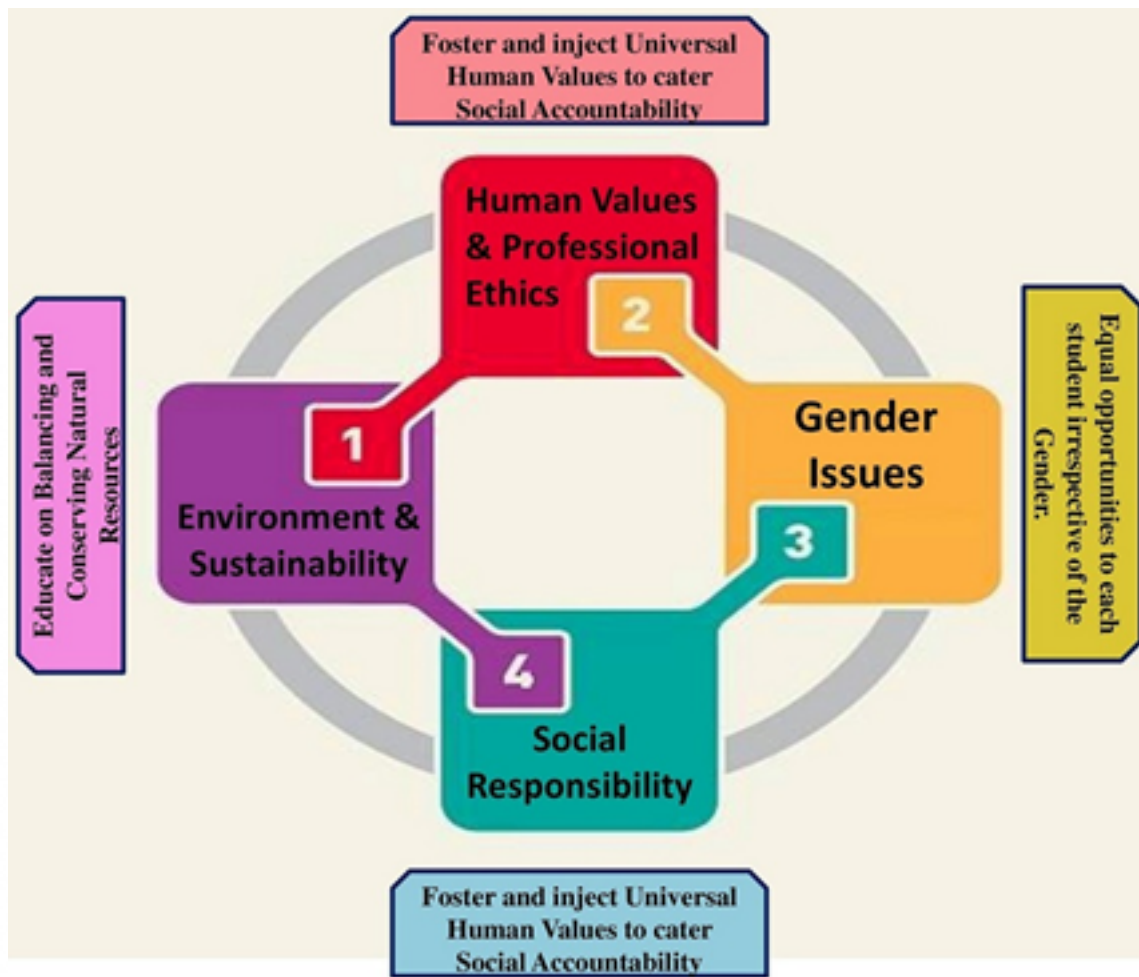
A mechanism that addresses above mentioned issues can be majorly categorized the below parameters.

- 1.Early detection
- 2.Primary prevention
- 3.Treatment

As a treatment to such decussating issues, SCET follows a curriculum that is enriched by integrating a few sessions on Professional Ethics, Gender Equity, Social Responsibility, Environment, and Sustainability. Such activities influence fosters and injects universal Human Values to cater to social accountability.

##### Gender:

SCET provides equal opportunities to each student irrespective of gender. Woman empowerment is our core belief.



**Yatra Naryastu pujoyantey ramantey tatra devta|  
Yatra itaastu na pujoyantey sarvastraafalaa kriyaah||**

According to manusmriti, If a woman is ill-treated and disrespected everything every act goes in vain.

To promote and support female students and staff we have established a "Woman Grievances Cell". This cell focuses on measures to be taken to women's empowerment. Under the diversity hiring campaign, SCET has given chance to well-educated and deserving females who were in a career gap due to their family or personnel issues. SCET celebrates and salutes womanhood by conducting Women's Day as a regular practice.

### **Environment and sustainability:**

A place where a living organism lives or dwells is called a habitat. Environment plays a major role in protecting the ecosystem that shelters a habitat. Environmental study educates on balancing and conserving natural resources.

The courses which deal with various aspects of sustainability and environment studies are crafted in our curriculum. Environmental studies make young minds understand the current environmental problems through the knowledge of physical, chemical, biological, and social processes. Sustainability refers to the ability that is being used to meet own requirements without compromising on future generation needs or requirements. SCET has a self-sustaining green campus in terms of energy, waste management, plantation, and rainwater harvesting. Many programs such as Swatch Bharat, Go Green Initiative, bio Gas Plant, Rain



Water Harvesting Plant are being practiced on a regular basis.

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 64.49

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
303	284	286	290	279

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>

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

**Response:** 37.85

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

Response: 617

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

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

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1.Feedback collected, analysed and action taken and feedback available on website**
- 2.Feedback collected, analysed and action has been taken**
- 3.Feedback collected and analysed**
- 4.Feedback collected**
- 5. Feedback not collected**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 70.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
501	482	478	454	475

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

2020-21	2019-20	2018-19	2017-18	2016-17
600	660	720	720	720

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

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 81.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
298	301	342	287	281

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

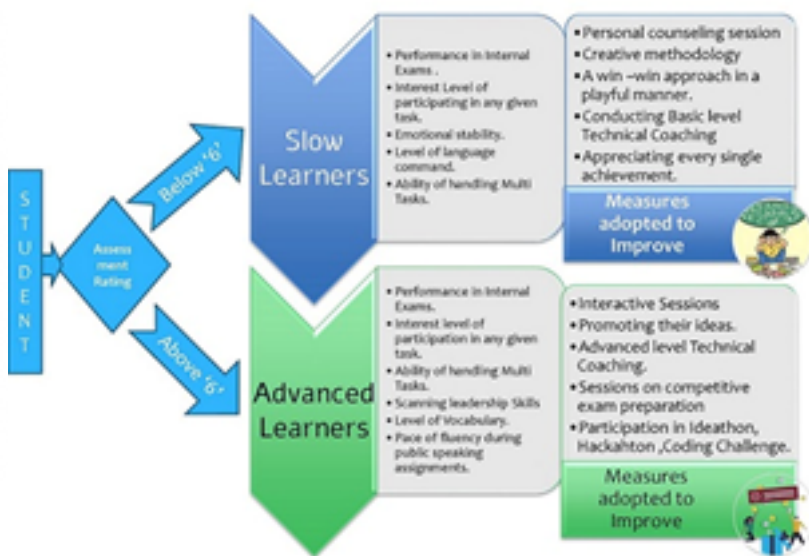
### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

Sama Bhaaven Karayati iti Samskruti!

At SCET we believe in inculcating knowledge into young minds in such a way that it further blooms and grows like a beautiful tree. In line with this, we adopt core values for continuous learning where every student is treated at par i.e. Sama Bhaven!

Keeping different levels of mindset in view, we have adopted a student-centric Teaching Methodology. To begin with, students learning levels are identified by conducting an elementary assessment in the form of a questionnaire and ratings are being given on a scale of 1 to 10. Scorers below 6 are treated as slow learners, 6 are average, and scores above 6 are categorized as quick or advanced learners.



#### Parameters of Identifying Slow learning levels:

1. Performance in Internal Exams.
2. Interest Level of participating in any given task.
3. Emotional stability.
4. Level of language command.
5. Ability to handle Multi Tasks.

#### The measures adopted to improve slow learning level:

1. A personal counseling session to increase the morale of the student.
2. Adopting a Target Oriented approach.
3. Adopting more creative methodology while explaining.

4. Adopting a win-win approach in a playful manner.
5. Conducting Basic level Technical Coaching
6. Appreciating every single achievement.
7. Taking their ideas and implementing them.
8. Conducting Tech Quiz (Basic level)

The above pointers act as a strong guiding force in order to raise students learning bar from slow to advanced one.

#### **Parameters of Identifying Advanced learning levels:**

1. Performance in Internal Exams.
2. The interest level of participation in any given task.
3. The ability to handle Multi Tasks.
4. Scanning Leadership Skills
5. Level of Vocabulary.
6. The pace of fluency during public speaking assignments.

#### **The measure adopted to Polish Advanced learning level:**

1. Conducting Interactive sessions to know their area of interest.
2. Promoting their Ideas.
3. Conducting Advanced level Technical Coaching.
4. Conducting sessions on competitive exam preparation.
5. Encouragement on active participation in various tech activities such as Ideathon, Hackathon, Coding Challenge etc.
6. Supporting on paper presentation at different platforms.
7. Organizing Tech Quiz.
8. Conducting Tech Work Shops for a quick brush up.

The above pointers aid in polishing advanced learners' knowledge and skill set.

Sample questionnaire format that's used to assess learning levels.

Question No	Parameter	Max. Marks(10)
Q1	Student's confidence in achieving a goal	
Q2	The self-reliant ability of the student in doing activities and decision making	
Q3	Optimism and hopefulness of the student	
Q4	Student's initiation and participation in various activities and planning procedures	
Q5	Active participation and performance in theory and laboratory sessions	
Q6	Student's effort in academics	

Q7	Student's perception in achieving the ambition	
Q8	Student's ability in giving seminars and presentations	
Q9	The ability of student in referring advanced books and journals in the library	
Q10	Student consistency and perseverance in achieving better grades throughout the semester exams	
<b>Total Marks</b>		

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 14.05

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

## 2.3 Teaching- Learning Process

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

**Response:**

The term “learning process” speaks to the understanding that every student learns differently. Technically, a student's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information

At Samskruti College of Engineering & Technology, we follow a constructivist approach in view of student-centric methodology.

Few key tools of **Constructivist-Student-Centric Learning** are

**Student-Centered Discussion:** This is being practiced to assess their needs and check their potentials, which in other words can be termed as a diagnostic tool.

**Experiential Learning:** It is used to stimulate students in igniting and developing their own ideas in a self-directed way.

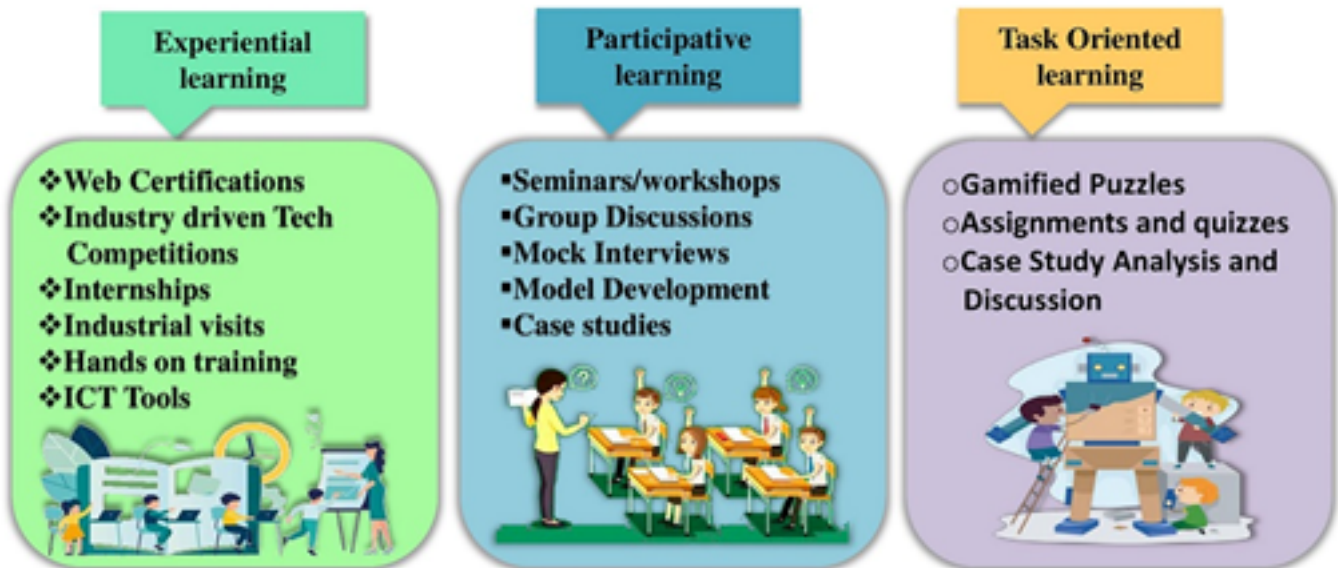
**Few of the opportunities being offered include,**

1. **Integrated Technical Tools:** This supports making the learning process more structured, flexible, interactive, blended, and in an open way. Learners are motivated to take part in various e-learning programs being run by our Integrated Technology Partners such as NPTEL, Reference Globe, Course Era, Xcelerator, etc. Various online Platforms such as G-Meets, Microsoft Meets, ZOOM

GO-To-Webinar are used to provide online learning courses.

2. **Online Certification:** Various digital learning portals are used that provide an opportunity to take a global certification in various emerging technologies at very subsidized rates, few of the providers include Course Era, TASK, Insofe, Salesforce, etc.
3. **Internships:** Institute has signed MOUS with various Industries that offer different kind of Internship opportunities that strengthens students' hidden talent and they gain optimum exposure on the practical part of the task given or assigned.

### Teaching Learning Process – Student Centric - Constructivist Approach



1. **Participation In Industry Driven Tech Competitions:** Students are encouraged to participate in various industries driven competitions and showcase their creative ideation and talent. Such as CODE Vita BY TCS, Hack with INFY By Infosys, and a few Hackathon competitions too.
2. **Expeditionary Learning:** Expeditionary learning is based on the idea that there is considerable educational value in getting students out of the classroom and into the real world. As a part of it, students are taken for different **Industry Visits** to get a chance at the know-how of the Industry. During such visits, students get insights into the working environment of the industry, that aids in building a strong foundation for their career.

### Participative Learning

In participative or personalized learning, teachers encourage students to follow personalized, self-directed learning plans that are inspired by their specific interests and skills. By following these approaches teachers, are able to create an innovative learning environment so that the desired fruit is yielded.

### 3. Task-Oriented Learning:

In the Task-Oriented learning method, students are made to learn **by working on problems**. This enables them to enhance their multi-disciplinary areas as they start finding solutions in all possible ways. While performing this task their observation, understanding, analyzing, and applications conduction lead to a holistic understanding of the concept. This method has a lot of scope towards Critical Thinking Skill development, Collaborative Learning Building relationships amongst peer groups.



### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

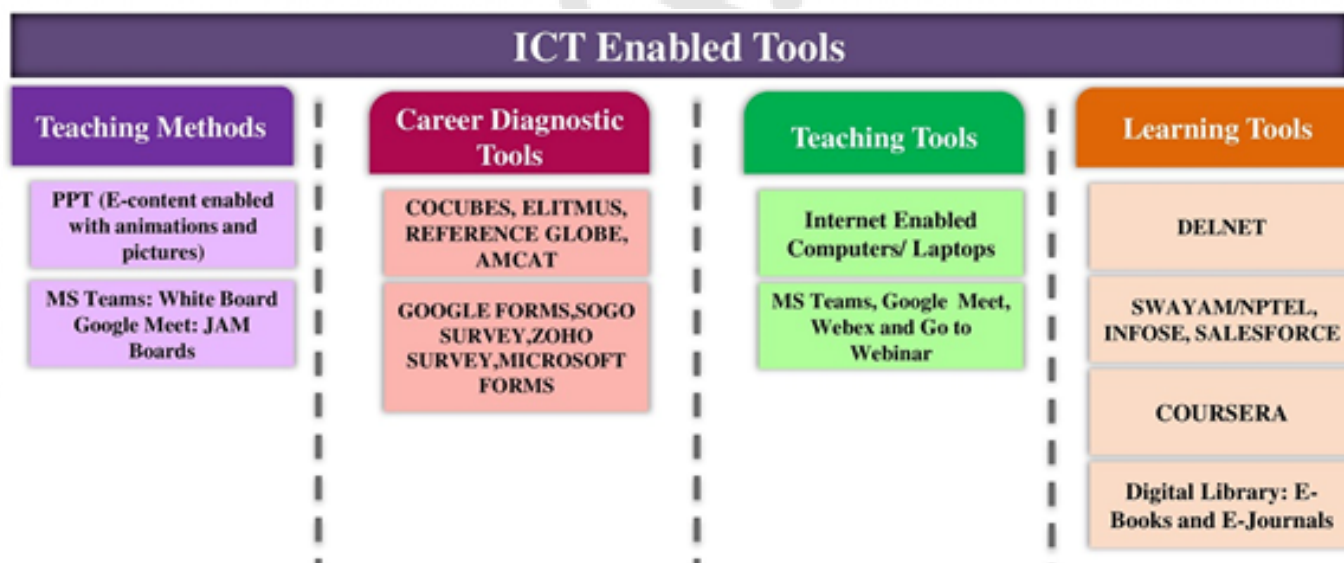
#### Response:

“Intelligence is the source of technology. If we can use technology to improve intelligence, that closes the loop and potentially creates a positive feedback cycle”. Eliezer Yudkowsky

The impact of technology can change the way individuals communicate, learn, and think.

Over the years, technical advancement has rapidly grown and it has made our lives simpler, faster, and easier. Information Technology has paved the way for resources, information, and other multi-functional tasks, at our fingertips. IT-enabled tool-based education refers to the usage of any kind of IT-enabled device in the educational system. IT-enabled tools can be referred to as Performance Support Systems (PSSs). Hence IT integration is imperative on any educational Institution's part.

At SCET we believe in continuous growth by adopting these technically advanced tools. In addition to the conventional method, faculty uses contemporary methods that enable the usage of ICT-enabled tools. Different ICT-enabled learning tools such as PPT, Video clippings, Audio systems, online sources, are integrated into regular teaching methods. Multi-functional gadgets such as LCD projectors, Digital Signature pads are used. SCET has a centralized WiFi system that enables all the multimedia devices to work smoothly avoiding all sorts of network congestion.



All the computer labs are equipped with highly configured computer systems with high internet bandwidth. Virtual labs are also used to conduct labs through simulations. Various online teaching portals such as ZOOM, Microsoft Teams, Google Meet, GO to Webinar, Webex are used for taking online sessions. Learning platforms like DELNET, NPTEL, SWAYAM, COURSERA, INFOSE, SALESFORCE, are used to teach emerging technologies. Digital Library system has been set up to enable access to various resources, e-journals, and e-publications.

Career Diagnostic assessments are carried through various portals, such as COCUBES, ELITMUS, REFERENCE GLOBE, AMCAT, etc. Students are advised to register for such portals in order to get a detailed scanning of their current status, a basis on which they would upgrade their skill sets further. Faculty uses digital signature pad during online classes, Various tools in terms of conducting surveys, recording attendance, conducting polls is used to maintain the same classroom learning atmosphere Ex

GOOGLE FORMS, SOGO SURVEY, ZOHO SURVEY, MICROSOFT FORMS, etc. COVID 19 Pandemic has badly affected the education sector as no student was allowed to attend college and get classroom training. Usage of ICT-enabled Tools has proven to be the best revert to the huge loss caused due to the pandemic.

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 16:1

#### 2.3.3.1 Number of mentors

**Response:** 105

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 88.59

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 8.83

#### 2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	7	06	13	29

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 5.39

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

Response: 625

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

SCET is affiliated with JNTUH, hence it follows and abides by the guidelines given by JNTUH in the stipulated time frame. Generally, JNTUH revises its regulations every year. The internal assessment process and eligibility in terms of attendance are briefed to all freshmen during the orientation day program.

The internal assessment focuses on two areas, ie Theoretical and Practical learning, through a translucent process. Internal assessment on theoretical courses is consummated by way of two Mid-Term examinations. Each Mid-Term Assessment includes an objective, descriptive, and assignment test.

#### Objective Test: Conduction & Evaluation Process

This may be noted that till 2018 JNTUH set objective question paper was followed. Later 2019 onwards JNTUH allowed in-house faculty members to set objective question papers. The same is followed by SCET. The objective test answer script is further evaluated and the marks are shared with the respective students at the time of issuing MID Marks Statement. Any student who fails to appear in the internal objective test is directed to take up CBT (Computer Based Test) being set by JNTUH after his or her main mid examinations.

**Descriptive Test: Conduction & Evaluation Process**

A common question paper for the descriptive test is set by the in-house subject experts. After the successful conduction of the Mid Term Assessment, the evaluation of answer scripts and script verification is being done by the concerned faculty within the stipulated time.

**Assignment Test: Conduction & Evaluation Process**

A complete translucent process is being followed during the conduction and assessment of assignment tests. Each mid consists of two assignments, one from each unit. Average marks of both assignment tests are considered for the final statement of the Marks Sheet. The laboratory assessment is carried out both internally and externally.

**Internal Laboratory assessment: Conduction & Evaluation Process**

Internal Laboratory assessment is based on three parameters –

1. Daily Performance during Lab hours.
2. Practical Examinations Performance
3. Record Presentation and Maintenance.

**Seminars and projects performance is assessed based on the below parameters**

1. Presentation Skills
2. Timely Submission.
3. Content Relevancy

A Departmental level Project Review Committee (PRC) is constituted to maintain a crystal clear evaluation that includes the Head of the Department, a senior faculty, and respective Guides. Project Review Committee (PRC) reviews the projects on a periodic basis. A continued assessment process is followed to record the gradual progress of a student. The PRC then shares the statement of evaluation and remarks with the respective batches.

The Internal Quality Assurance Cell (IQAC) plays a major role in maintaining quality and transparency in terms of fair conduction of examinations and continuous internal assessment. The Internal Quality Assurance Cell strictly monitors all the proceedings and any discrepancy or deviation if found is immediately brought to the notice of the Officer-In-Charge of Examinations and College Academic Committee (CAC). An immediate course of action is being taken in such reported cases.

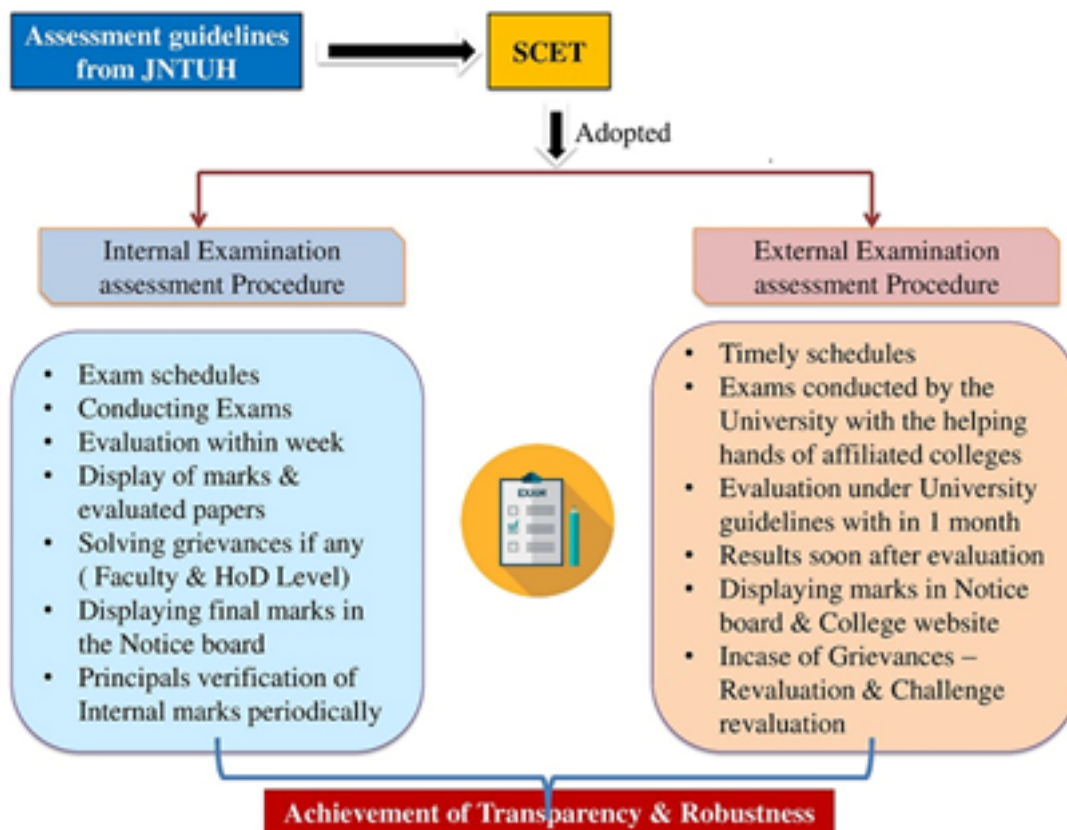
**2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

**Response:**

SCET follows a detailed mechanism in terms of conduction and evaluation of Internal/External examination and addresses grievances if any through Grievances Redressal systems that receive and act on such grievances reported by students. The DAC( Departmental Academic Team) takes prompt actions on any issue raised by them.

The internal examination schedules are prepared as per the academic calendar prescribed by JNTUH and are informed to the students well in advance. Internal Examinations are conducted in a planned and systematic way. The internal examination answer scripts are evaluated by the respective faculty within three days from the date of the examination. The assessed internal test papers are shown to the students for self-review.

The Institution follows a crystal clear approach while conducting internal examinations and evaluations. However, any grievances in this regard are taken seriously. Accordingly, an appropriate course of action is being taken with an immediate effect.

**Grievances Redressal System Process**

Grievances Redressal mechanism deals with the identification of grievances and remedial course of action to be taken. The most common grievances expressed by students are:

1. Dissatisfaction regarding the evaluation of the descriptive answer scripts
2. The discrepancy in adding total marks
3. Typing error in the statement of mark sheets
4. The discrepancy in calculating average internal marks.
5. Issues related to timely submission of the objective question paper.

6. Wrong options in the objective question paper
7. Any medical issues related to grievances.

### **Response to the grievances:**

Any grievance related to evaluation discrepancy, the addition of total marks, or calculation of average marks is resolved immediately. Any student who is still not satisfied with the assessment and award of marks may approach the concerned Head of the Department. The Head of the Department intervenes and seeks the opinion of another faculty as a second opinion. In case of discrepancies in the question paper, the student takes the copy and represents it to the Officer-In-Charge of Examinations through the head of the department. The same is represented to the University through proper channels.

The Institution follows a transparent assessment system by displaying the students' performance in the respective departmental notice boards. If the student is still dissatisfied, he/she can represent his/her grievance to the Principal for necessary action.

## **2.6 Student Performance and Learning Outcomes**

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### **Response:**

SCET vision statement states to be an Institution moulding globally competent professionals as the essence of noble values. Any competencies or expertise that a graduate student may possess can be termed as Program Outcome(PO) of that particular program. Course outcomes are specific measured statements that are expected by the participant by the completion of the course. Thus Program and Course outcomes go hand in hand.

SCET has a clear vision of the learning outcome of the student. The Institution offers various courses that enable students to become the human capital of society and nation.

### **SCET outlines the POs as below:**

1. To identify own strength and area for growth
2. To be able to develop new skills during the learning process
3. To be able to demonstrate personal challenges encountered during the process
4. To be able to recognize the benefit of working collaboratively.
5. To be able to take a part in globally significant issues.
6. To be able to identify ethics and choices.
7. To be able to foresee challenges and identify alternative plans
8. To be an expert in the area of course.

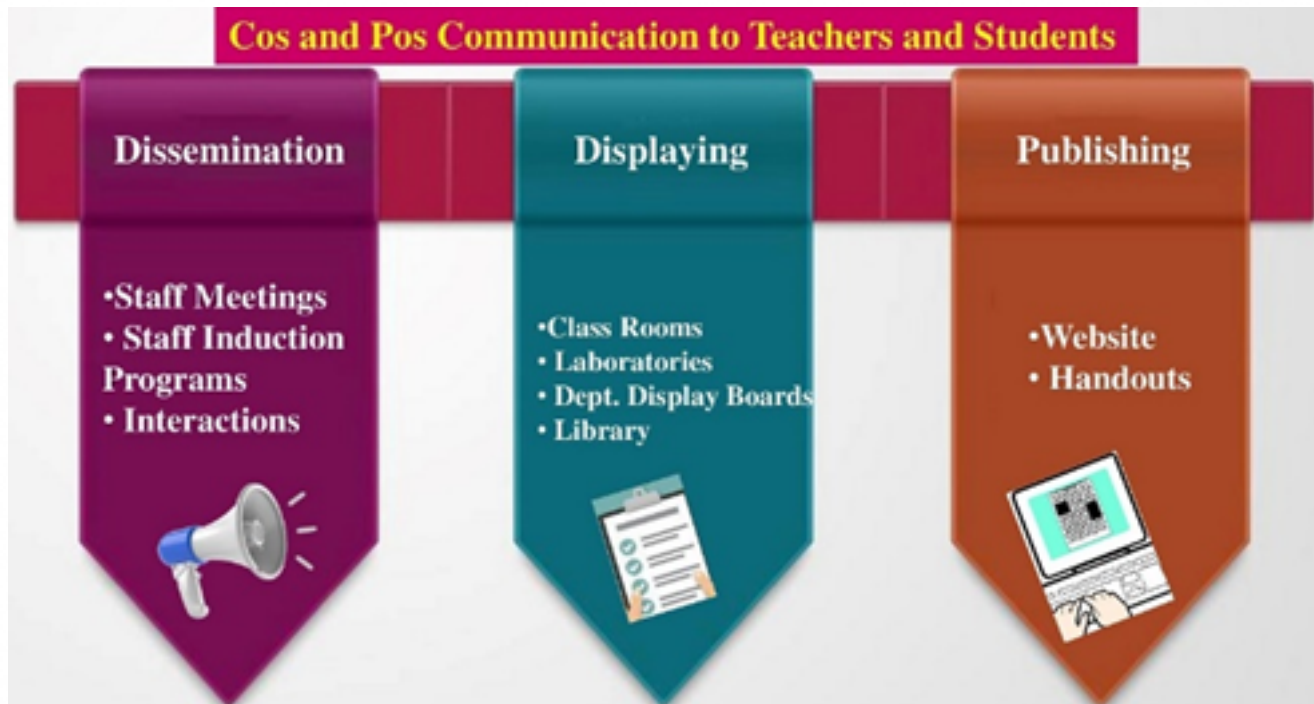
### **Outline of COs:**

1. To be able to foresee challenges and execute solutions.



- 2.To identify levels of learning.
- 3.To increase the level of a learning curve.
- 4.To be able to achieve course objectives.
- 5.To be an expert in the area of course.

The Institution is effectively implementing the outcome-based education (OBE) system by actively involving all the stakeholders.



In order to achieve the aforementioned outcomes, the faculty prepares course files with details of the Course Objectives, Course Outcomes, modules, reference material, teaching plan, and credits at the beginning of the academic year.

The Pos and COs are disseminated to all the stakeholders through the following means of communication:

1. Website.
2. Curriculum/ regulations books.
3. Departmental Notice boards.
4. Laboratories through display boards.
5. Student Induction Program.
6. Faculty meetings.
7. Library.

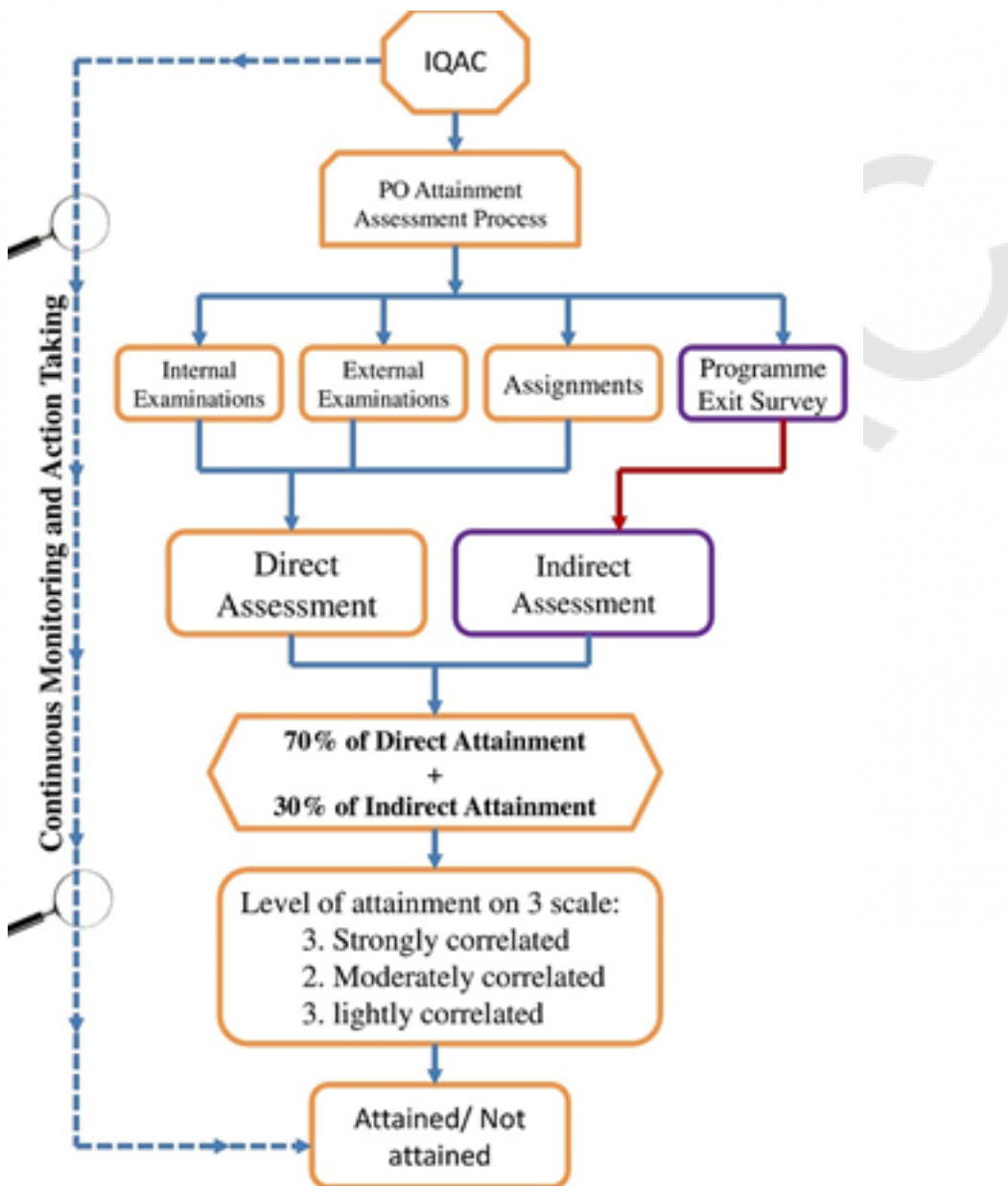
## 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

### Response:

Any competencies or expertise that a graduate student may possess post completion of the program, can be termed as Program Outcome(PO) of that particular program. Course Outcomes are specifically measured statements that are expected by the participant by the completion of the course. Further Course Outcomes

describe what students will be able to demonstrate in terms of knowledge and values upon completion of a course. In other words, it can be stated that the Course Outcome is the end result of the course.

DAC strives to the attainment of COs by practicing a review method. This process assesses the PO by checking the CO attainment of courses being run by the institution. Each course has a pre-defined set of COs and a corresponding evaluation procedure. The Course Outcomes are further mapped to the Program Outcomes on both qualitative and quantitative measures.



### CO(Course Outcome) Attainment:

The DAC identifies the methods to measure the progress of each Course Outcome. These methods include direct and indirect methods. The process of Course Outcome assessment is based on mid-term examinations and semester-end examination results. Each question in the mid-term is tagged to the corresponding CO. The overall attainment of that CO is based on the average obtained by all the students. Direct assessment methods include Theory Courses – Internal and End Semester exams. Indirect assessment methods include Course end feedback with stakeholders



**Course Outcomes – Assessment Process**

COs assessment is done by two means, Direct and Indirect. Both the means are further divided into two categories (Internal assessment+ External assessment) average marks of both internal and external assessment are considered in 30% and 70% respectively. The Average of indirect assessment is calculated on the feedback rating received at the end of the course. Further 80% of direct attainment and 20% of indirect attainment is considered as total course attainment. The final attainment is calculated from the average attainment obtained by all the students. The attainment level of each student can be studied and it can also be checked if the entire COS is attained or is met with the set performance goal.

**PO Attainment:**

PO attainment is assessed through the evaluation of average course attainment. This assessment is carried out by using assessment tools indirect(External+ Internal Examinations) and indirect( Course End Feedback or survey) way. The assessment results are then compared with the expected and pre-defined set goals in this regard. If the expected attainment level is meeting the set target, the PO is considered to be successfully satisfying, failing which would include a review of concerned faculty in association with DAC. IQAC then strictly monitors and directs the DAC to strive for the identification of causes of failure and the solutions that reaches the expected POs.

**2.6.3 Average pass percentage of Students during last five years**

**Response:** 80.18

**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
351	276	292	287	268

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

2020-21	2019-20	2018-19	2017-18	2016-17
421	323	357	355	386

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>  <b>Response: 3.48</b>	
File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 0

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 00

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 0

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

**3.1.3.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
06	05	05	05	05

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>

**3.2 Innovation Ecosystem****3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

The Institution has set up a powerful ecosystem that constantly entails LBD (Learning by Doing) towards innovative endeavors. The following initiatives are taken in this regard:

**Innovation Centre (IC)**

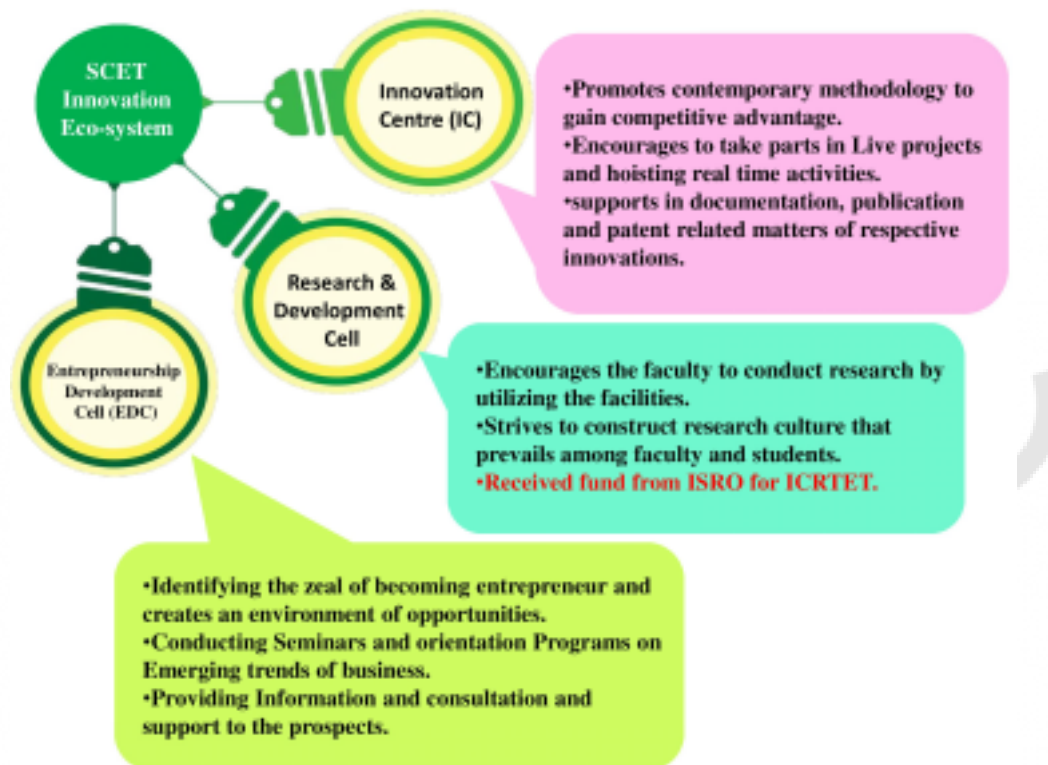
SCET Innovation center has been established and it is sponsored by Foundation for Innovation and Collaborative Education (FICE). The idea behind its establishment is to inculcate the research temperament amongst, both learners and the trainer. It is an open space where every learner has access to state-of-the-art prototyping tools, equipment, and materials. It promotes contemporary methodology to gain a competitive advantage. Students are encouraged to take part in Live projects that add their contribution to innovative product development. Various real-time activities are being hosted by the center. Brainstorming sessions conducted by the Innovation Center aids the learner to explore, sprint, and execute their designs in real-time scenarios. The center supports documentation, publication, and patent-related matters of respective innovations. The center facilitates arrangements that help in the procurement of the required tools for new product/project development and implementation.

**Research and Development Cell (RDC)**

The Institution has set up a Research and Development Cell that promotes students on their participation in various research assignments. RDC also encourages the faculty members to conduct some research activities by utilizing the existing facilities. It strives to construct a research culture that prevails among faculty members and students. It motivates the faculty members to undertake minor and major research projects from various funding agencies.

The Institute has set up a committee for the Identification and channeling of financial supports from various funding agencies like DRDO, DST, and AICTE. Along with the said financial sources, the management also plays an equally vital role in terms of financial support. **The Institute has recently received funds from ISRO for conducting the International Conference on Recent Trends**

in Engineering and Technology (ICRTET) through R&D cell. RDC collaborates with various Industries and Research Institutions for funding and cooperation. This Industry-Academia-Interface helps the cell to work collectively under expert guidance. RDC channelizes and supports the researchers in publishing their studies in renowned journals and private publications.



### Entrepreneurship Development Cell (EDC)

The Institution believes that if given a chance each individual has the capability to build his or her own entity. As a result of this belief, an Entrepreneurship Development Cell has been established.

The Cell strives to enhance the knowledge and skill set of learners through several information sources. The Cell identifies the zeal of becoming an entrepreneur and creates an environment of opportunities that nurtures such requisite of entrepreneurship by conducting orientation programs on Emerging Business Trends, Seminars on Industry Demand. This Cell enacts as a common platform for exploring and sharing innovative thoughts and ideas by providing information, consultation, and support to the prospects. The Institute has dedicated infrastructure and support team that regularly monitors the proceedings and conducts various seminars, guest lectures, workshops, and Industry Expert Talks to strengthen the entrepreneurship skills of the prospects.

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

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
05	03	05	05	03

File Description	Document
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

##### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 00

##### 3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 00

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

#### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.4

##### 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
71	190	58	29	05

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

**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.75**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
56	54	00	00	00

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The Institution believes that social responsibility is imperative and promotes extension activities on a regular basis. These activities are carried out with an aim to inbuilt core values of Service, Social Justice, Integrity, and Importance of Human relationships. These core values set forth ideals, that are required to be a civilized citizen.

SCET has set a dedicated team of NSS Units that aims to pursue excellence towards creating manpower with a high degree of intellectual, professional, and cultural development to meet the national and global challenges. The Institution is conscious of its role in campus-community connection, the wellbeing of its neighborhood and has initiated a number of community development activities such as cleanliness drives, tree plantations, and blood donation camps, etc. These are conducted every year with a high level of student participation.

A campaign on Road safety was completed on 4th Jan 2017. Students were formed in different groups and participated in several roadshows that highlighted the importance of road safety rules. "Love Safety, Marry Rules, Divorce Speed" was the motto of this campaign. Few of the major activities include World No Tobacco Day, World Environmental Day, Haritha Haram Programme, World Population Day, Literacy Day. In 2018-19 concept of Eco-friendly Ganesha was introduced and Ganesha Mahotsava was celebrated. National Service Scheme Day, Swachh Bharath, Constitution Day, World's Aids Day, Save Girl Child, National Voters Day are conducted every year as a regular practice. In AY 2019-20, Pandemic Covid 19



has badly hit the entire world and caused a huge loss to mankind. During this toughest time, the Institution has contributed by serving Covid 19 Patients. Many of our students and staff members have volunteered themselves for providing food and medical aid to the suffering families. An awareness campaign on the importance of wearing masks and maintaining social distancing was conducted on 14th September 21 during the second phase of the pandemic. A clean India program in association with Nehru Yuva Kendra R.R dist was conducted.



In view of the prevailing pandemic, the Institution organized a blood donation camp in association with the **Indian Red Cross Society**. A mega **covid -19 vaccination** drive was conducted. The Institution invited nearby locals, students, and staff members. A count of approximately 240 individuals was reported on the said day. It was a joint initiative of Primary Health Care Centre Narapally and NSS Unit SCET.

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	00



File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 52

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	11	13	13	06

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

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 46.22

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
796	756	766	731	212

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

### 3.5 Collaboration

#### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response: 72**

##### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	21	16	07	04

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

**Response: 60**

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	16	16	07	04

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

NAAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

Samskruti College of Engineering and Technology (SCET) was established in 2005. SCET campus is spread across 20.24 acres of land and is affiliated with JNTUH. The Institution offers 7 engineering undergraduate courses (CSE, CSE (AI & ML), CSE(DS), ECE, EEE, CE), and 3 Post Graduation courses MBA and MTech (CSE) (Embedded Systems). SCET campus has three blocks namely Block-I, Block-II, and Block-III.

Block-I has classrooms and labs of all engineering streams, MBA, and Administration and Accounts Section. Block –II has Central Library, Health center, women empowerment cell, other committee cells. Block-III is allocated for I year classrooms and cafeteria. The infrastructure is equipped with inherent qualities of excellent clean and green concepts with state-of-the-art ICT facilities. The Institution has adequate and pleasant ambient classrooms and fully equipped laboratories. The Institution strictly follows the norms provided by AICTE and JNTUH University for creating and enhancing infrastructure that facilitates effective teaching and learning in proportion to student strength in different streams. The Institution focuses on developing quality infrastructure for ICT-enabled classrooms, hi-tech laboratories, library with reading rooms, internet facility, parking facility, playground, and cafeteria. In addition to this, Institution is built with ultra-modern Auditorium, Conference halls, Video-Conferencing halls, Group Discussion rooms, and Seminar halls to provide state-of-the-art education to students.

#### Central Library

The library has 5,618 titles, 35,321 volumes of books, 54 journals subscription, 2 (J-GATE, DELNET, NDL, E-Shodh Sindh) online journal subscriptions, web-based resources to facilitate teaching, learning, and research activities. It is housed in an area of 636.38 sq.m with a seating capacity of 200 users. It offers a reprographic facility at minimal price to faculty and students. The timings are from 8:00 AM to 6:00 PM on all working days and 9:00 AM to 1.00 PM during Sundays and holidays. Apart from central library, each department is having separate departmental library. E-learning facility is provided which covers a wide set of applications and processes, including computer-based learning and virtual labs learning. For self-learning, reference books for all subjects are available in the central library.

#### Computer Labs

S.No.	Particulars	No. of units
1	Desktop Computers	485
2	Servers	3
3	Printers	20
4	CD writers	05
5	Routers	20
6	Anti-Virus Pack	05
7	Switches	20

8	Laptops	-
9	Projectors	8
10	Projector accessories	-
11	Scanners & Xerox	4
12	CCTV camera	24
13	WebCam	70
14	Headsets	130

### Training & Placement Cell.

A dedicated T&P Cell is located in main engineering block. It consists of two Personal Interview Cabins, two Conference Rooms, and an open waiting area. It is designed in such a way that all Training and placement activities are conducted with ease.

### Other Facilities

The Institution has also installed Closed Circuit Television Cameras (CCTV) in all the classrooms to observe academic atmosphere and safety of the students. In case of emergency, a Medical room and girl's common room are also provided in the campus.

The Institution strives to enhance infrastructure in view of technology-based, comfortable, and healthy ecosystem that is required for effective teaching and learning process.

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

#### Response:

Co-curricular and Extra-curricular activities are part of the regular academic curriculum. The Institution believes that such activities should mirror regular academics for the holistic development of the students. The Institution has defined its policy through which all the students are encouraged to participate in any of the prescribed activities in a particular academic year. Such activities include Sports, Cultural, Yoga, Art & crafts, and others.

The Institution facilitates the participants by providing attendance and special classes are conducted to discuss critical and complex concepts. The participants are provided with financial support in the form of TA and DA to the students. The Institution recruits expert Coaches and Mentors who train students with a professional approach.

List of facilities available in college:

#### Sports Facilities:

Sl.NO	Name of the facility	Quantity	Area	User rate
1	Table Tennis	3	9/5 Sq.feets	3*4=12
2	Carrom	5	.....	5*4=20

3	Chess	1	....	$5*2=10$
4	Badminton	4	13.4/6.10, meters	$1*4=4$
5	Cricket	1	60 meters	$15+15=30$
6	FootBall	1	100/50 meters	$15+15=30$
7	Hockey	1	100/50 Meters	$15+15=30$
8	Basket Ball	1	28/15 meters	$1*20=20$
9	VolleyBall	2	188/9 meters	$2*20=40$
10	Throw Ball	2	18.30/12.20,meters	$2*20=40$
11	Tennicoit	1	12.20/5.5 meters	$1*4=4$
12	Kho-Kho	1	29/16 meters	$12+12=24$
13	Kabbadi	2	13/10 meters	$2*10+10=40$
14	Athletics Track- 1	8 Lines	400 meters	100

The Institution encourages participation in intercollegiate tournaments conducted in Cricket, Volleyball, Basketball, Tennis, Table-Tennis, Athletics, etc., by providing special coaching facilities. Merit certificates and mementos are awarded to winners and runner-ups.

#### Yoga Centre:

“Yoga”, is derived from the Sanskrit language, which literally means “union”. Yoga practices combine physical and mental exercises that are needed to regulate the human body. In other words, it helps in regulating mental and physical discipline. It is very much required during the present Hi-Tech era as it helps in managing stress and anxiety by keeping a calm and peaceful body, that instills confidence among students. The Institution is keen on the fitness of students. With the objective of fitness of students, the Institution has established an extensive Yoga Center in December 2010. A dedicated team is appointed to run the proceeding of the center. In addition to this, the team conducts extensive lectures by eminent resource personalities for the benefit of the staff and the students of the college.

#### Cultural Club:

Cultural clubs are formulated to monitor and ensure the participation of all students in extracurricular and co-curricular activities. The club focuses on conducting various Cultural Fests, Technical Fests as a regular practice. It also conducts various cultural events such as Annual day, Bathukamma Day, Women’s Day, Sankranti Sambaralu, and more. The club members are elected by the senior faculty and student fraternity of the respective year. Special scholarships, Rewards, Awards are presented to the students who excel in these activities.

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 32

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 3.08

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
14.42	37.44	11.45	6.15	19.25

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The Library is said to be the gateway of knowledge and information. The Library plays a fundamental role in creating opportunities for learning. The Institution strives for empowering academic activities and provides a resource that is easily accessible. The Central Library was established in 2006 and is renovated regularly in terms of automation and digital aspect.

To improve and streamline the library operations in a more effective and efficient manner ECAP (Engineering College Automation Package) software is used which is a next-generation digital library system. This software is designed and developed by Web pros Solutions Pvt Ltd. ECAP aims at immediate availability of data in required forms that ease the work. ECAP software automates a complete Library system that can lend books, CDs, Journals, and Magazines to the account holders in the Institution. The ECAP software also consists of the Flexi report generation system for the librarian to find the number of books and cost of books (branch wise and category wise) etc. It also generates the bill details as and when needed. It represents data in the form of a report that is useful during the review.



Barcode implementation, OPAC (Online Public Access Catalogue), backup & restoring features are a few other highlights that make the process user-friendly. The ECAP software provides the modules for account holders to search, reserve, and rate the books. Its advanced feature related to search includes search by author, title, edition, and call number. The Software enables a database management tool through which entry/upload of books/magazines/journals is executed.

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership, Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)



**Response: 2.3****4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.98	1.78	2.44	2.84	2.44

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

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response: 1.32****4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 23

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The Institution is provided with an internet facility of 100 Mbps dedicated line. The Institution has upgraded to have an MoU with Reliance Communications for Jio network establishment.

The College upgraded to Intel Core I3 Systems for executing the advanced Laboratory Software like AutoCad 2018, Fusion 360, Revit, StaddPro. All the important Systems are protected/upgraded with the latest Anti Virus Software with internet security. Every classroom and Staffroom has been updated with Wi-Fi connectivity. Classrooms are equipped with ICT facilities like LCD Projector, LAN / Wi-Fi Connectivity to enhance the teaching-learning process. Few of the classrooms have N-Computing devices configured to enable Server-based Content Projection. The Institution has a total of 485 computer systems serving 1707 students to meet the ratio as per the AICTE / University norms. IEEE, Delnet, J-Gate, N-Digital, and NPTEL lecturers can be accessed from any system within the Institution.

The campus is Wi-Fi enabled. The College is upgraded with a Library Management System of ECAP software to manage all library operations. Central Computing Facility is provided with 60 systems all connected in LAN and with printer facility. The Institution has recently upgraded with all the LAN cables

from CAT-5 to CAT-6. The router has been upgraded to RBX 1100 Series for smooth bandwidth distribution. The 45 kva generator was upgraded to 125 kva. The Institution implemented Faculty Aadhar enabled Bio-metric Attendance System for the Faculties. The Institution has installed CCTV cameras for 24x7 campus surveillance. Since the IT field is continuously evolving the committed IT team is continuously upgrading the facilities through market research so that the best of the facilities are provided to the students to make the learning effective and relevant.

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 3:1

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 16.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
75.3	101.4	143.65	136.03	75

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

##### **Response:**

The Institution has well-established physical, academic, and support facilities with ample classrooms, LCD Projectors, Sound Systems, Computer Laboratories, Spacious Seminar Halls, Language Lab, Skill Development Labs, Training And Placement Cell, Workshops And Drawing Halls that helps in the successful delivery of the curriculum.

The Institution has self-defined procedures and policies for maintaining all facilities. The Institution has an Administrative Officer (AO) who monitors the maintenance of the above-mentioned facilities. AO along with the group of support staff ensures that the buildings, equipment, and all other infrastructural facilities of the Institution are well maintained. AO takes the responsibility to ensure the cleanliness of the facilities and the surroundings. The Administrative Officer also coordinates with the Institution's efforts for natural or sudden disaster preparedness (like fire, storm, earthquake, etc). AO conducts mock drills with staff and students for disaster preparedness. In addition to the indoor facilities, AO also looks after the maintenance of outdoor areas, such as playgrounds, parking areas, lawns, gardens, etc.

Infrastructure-related problems are attended to promptly by the maintenance staff under the supervision of the Administrative Officer. Faculty members, Staff, Lab Assistants, Drivers, and other service personnel are given the responsibility to maintain the equipment under their supervision and report to the Administrative Officer. Any additional maintenance assistance required is dealt with on a priority basis. To improve the physical ambience of the campus, several initiatives are taken from time to time. Some of these are listed below:

- 1.Regular painting and whitewashing of building and labs
- 2.Maintaining grounds, lawns, and upkeep of plants
- 3.Green-plantation drives
- 4.Housekeeping staff for general cleaning
- 5.For maintenance of equipment, computers, lab equipment, etc., the Institution has AMC with the relevant agency
- 6.Maintenance of AC is outsourced
- 7.Cleanliness & daily maintenance of the interior facility is done by Class IV employees
- 8.Pest control measures are adopted
9. Solid waste, e-waste, and biomedical waste are sent for recycling

Maintenance of CCTV is done by the in-house employee and is maintained in coordination through a technical resource person. ICT infrastructure is maintained by the system admin. Other maintenance-related issues are attended by the carpenter and electrician of the Institution.

Water tank cleaning is done quarterly. Stock verification of Library, Laboratories is done every six months. Sports equipment maintenance and stock are verified every six months.

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 56.64

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
758	572	790	848	886

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.38

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
57	32	14	29	32

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 49.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
679	687	604	657	722

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

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 32.66

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

2020-21	2019-20	2018-19	2017-18	2016-17
172	117	88	99	129

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 8.79

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 37

File Description	Document
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 64.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	08	07	06	13

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	13	12	11	15

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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



**Response: 39**

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	10	13	13	01

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

The Institution follows a participative approach as its core belief. An active student council is established which actively takes part in the academic and administrative decision making. The Council very diligently looks after the academic and extracurricular needs of the students. The union follows up the demands of students and ensures that grievances of students are redressed with utmost care.

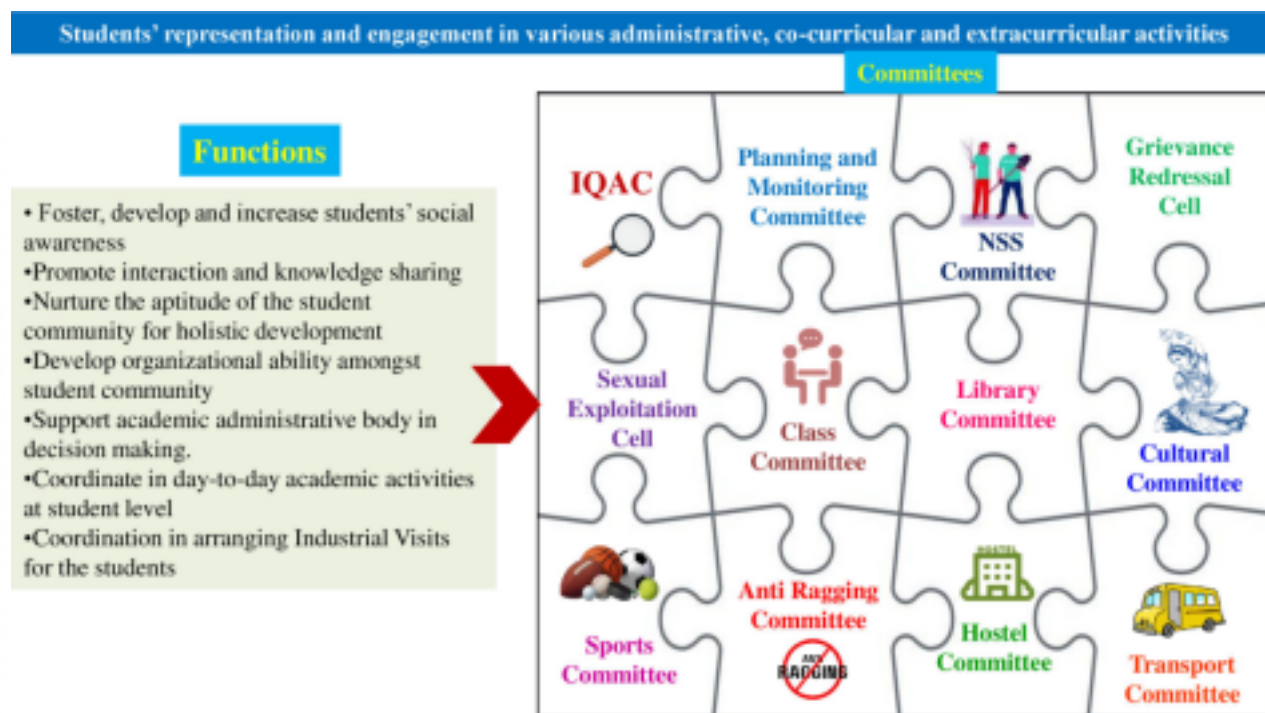
### **Student Council**

The Student Council is formed by an election process in which their peers elect a group of students to address their concerns and other issues. The council considers their ideas and thoughts on said areas. It represents students' interest in various academic and administrative decision-making processes. The student council further approves and ratifies the proposals and the decision is further forwarded for next level of opinion. It plays a vital role in the formation of various committees in the Institution.

Major functions of the Student council include

1. Foster, develop, and increase students' social awareness
2. Promote interaction and knowledge sharing
3. Nurture the aptitude of the student community for the holistic development
4. Develop organizational ability amongst the student community
5. Support academic administrative body in decision making.
6. Coordinate in day-to-day academic activities at the student level

7. Act as liaison between students and faculty fraternity
8. Conduct Cultural, Sports, and other extracurricular events with the help of respective committees
9. Coordinate in arranging Industrial Visits for the students
10. Propose resource person for conducting guest lectures, seminars & Workshops.



The Institution provides necessary support to the council and committee members in organizing and coordinating the events. It encourages the students to develop their leadership skills through these activities. It provides a platform to the council member where they can learn many organizational skills and explore team management abilities. This exposure helps students to understand and solve different administrative problems thereby making them more responsible.

#### Structure of Student Council:

- The President – Final year Student
- Convener – Senior Faculty
- General Secretaries – Student Grievance Redressal Cell
- General Secretaries – Student Library Committee
- General Secretaries – Student Sports Committee
- General Secretaries – Student Cultural Committee

The student council consists of:

S.No	Forum/Committee	No of Students	Frequency of Meetings
1	Planning and Monitoring Committee	2 Students Final Year	Annually
2	IQAC	2 Students Per Year	Annually
3	Class Committee	5 Students Per class	Twice in a semester
4	Grievance Redressal Cell	3 Students Per year	As and when required

5	Sexual Exploitation Cell	4 Students Per year	As and when required
6	Library Committee	5 Students per year	As and when required
7	Sports Committee	5 Students per year	As and when required
8	Cultural Committee	5 Students per year	As and when require
9	Anti Ragging Committee	5 Students per year	As and when require
10	Hostel Committee	5 Students per year	As and when require
11	NSS Committee	5 Students per year	As and when require
12	Transport Committee	5 Students per year	As and when require

These activities help students enhance skills like leadership, interpersonal, empathy, communication, and Self-discipline and transform themselves into holistic people.

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

**Response:** 6.4

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	10	8	5

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

The concept of Alumni Association evolved for needs from both ends, i.e. academicians and professionals. The main objective of the Alumni association is to fill the gap by building a bridge between student life and professional life. Both the said ends shall work hand in hand to help each other for achieving the goal. The idea took shape and the formation of the Alumni Association turned into reality.

The Institution has formed an Alumni Association. SCET Alumni association has been established with the mission of reconnecting and maintaining a lifelong connection between the Institution and its Alumni. It contributes to institutional, academic, and infrastructural development. Alumni are said to be the brand ambassadors of any Institution they add value to the reputation of the Institution with their influential status in society. SCET ex-students are outshining in the world and are taking the name of our Nation and their Alma Mater to greater heights. The main function of the SCET Alumni Association includes conducting Formal Alumni Meets. Such meets create opportunities that enable Alumni to reunite with their friends and faculty members, revitalize their memories and share experiences of their past and present life. At the same time, it also enables us to receive constant updates on Alumni members. This update enables structured engagements with Alumni for mutual interests and gains.

SCET Alumni Association organizes Alumni Meet periodically and collects feedback. Suggestions and feedbacks are considered and worked upon towards the betterment of the Institution and students.

Feedback data is used to update the teaching and learning process, particularly to implement value-added courses or add-on-courses which help to fill up the gap between the curriculum and industry requirement.

Alumni are involved in the following tasks:

**Academic Advisory Committee:** Alumni are part of the academic advisory committee that suggest add on courses requirement.

**Internships:** Alumni provide hands-on experience for students for their professional development and help in acquiring internship projects through their connections.

**Placements:** Alumni create job opportunities for the students by introducing their current employer.

**Lectures and Seminars:** Alumni enlighten and guide young minds with their technical skills and expertise by engaging students in thought-provoking practical sessions. In this context, the Alumni lecture series is arranged by departments during which Alumni interact with the students and share their expertise.

**Financial means:** The Alumni Association extends financial help to economically backward and deserving students.

The Alumni Association of SCET is strong and rich with members from multidisciplinary fields. Alumni are SCET products who have set a benchmark in their own field as an employee, employer, or entrepreneur. Alumni Association is one of the foundation pillars of the Institution.

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### VISION

To be an Institution moulding globally competent professionals as an essence of noble values.

##### MISSION

To transform the younger generation into technically competent, ethically sound, and socially committed professionals by providing a vibrant learning ambiance for the welfare of humanity.

The vision and mission statement states the Institution's divergent goals that satisfy the needs of all the stakeholders. The Institution strives on building a young mind who would become a combination of techno-socio and ethically competent professionals.

In consonance with the vision and mission and the norms of AICTE and UGC, the college management constitutes a Governing Body that leads the organization through a pre-defined and goal-oriented pathway.

The Statutory committees like Governing Body, College Academic Committee (CAC), Department Academic Committee (DAC) consist the Principal, Heads of all departments, and the IQAC Coordinator. Non-Statutory committees like Women Empowerment Cell, Grievance Redressal Cell, Anti Ragging Committee, etc. are constituted, where faculty members are responsible for policy formulation and its implementation.

The Institutional rules and regulations are framed under the guidance of the Governing Body and the CAC. The Institution ensures a positive space for a strategic environment that aids young minds in developing global competency.

As an initial step to the above-mentioned strategical implementation, academic planning is discussed and framed. The CAC (College Academic Committee) works on the planning of academic schedule, faculty requirements and frames an academic calendar for effective delivery. It also administers the academic plan execution and strives for effective utilization of resources. It constitutes a feedback mechanism that further supports result analysis and further R&D-related activities. The academic plans are further reviewed by the Principal and implemented accordingly.

The Governing Body also frames an Institutional norm that clearly defines the recruitment policies, service rules, leaves rules, administrative system, and practices. It addresses infrastructural requirements, maintenance, security arrangements, coordination of events and conferences, alumni affairs, hostel, and transport-related matters.

In line with the vision statement, a Career Guiding Cell (CGC) is formed. The main objective of CGC

revolves around the constant polishing of young minds which includes CGT (Career Grooming training) and CRT (Campus Recruitment Training) sessions. The CGC plans a detailed road map right from the beginning of I year. The CGC comprises four major wings:

1. Industry Collaboration Wing.
2. Placements Wing
3. Training Wing
4. Entrepreneurship Wing

The Institution strives for continual progress in terms of innovative improvement. Feedback and ideas from Alumni and other stakeholders are invited and considered in this regard.

The Governing body constantly monitors the process and advice the CAC on various issues related to Infrastructure management, facility management, and other non-statutory matters like anti-ragging.

The Governing Body duly allows a provision of financial resources to upgrade infrastructure, implement new R&D projects, upgrade laboratories, library, classrooms, usage of ICT-enabled tools, and sports facilities. The Institution is governed effectively in all endeavors to achieve its vision and mission.

#### **6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

##### **Response:**

*“The effective leader recognizes that they are more dependent on their people than they are on them.”*

##### **Brain Tracy**

The Institution follows the above quote in its true sense. It believes in participative management and decentralization. All the statutory and non-statutory bodies are formed by collectively discussing with all the stakeholders.

The Institutional Organisation Chart comprises of below key role holders that portrays its decentralized characteristic:

1. Governing Body
2. College Academic Committee
3. IQAC
4. Administrative Council
5. Management
6. Stakeholders

##### **Governing Body**

Governing body plays a vital role in recommending the optimal usage of human, financial, and infrastructural resources of the Institution by formulating strategic policies and norms. Its sole

responsibility is to make binding decisions by establishing rules and regulations. It consists of the Chairman, Secretary, and Correspondent, Board of Directors, Executive Council, Treasurer, and Academic Committee. The Governing Body monitors the entire process and acts as a steering committee that abides by laws and regulations.

### **College Academic Committee**

College academic committee formulates the academic plan by forecasting faculty requirements, teaching hours, resource allocation, ICT tools arrangements, and other requirements. It forms an academic calendar as per the guidelines given by JNTUH. Evaluation Committee is another important part of the College Academic Committee that implements the entire examination process as per JNTUH guidelines. It includes the Principal, HODs, Examination Controller, Departmental Academic Council (DAC), Dean of Academics.

### **IQAC (Internal Quality Assurance Cell)**

The Head of the Institution, Chairman, Director along with all departmental representatives forms an IQAC. The main aim of IQAC revolves around planning, guiding, and monitoring quality assurance and enhancement activities. It is a statutory body that promotes effective efforts and measures that are needed for the holistic excellence of an Institution.

### **Administrative Council**

The Administrative Council is responsible for all non-academic functions of the Institution. It is an intermediary body that plays a significant role in logistics assistance to the Institution. Administrative Council formulates policies related to general office management, transport management, asset management, safety, and security management. Administrative Council consists of Admin Officer (AO), Transport Incharge, Physical Directors, Security Incharge.

### **Management**

The Chairman, Board of Directors, Secretary, and Correspondent form the Management. Management plays a strategic role in any Institution. It is the directing and guiding force of any Institution. The four primary functions of management are Planning, Organizing, Leading, and Controlling. The Management is responsible for providing resources to attain Institutional goals. The Management allows substantial independence to the constituted committees and accepts inputs from their expertise in decision-making.

### **Stakeholders**

Stakeholders include students, parents, alumni, and faculty members. Students are the most important stakeholders. The Institution invites timely participation of student representatives at various stages. Parents are invited during the formulation of any policy that deals with student welfare. Alumni Committee is formed, and timely suggestions are invited to formulate a feedback system. Faculty members play a crucial role in efficient functioning of the Institution. The CAC conducts periodical meetings with all stakeholders to get their inputs and strive incessantly to improve the quality of education.



## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Strategic planning is termed as a process of defining future state vision, directing and allocating institutional resources to pursue its mission or goal. Strategic planning involves various steps right from the formulation of policies to execution. In other words, it not only formulates the policies but also regulates the implementation.

SCET follows a strategic plan that aims to develop Institution premises by incorporates advanced infrastructure and upgrading existing facilities. These plans are pre-defined metrics that strive for the constant growth and development of the Institution. The Institution keeps a provision of ample monetary and non-monetary resources that promote research and development activities towards a continued development of the Institution.

SCET has adopted a contemporary strategic plan that takes its idea from SWOC Analysis. This analysis is Stakeholders used to identify strengths, weaknesses opportunities, and challenges that may encounter during the implementation process. The effective utilization of available resources, timely upgrading existing resources, grabbing all the available opportunities in terms of innovative learning solutions and a pre-defined mechanism to forecast the cross Stakeholders cutting issues and implementing its remedy are a few of the metrics that are being followed as a regular practice.

Below mentioned strategic plans are included in the Institution's perspective plan that strives to attainment of the Vision and Mission of the Institution.

- **Innovative Learning Methodology:** This methodology involves identifying various learning levels and providing respective solutions by incorporating contemporary learning methods such as adopting the Student Centric approach, which leads to a unique learning process that runs in a smooth and playful manner. Technology Enabled Learning process is followed to win the competitive advantage.
- **Research Focus:** It focuses on National Collaboration for synergy, planning, and establishment of COEs and RCs for knowledge generation.
- **Empowered and responsive Ecosystem:** The act of empowering someone is termed as Empowerment. It ranges from strengthening to the efficient building. The Institution believes in the continuous adaptation of technical advancement for empowering students or the teacher for a win-win situation. Teachers follow a responsive mechanism that increases learners' accountability towards the desired outcome.
- **Enriched Training Programs to meet Industry Requirements:** A dedicated cell is established to polish the young minds, to enlighten learners on the emerging technical demand. These cells constantly work on increasing the employability quotient of the learner.

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

#### Response:



A brief of various Institutional Bodies that are responsible for the effective implementation of strategic policies is as below.

### **Governing Body**

Governing body plays a vital role in recommending the optimal usage of human, financial, and infrastructural resources of the Institution by formulating strategic policies and norms. Its sole responsibility is to make binding decisions by establishing rules and regulations. The Governing Body monitors the entire process and acts as a steering committee abide by laws and regulations

### **Academic Advisory Council**

Academic Advisory Committee Function Involves planning of add-on courses, value-added courses, vocational education, and training. It also suggested a route map on the formation of the academic calendar.

### **Research and Development Cell**

This cell mainly focuses on incorporating innovative and contemporary teaching and learning methodology. It also throws light on various emerging technological advancements to be adopted.

### **College Academic Committee**

College academic committee acts as a liaison between governing body and management. It formulates the academic plan by forecasting faculty requirements, teaching hours, resource allocation, ICT tools arrangements, etc.

### **IQAC (Internal Quality Assurance Cell)**

The main role revolves around planning, guiding, and monitoring quality assurance, and enhancement activities. It is a statutory body that promotes effective efforts and measures that support the holistic excellence of an Institution.

### **Administrative Council**

It is an intermediary body that works on logistics assistance to the Institution. Administrative Council formulates policies related to General Office management, Transport Management, Asset Management, safety, and security management.

### **Department Academic committee**

DAC meeting is conducted twice per semester. DAC majorly monitors the academic activities of the department to achieve continuous improvement.

### **Career Guidance Cell**

The main moto of CGC is to promote:

- Employment
- Higher Studies
- Entrepreneurship.

To increase the employability quotient, CGC establishes a gradual training plan which goes hand in hand with the academic syllabus. CGC works in building strong networks in the HR fraternity to fetch recruitment opportunities of various Industries.

### **Grievance Redressal Committee**

Functions to attend the Grievances of the students in respect of academic activities, transport, canteen, etc.,

### **Women Empowerment Cell**

Functions to enhance the self-esteem and self-confidence of women students, staff in the college to promote intellectual and cultural activities for overall personality development of women students and staff.

**Alumni Association** Alumni Association is to arrange annual Alumni Meet. Alumni Association focuses on taking inputs from Alumni for the betterment of students.

### **Service rules**

The rules related to the leaves, maternity rule, and others come in this category. Pay, allowances, increments, and promotions are to be paid as per the norms

### **Recruitment Policy**

The Faculty Selection is strictly based on the performance of the candidate; the weightage allotted is also given below:

1. Test of subject knowledge (40%)
2. Academic Record and Experience (15%)
3. Lecture Delivery Demo (20%)
4. Aptitude for teaching and research (15%)
5. Overall impression (10%)

### **Promotional policies and Faculty Appraisal**

Designations to the faculty and promotional policies are implemented as per the AICTE norms and JNTUH University ratification results. Increments are provided to the faculty by analyzing their appraisal

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

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

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

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

SCET believes in the famous quote, “Success is best when it is shared”

Employees are the human capital of any organization and anything done for the social and intellectual comfort of the employee over and above the remuneration is termed as employee welfare. Employee recognition and appreciation lead to the success of any organization.

The Institution believes that employee welfare is imperative on its part. The various Welfare measures that are being practiced in the Institution are as below

**Healthy Working Environment:**

A healthy and competitive, supportive, and professional work environment is provided to the faculty members.

**Educational Aid**

The Institution believes in the continued growth of its employee. It provides them a chance to upgrade their qualification to acquire higher educational degrees by granting study leave and supporting them in availing of educational loans.

Other facilities in terms of Infrastructure, library, equipment, required software, and other resources for the researchers are made available. Encouragement is provided to present and publish research papers.

- Support to undertake minor/major research projects.
- Training programs for the new entrants to improve their teaching skills.
- Reimbursement of membership fees of the professional bodies to the faculty.

**Statutory welfare measures**

The Institution provides various statutory welfare measures that comfort the working process.

- Transport facility.
- Maternity benefit.
- Hostel facility.
- Basic amenities.

**Financial Aid**

The institution provides special leave and financial assistance for staffmembers to participate in seminars /workshops /conferences/training that is needed for professional development. Fee concession is given to the children of economically backward staff.

- Encouragement to acquire computer operating skills.
- Festive Bonus for Diwali and Sankranti.
- Appreciation and incentives to faculty for their professional achievements.

**Other Benefits**

- Grievance Redressal Cell.
- Subsidized canteen facility.
- Yoga classes for physical & mental fitness.
- Medical and health camps.
- Fire safety, CCTV cameras to ensure safety and security.
- Cultural Celebrations (Bathukamma,Dussera,Sankranti etc.)

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

**Response:** 21.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	40	03	26

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response: 5.4**

#### 6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
01	09	04	08	05

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response: 22.32**

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
68	68	02	00	00

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

SCET believes in the famous quote, “Success is best when it is shared”

Employees are the human capital of any organization. Employee recognition and appreciation lead to the success of any organization.

Performance appraisal can be defined as a process of identifying, evaluating, and developing the job performance of the employee and their contribution towards the growth of any organization.

The Institution follows a systematic appraisal mechanism. As stated above “Success is best when it is shared” in view of promoting the above statement the Institution follows a systematic appraisal mechanism. Researches have proved that a highly satisfied employee delivers high productivity that aids in professional development.

The functional features of the Performance Appraisal process are as follows:

1. 360 performance review
2. Feedback Review
3. Self Appraisal Report Review

An annual performance review is conducted by the immediate head of the concerned department. Periodic feedbacks are taken into consideration. Further, a self-appraisal report is expected to be submitted by every faculty member to the HoDs of the concerned departments.

Based on the above reviews different evaluation metrics is carried out and scores are given. The process of evaluation involves: Feedback by Student, HOD, and Principal

Student feedback is collected through the feedback forms. All the students from each and every class and section are expected to rate the faculty on various parameters such as subject knowledge, presentability, responsive behavior, medium of instruction, delivery pace, etc. The Principal understands the student community reflections and shares them collectively and individually across the staff. If there are any issues of concern, the faculty member is facilitated to overcome the lacunae without lowering his/her self-esteem. Wherever required, counseling is provided to staff in order to help them improve their professional capabilities.

In addition, the annual self-appraisal is conducted by issuing a specific format i.e. Faculty Appraisal Form (FAF), based on which the Principal writes a report and the same is sent to higher authorities. The participation of the teachers in various Institution affairs is closely monitored by the Principal. All the

above scores are recorded in the Faculty Appraisal Form. (FAF)

Based on the above overall Score is calculated and a 3 leveled score is given to the appraisee.

\* Level 1: 100 Marks (Teaching, learning & evaluation)

\* Level 2: 50 Marks (Co-Curricular, Extension & Professional Development)

\* Level 3: Variable Marks (Research & Development)

Performance Appraisal for the non-teaching staff

The appraisal of non-teaching staff is done under the supervision of the office. An annual performance report is prepared based on the daily activities performed. In case of non-compliance, The staff is advised to make possible changes and improve performance accordingly.

The feedback given by the Officer In charge is analyzed by the management and decisions are taken accordingly.

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

In order to regulate the financial and non-financial activities, the Institution has established a two-way audit system. This includes internal as well as external audits.

Internal audit deals with examining issues related to internal practices and the effective implementation of the same, whereas external audit deals with examining all financial statements that are recorded duly in terms of all monetary affairs.

Accounts department headed by Manager (Accounts) who maintains financial accounts daily and prepares all financial statements and submits them to all statutory bodies like AICTE, UGC, JNTUH, and State Government as and when required.

#### Internal Audit Committee (IAC)

The Principal constitutes an Internal Audit Committee (IAC) . The IAC verifies all the financial transaction statements by checking Cashbook, Bank accounts, Ledgers, Bills, Vouchers, and statement of cash position and cash flow physically and conducts sample checks on the heads of various accounts, balance dates, and postings.

#### External Audit Committee(EAC)

The Management suggests external auditors and The Principal constitutes an External Audit Committee

along with the said auditors.

The EAC verifies all the Annual financial transaction statements by checking Cashbook, Bank accounts, Ledgers, Bills, Vouchers, and statement of cash position and cash flow physically and conducts sample checks on the heads of various accounts, balance dates, and postings. A detailed report is then submitted to all the statutory bodies.

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

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

**Response:**

##### **RESOURCE MOBILIZATION**

The Institution follows a systematic mechanism for mobilizing resources and ensuring transparency in the financial management of the Institution. Resource mobilization primarily depends on enriching the quality of education and the reputation of Institution.

SCET in line with the JNTUH prescribed norms fixes a fee structure based on the successful track record of placements, academic record, and highly competent faculty resources. Once ample funds are raised, the budget allocation is done in order to meet day-to-day financial requirements. Head of the Institution ascertains expenses incurred for implementing Institutional plans. The Institutional level budget is prepared every year by considering various components such as

- Providing laboratory facilities (Recurring and non-recurring),
- Research and Development activities.
- Internet connectivity, campus electricity, and telephone charges



- Sponsoring faculty members for seminars, workshops, and conferences
- Construction and maintenance of buildings, salary to teaching & non-teaching staff.
- Purchase of books and subscribe to journals in library
- Organizing events in the college such as College Day, Tech-fests, and Sports Day.
- To purchase any essential equipment or other major items, the heads of respective departments propose requisition to the Principal for sanction.

Quotations are then assessed, the comparative statement is prepared, vendors are called for personal discussion and after comparing all quotations and services from various suppliers, orders are placed. This ensures that the right equipment is purchased at the most competitive price. Further accounts of the institution are subject to internal and external audits. Any discrepancy in internal audit is brought to the notice of the Principal. The budget is prepared at the beginning of year and actual expenses incurred during the year are compared with the allocated budget and any major variation is discussed by the Principal with the concerned person.

The college is self-financed and receives no funding from the Government. It solely depends on the tuition fees collected from the students. The following are the different ways of mobilizing the funds in the Institution.

### **1. Tuition fee:**

The major source of revenue generation is tuition fees collected from students. The appropriate fee is fixed, as per the norms, by the Fee Regulatory Authority of the Govt.

### **2. Rentals:**

Computer labs and test centers generate revenue by providing space and resources to various competitive exams.

### **3. CRT Fee:**

CRT fee is collected annually. This fee includes expenses incurred on hiring external industry experts for delivering CRT Sessions annually.

## **RESOURCE UTILIZATION**

The resources are utilized for the following as per the approved budget.

1. Employee Salaries & benefits are a major component of expenditure.
2. Furniture, Laboratory Equipment, and Consumables, etc.
3. Library.
4. Skill Development and Innovation
5. CRT fee is utilized in order to conduct Training & Placement activities, which includes CRT Sessions like Industry Experts Talk Shows, Industrial Visits, etc.
6. Software procurement, up-gradation, and maintenance.
7. Wi-Fi, Internet & Networking.
8. Student Services - NSS, Sports.
9. Power and fuel.

10. Printing and Stationery.
11. Postage and telephones.
12. Affiliation and Renewals.
13. Travel and conveyance.
14. Repair, Replacements, and Maintenance.
15. Taxes and licenses.
16. Scholarships to merit and poor students.
17. Campus maintenance.
18. Extra-Curricular Events.
19. Miscellaneous expenses.

## 6.5 Internal Quality Assurance System

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

#### Response:

SCET has constituted the Internal Quality Assurance Cell (IQAC) in March 2015 for the continual enhancement in terms of quality of the Institute in all aspects. The College Academic Committee (CAC) used to play the same role before the establishment of IQAC.

The Internal Quality Assurance Cell (IQAC) was established as per rules and guidelines prescribed by NAAC.

#### Objective:

The main aim and policies of IQAC are quality enhancement, quality encouragement, and quality sustenance in all academic and administrative activities.

#### Major Functions:

1. Policy Formulation on academic curriculum
2. Framing strategies on quality parameters
3. Teaching-learning process
4. Evaluation System
5. Academic audit
6. Documenting quality improvement activities.
7. Arranging Workshops on quality developmental activities.
8. Maintaining continuous feedback systems of all the stakeholders.
9. Organizing inter and intra Institutional workshops, seminars on quality related themes
10. Ensuring Quality Assurance, Quality Encouragement and Quality Sustenance in all Institutional practices

#### Work Flow:

IQAC organizes meetings with stakeholders like management, staff, non-teaching staff, students, alumni, PTA, experts, and industrialists. The IQAC discusses enhancing quality assurance in all Institutional activities. IQAC evaluates the academic quality of the Institution and academic performance of staff and students' progression and infrastructure facilities, like well-equipped lab and improving modern internet facilities in the library.

IQAC strives to facilitate a learner-centric environment conducive to quality education with participatory teaching and learning process. It collects feedback responses from students, parents, and other stakeholders on quality-related Institutional processes and implements suggestions for the continuous quality improvement of the Institution. It Acts as a statutory body for the adoption and dissemination of quality practices. It ensures quality and integrity to stakeholders.

### **IQAC initiatives:**

#### **1. Online Certification Courses:**

IQAC suggested introducing certification courses in the year 2019-20. This was implemented in the year 2019-20. Students and faculty were encouraged to enroll in the online courses offered by various platforms such as NPTEL, COURSEERA, etc. to gain the domain and interdisciplinary knowledge. These courses will improve self-learning skills and creativity.

#### **2. Infrastructure:**

- The institute upgraded system processors from I3 to I5 and a few from Dual core to I3.during the last five years.
- Internet bandwidth of 70 Mbps in 2017 was enhanced to 80 Mbps in 2019 and 100Mbps in 2020 through multiple ISP connections.
- The central library was upgraded from 2440 volumes to 35321 volumes.

#### **3. Career Grooming Cell:**

Though the Training and placement cell was operational from 2010 onwards, IQAC suggested upgrading its functions, and as a result, training was made mandate in terms of increasing the employability quotient of the students.CGC also organizes various career counseling sessions to make, shape, and build their career.

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

#### **Response:**

The main aim of IQAC is quality enhancement, quality encouragement, and quality sustenance in all

academic and administrative activities. The term “learning process” speaks to the understanding that every student learns differently. Technically, a student’s learning style refers to the preferential way in which the student absorbs, processes, comprehends, and retains information. The IQAC reviews the teaching and learning processes continuously and makes an evaluation in the teaching and learning process. IQAC evolve strategies to enrich the required and updated curriculum based on the feedback obtained from students, Teachers, Parents, Alumni, and Academic experts. The members of IQAC periodically review the progress of CO and PO attainment levels in each department.

### **Teaching-learning Process**

- 1.Content Delivery
- 2.Assessment
- 3.Feedback

As the first and initial step the faculty prepares course files with details of the Course Objectives, Course Outcomes, Modules, Reference Material, Teaching Plan And Credits, at the beginning of the academic year. The course file includes lesson plans, course outcomes, and attainments along with information on teaching methodologies such as ICT-based teaching through Power Point presentations, Group Discussions, Motivational Videos, etc.

### **Assessment is categorized as below:**

- 1.Descriptive Test,
- 2.Assignment Test,
- 3.Internal Laboratory Assessment,
- 4.Seminars and Projects Performance Test

Question Paper setting is done in such a way that it matches learning outcomes (COs) and their assessment and mapping with Program Outcomes is also done. The internal assessment focuses on two areas, Theoretical and Practical learning through a translucent process. Internal assessment on theoretical courses is consummated by way of two Mid-Term examinations. Each Mid-Term examination includes an objective, descriptive, and assignment test. A Departmental level Project Review Committee (PRC) is constituted to maintain a crystal clear evaluation that includes the Head of the Department, a Senior faculty, and respective Guides. Project Review Committee (PRC) reviews the projects on a periodic basis. A continued assessment process is followed to record the gradual progress of a student. The PRC then shares the statement of evaluation and remarks with the respective batches.

### **Feedback:**

IQAC initiated online student feedback during the recent pandemic situation, where digital classes were conducted. Feedback is collected in the middle and at the end of the semester to assess the teaching proficiency of the faculty. Feedback covers the following attributes punctuality, syllabus coverage, clarity of presentation, motivational abilities, maintaining discipline in the class, and fairness of evaluation. The Internal Quality Assurance Cell (IQAC) plays a major role in maintaining quality and transparency in terms of fair conduction of examinations and continuous internal assessment.

The Internal Quality Assurance Cell (IQAC) strictly monitors all the proceedings and any discrepancy if any or deviation if found is immediately brought to the notice of the Officer-In-Charge of Examinations

and College Academic Committee (CAC). An immediate course of action is being taken in such reported cases.

#### 6.5.3 Quality assurance initiatives of the institution include:

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

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

<b>File Description</b>	<b>Document</b>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

“A gender-equal society would be one where the word gender does not exist: where everyone can be themselves.” - Gloria Steinem Source I for Her.com

In other words, Gender Equity is the social phenomenon in which men and women are treated equally. It prevents violence against women and girls. It's essential for economic prosperity. Societies that value women and men as equal are safer and healthier.

SCET follows an approach that is devoted to exhibiting gender bias culture. The Institution considers Gender Equity as its explicit goal is by utilizing care and gender theories. The acknowledgment of care and equity prevails in Institutional Ecosystem. SCET has taken various initiatives in sensitizing the community about the role of women in society both within and outside the campus.

##### Major Initiatives include:

1. Women Empowerment Cell
2. Women Sports Activities
3. Balanced Human Resources
4. Special Leaves for Maternity Break
5. Diversity Hiring

##### Women Empowerment Cell “Saadwee”

“Saadwee” was formed to empower the women students of our college to inculcate leadership qualities and instill self-confidence in them. Aiming at intellectual and social upliftment of the female students, the cell stands for facilitating women's empowerment through guest lectures, seminars, awareness programs, and other welfare activities for the women.

##### Sports Activities:

Sport has the power to change lives. Women in sport defy gender stereotypes and social norms, make inspiring role models, and show men and women as equals. The Institution strives in encouraging girl students into sports. Our girl students have won various matches in various state-level tournaments held in different colleges.

1. SCET Women Kabaddi team won State level Championship hosted by Srinidhi College, in 2021, where 15 colleges participated
2. SCET Women Throwball team won State Level championship hosted by Tirumala Engg College, in 2018 where 25 colleges participated.
3. SCET Women Kho-Kho Team won the State level championship hosted by KPRIT in 2019, where

18 colleges participated

4. SCET Women Carrom Players Ms. Sowmys and Varshini won a Carrom-Doubles match hosted by Anurag CVSR College, where 32 colleges participated.
5. SCET Women Table Tennis Player Ms. Kiranmayi won the match hosted by Srinidhi College, in 2018 where 20+ colleges participated

### Balanced Human Resource

SCET follows human capital theory and believes that there are significant benefits to fostering a cooperative approach. The Institution has a well balanced human pool with almost 50% women staff.

### Special Leaves for Maternity Break

As a token of salute to motherhood SCET issues special leaves to women staff regarding maternity break.

### Diversity Hiring

It has been observed that many well-educated women sacrifice their careers by serving their families. SCET has a special consideration on such cases. The Institution devoted special vacancies to encourage second innings of such cases.

Under the above campaign, SCET has recruited women staff who was on a career break due to personal reasons i.e. marriage and maternity. As a reference, Ms. P Yamuna was given a break to restart her career.

Inference: SCET Management celebrates womanhood by fostering a cooperative approach in all Institutional affairs.

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** B. 3 of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management

- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

### **Response:**

SCET usually produces about 50 kg of waste per day. While dry waste is given away to recycle, wet waste is used for composting. In the end, none of the waste generated ends up in landfills and incineration. 3R approach and prudent budgeting are adopted in the collection, segregation, and disposal. The generated waste is separated effectively and is being disposed off by college to make campus clean and hygienic.

### **Solid Waste Management**

The major solid waste materials generated in the college include horticultural waste, such as dried leaves or plant clippings from the lawn, paper, plastic, wrappers, glass, cardboard, and food wastes from canteen and hostel. These wastes are collected by placing waste bins at various locations on the campus. Out of this, approximately 40 kg of wet waste is used for composting in a biogas plant and composting. The collected food waste is deposited in the biogas plants. The gas produced from the biogas plant is used for cooking purposes. The hostel mess is equipped with a Biogas Plant. Other biodegradable waste materials are processed by using a bin composting units in the campus with firm endeavor of promoting recycling of waste and manure is utilized in campus garden.

### **Liquid waste Management**

The major liquid waste includes effluents from toilets and laboratories. These are collected in separate septic pits and allowed to settle into soil. Since the effluent pits are not located near any water bodies and the college is situated in soil area, the effluent water gets naturally filtered. The college has a proper drainage facility to drain off the excess liquid waste into municipal drains safely to avoid stagnation. The wastewater generated is collected in a pit for filtration and used for greenery.

### **E-Waste Management**

In SCET computers, printers, and other ICT equipment are either disposed of through a buyback scheme, or the e-waste generated in the campus is collected and disposed of through dealers by inviting tenders. Besides this, all kinds of electronic waste, such as battery cells and useless electronic devices, are given away to scrap dealers twice a year. Periodic checking is done to ensure proper disposal of non-working electronic items. SCET ensures that its usage of technology and generation of e-waste does not impact environment.

Department and society level activities pertaining to e-waste management are encouraged. Awareness Initiatives Outreach and education are of utmost importance so that all members of the campus community may value the objectives of policy and aid in its implementation. That's why SCET supports and encourages awareness campaigns, seminars, workshops, conferences, and other interactive sessions to facilitate effective implementation of Green Campus, Energy, and Environment policies. SCET encourages all departments and specific student societies like Green society, NSS, and others to organize events, competitions, and training sessions that brings positive environmental changes at grass-root level. The



Institution supports departments and student societies in moulding students into active agents.

1. More provisions for the disposal of Institutional e-waste.
2. e-waste does not impact the environment.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell / Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

**Response:** A. Any 4 or all of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** A. Any 4 or all of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

Samskruti College of Engineering and Technology (SCET) is having an all-around environment where human differences are exclusively accepted and valued by creating an atmosphere that upgrades a sense of belongingness. Each person is respected and valued for his /her individuality, is recognized and developed, and their performances are utilized effectively. The staff and students are equally valued so that everyone can participate and flourish. The Institution maintains complete transparency in admissions conducted on an excellent basis. The Institution believes in the fairness of all cultures and traditions, as it is conspicuous from the fact that students belonging to different caste, religions, and regions are studying in the college without any prejudice. There is no sorting out or discriminating the students on the basis of their socioeconomic, regional, lingual, or communal circumstances. Equal opportunities are provided to the students to participate in numerous activities conducted disregarding their caste, creed, religion, and region. The Institution has an NSS (National Service Scheme) wing to magnetize a sense of unity, discipline, and harmony. The anti-ragging cell acts as a key factor in maintaining tolerance and harmony among students. Not even a single incidence of ragging has been reported yet, which shows the efficient working of the cell. Grievances redressal committee is also constituted to address the grievances among students. No serious grievances have been reported till date. The girls are encouraged to take up leadership roles and participate actively in all student activities. Events to upgrade gender equity are also conducted. Industrial visits expose students to pragmatic challenges and also make the students from different backgrounds adapt to one another to create tolerance and harmony in the Institution. On 12th January, National Youth Day is celebrated every year. The Institution encourages youth innovation for human and planetary health, cultural events, organizes plays, skits, competitions, invites guest speakers, educates the

students and makes them aware of their social responsibilities, and understands the implications of their actions. The Institution celebrates cultural fests like Bathukamma, Sankranti Sambaralu, eco-friendly Lord Ganesha festival. Students are motivated to participate in numerous co-curricular and extracurricular activities to make them inter-weave with one another and share their opinions. The Institution provides merit scholarships as financial support to economically weak students and conducts aptitude and general knowledge classes for all students to help them for their competitive exams. Central Library has a facility to issue books from the book bank to SC/ST. Remembrance days like Women's day, Teachers' day, Yoga day, World Population Day, World Environment Day, and national festivals are also celebrated with great enthusiasm in the college. Conduction of such events inculcates students with the understanding of regional, linguistic, communal, socioeconomic, and other diversities.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Samskruti College of Engineering and Technology believes in its obligatory duties in sensitizing the faculty and students about their constitutional obligations. The Institution understands the need for embodying the principles of responsible citizenship for the nation's development. The life of a student is not just limited to classroom learning. In fact, as building blocks for the future of the nation, students need to be aware of their duties and responsibilities as citizens through extended activities. In the Institution, national days like Republic Day and Independence Day are celebrated every year to instill a sense of national pride among the students. Many cultural and literary events like essay writing, elocution, singing, and dancing with themes of patriotism are conducted on the occasion of national festivals. Constitution Day, also known as National Law Day, is celebrated on 26th November every year to commemorate the implementation of the Constitution of India. Seminars and events such as debate, elocution, and quiz are conducted to make students aware of our constitution and its guiding principles. An awareness program on the importance of the right to vote was conducted. Students were encouraged to enroll as voters and cast their votes as their obligatory duty. Armed Flag Day was conducted to pay tributes to the brave soldiers. Students raised funds for the suffering families of armed forces. The Institution observes National Unity Day or Rashtriya Ekta Diwas on 31st Oct, the birth anniversary of Sardar Vallabhai Patel to celebrate the unity in diversity of our nation. The vigilance awareness week is observed between 27th October to 2nd November annually to sensitize the faculty and students about corruption. The students and faculty take an "Integrity Pledge" on vigilance day. 'Human Values and Professional Ethics' are taught as a course in one of the semesters. This course facilitates an enhanced understanding of the principles governing life, society, and career. Seminars on Human Values and Professional Ethics are conducted to enable the students and faculty to understand human ethics and values. Initiatives like Swach Bharat, Avoid Plastic and Haritha Haram (Go-Green) are conducted to make the faculty and students environmentally conscious. Gender equity and harmony are promoted by organizing awareness programs on girls' safety and security. Students have also shown their social responsibility by participating in digital literacy camps after

demonetization to facilitate digital transactions among the digital illiterates in nearby villages. NSS unit has adopted some villages and conducted a number of community benefit programs like Swach Bharat. The Institution thus takes timely measures to sensitize students and employees of their constitutional obligation.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1.The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Samskruti College of Engineering and Technology celebrates special events like national and international commemorative days to instill a sense of responsible humans in the lives of students and staff. The days make us recollect the incredible past moments and cherish the achievements of our founding fathers. The Institution celebrates “State Formation Day” with aplomb and with colorful illuminated lights. Teacher’s Day is celebrated every year on 5th September to pay tribute to Dr.Sarvapalli Radhakrishnan, former president of the country and missionary of education. Students take initiative to know the importance of the Day and play the role in honoring their teachers on the occasion. They make use of the occasion to express their gratitude through various cultural programs and games. ‘International Literacy Day is celebrated every year on 8th September to highlight the importance of literacy for individuals and societies as well as the need for augmented efforts towards more literate societies. On this day students are encouraged to discover the joy of reading books of their interest. Every year, our Institution celebrates 15th September as National Engineer’s Day to remember and appreciate the contributions of Sir Dr. Mokshagundam Visveswarayya. On the special event of ‘Engineers Day’, the integrated departments hold the Engineers’ Day celebrations. Students make the models, charts and participate in many competitions like technical quizzes, seminars, and workshops. The Institution celebrates Ekta Diwas on 31st October every year, to

remember the birth anniversary of Sri Sardar Vallabhbhai Patel, an Iron Man of India and one of the founding leaders of the Republic of India. As a part of the program, various competitions like essay writing on the life story of Sardar Vallabhbhai Patel, United India, elocution, quiz, painting, and more are conducted. The program helps in promoting patriotism. The National 'Girl Child Day' is celebrated in the Institution every year on January 24. The purpose of celebrating this day is to spread awareness among people about the inequalities girls are facing in Indian society. 'Samvidhan Divas' or 'Constitution Day' is celebrated at SCET annually on 26th November. Faculty and Students of the college with attention read the preamble of the Indian constitution. They take pledges to reiterate their allegiance to the nation. Every year on 31st May, the 'World No Tobacco Day' annual campaign is organized. It is an opportunity to raise awareness of the harmful and deadly effects of tobacco smoke use and second-hand smoke exposure, and to discourage the use of tobacco in any form. The pledge-taking ceremony was organized for the entire faculty, students, and non-teaching staff. Apart from these days, the Institution also observes Martyrs' Day on 30th January to mark the death anniversary of the father of the Nation, Mahatma Gandhi. A two-minute silence is observed on the day as a mark of respect to those who laid their lives for future generations.

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### Title: Foster For Career Grooming

The word 'Foster' literally means 'encourage the development of'. With such a mission, SCET has established a dedicated cell, Career Grooming Cell (CGC) that offers a gradual Career Development Program which goes hand in hand with the academic curriculum. Training content should focus on the overall development of the prospect.

Any student who joins would have three-dimensional aspirations.

1. Employment
2. Higher Studies
3. Entrepreneurship.

In order to support prospects who are raring towards the above-mentioned goals, CGC plans customized training content that suffices their career-related requirements.

#### Career Grooming Road Map:

1. Ist Year..... Language Skills & Personality Development Programs

- 2.IInd Year .....Advanced Language Skills Vocabulary Building Programs
- 3.IIIrd Year.....General Aptitude& Mock Interviews
- 4.IVth Year.....Aptitude + Company Specific Training.

### Career Counseling Sessions

CGC conducts several career counseling sessions in order to create awareness amongst students. Specialized Industry experts are invited to deliver such sessions that motivate young minds.

**Mock Interviews:** These interviews are conducted as role-playing models by creating a real-time scenario. This helps in assessing their strengths and weaknesses.

The model Selection Process is given below.

Pre-placement talk -> Aptitude/tech.test -> Group discussion

Personal interview -> Group discussion -> Result Declaration

**Career Grooming:** Career grooming plays an essential role in gaining a competitive edge. The training modules that cater to such needs can be listed below

- 1.Presentation skills
- 2.Interpersonal skills
- 3.Brainstorming
- 4.Speed mathematics
- 5.Inference
- 6.Verbal reasoning
- 7.Team building
- 8.Group discussion
- 9.Planning and goal setting
- 10.Listening skills
- 11.Logical reasoning
- 12.Creativity
- 13.Time management
- 14.Sentence construction.

Hence the concept of “Foster for Career Grooming” is adopted and executed successfully by **placing, shaping, and making** careers.

### Best Practice.2

#### Title: Centre of Excellence for Learners Support Mechanism (CELS)

A mechanism description is to convey to the reader a technical understanding of the function, appearance, and operation of the particular object.

### Learning and teaching methods and mechanism

Learning and teaching mechanism include different ways in which learners would be exposed to many different learning environments and conventions.

The three major approaches are:

1. Lectures
2. Practical
3. Supervisions

**1. Lectures:** Lectures are arranged for the whole class and define the content and scope of the score. Generally, lectures are delivered with the help of various handouts, yet these handouts cannot replace the lecturer. It is expected that whatever the form of the lecture and handout, it is important that learners take time to review and consolidate the outcome.

**2. Practical work:** Students should approach all practical work with a positive attitude and strive to learn from the example or experiment, be it in laboratory or fieldwork.

**3. Supervisions:** Supervisions are small-grouped- teaching sessions that are conducted in the Institution.

The following mechanism illustrates the teaching mechanism:

Goals <---> Objects -> Framework

Objectives <---> Internal resource -> Methods

Subjects <---> External conditions -> Tools

Process of the practice:

#### Student growth objective (SGO):

S. No.	Type of SGO	Definition	Example
1	a.Course level	Focused on the entire student population for a given course which often include multiple classes	Covers all of the students in a teacher's classes
2	b.Class level	Focused on the student population in a given class	Covers all of the student
3	c.Targetted student	Focused on a sub-group of students that need specific support	Covers all of the secured fewer marks below pre-assessment



4	d.Targetted content	Focused on specific skills or Only targetted content that students must master0
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**Student Learning Objective (SLO):** A student learning objective is a measurable, long-term, academic goal that is set by a teacher or group of teachers, at the beginning of the academic year for all students.

**Potential strengths of SLO:** Some of the reasons, the SLOs process is used widely is because SLOs are versatile, teacher-driven, and adaptable.

By inculcating the two objectives of the above-mentioned mechanism we can easily overcome the problems of a set of students' difficulties that they encounter during the learning process.

A comparative study of Sydney University, Australia shows that their learning processes include a way of conceptualizing the parameters of productive and nonproductive difficulties experienced by students while they learn.

**Learning outcome assessment:** Learning outcomes can be obtained by reviewing student assignments, projects, and exams. Learning outcomes can be either way, directly or indirectly. Below are some examples of direct and indirect measures of assessment.

#### 1. Direct measures:

- Course assignment (secondary reading of an SA, Problem from a homework set, paper, project, Performance)
- Pre/post-program exams
- Learning portfolios
- Standardized tests

#### 2. Indirect measures:

- 1.Student exit surveys
- 2.Alumni/employer surveys
- 3.Focus groups
- 4.Interviews
- 5.Course evaluations
- 6.Learning portfolios

#### Aligning learning outcomes with assessment:

Learning outcome	How learning will be assessed	Course, project	Resources




**Inference:** The Institution has a skilled pool of teachers who play a crucial role in assisting learners to engage their understanding building, learner's understanding, and correcting misconceptions by observing and engaging them during the process of learning.

### 7.3 Institutional Distinctiveness

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

##### Response:

##### **Sama Bhaaven Karayati iti samskruti!**

At Samskruti we believe in inculcating knowledge into young minds in such a way that it further blooms and grows like a beautiful tree. In line with this, we adopt core values for continuous learning where every student is treated at par i.e..Sama Bhaven!

##### **VISION**

To be an Institution moulding globally competent professionals as an essence of noble values.

##### **MISSION**

To transform the younger generation into technically competent, ethically sound, and socially committed professionals by providing a vibrant learning ambiance for the welfare of humanity.

The vision and mission statement states the Institution's convergent goals that satisfy the needs of all the stakeholders. The Institution strives on building a young mind that would become a combination of techno-socio and ethically competent professionals.

##### **SCET: As a Moulding Entity**

The Institution strives through a pre-defined and goal-oriented pathway to mould and empower students in the pursuit of knowledge, values, and social responsibility and help them achieve excellence in various fields, thereby also preparing them competent to face global challenges. The Institution has established its distinctive approach towards this comprehensive vision by modeling it in the form of service to the society, by means of certificate courses or by allowing the students to organize events to develop their skills,

multidisciplinary project development, entrepreneurship development, ethical and Human value development.

1. **Skill Development:** The Institution arranges skill development programs to enhance their skills such as Personality enrichment, Employability skill development, Entrepreneurial development, Language skill development, etc.,
2. **Projects:** Students at the UG program courses take up Internships in industries and pursue their projects which give them hands-on experience in their field of interest.
3. **Entrepreneurial Development:** ED Cell relentlessly works on creating excitement in the young brains to generate interest for innovation thus laying the stones for entrepreneurship. Budding entrepreneurs are motivated for startups as a result they are self-sufficient and financially independent to manage their education or family requirements besides their academic excellence.
4. **Ethical and Human value Development:** Inculcating ethical values into the minds of the students is the foremost interest of the Institution. A student is an embodiment of technical knowledge and ethical values. To promote ethical values the students are advised to take up and catch the needs of society. In this aspect, they are motivated to visit orphanages, old age homes, cancer institutes and serve the local adopted school or village through NSS programs. Students are motivated to render their services during the social crisis caused by natural devastations. They are also urged to pay humane touch to the destitute and the needy

#### **SCET: As a Financial Bestowment Entity**

A major segment of Freshmen of the Institution belongs to economically poor backgrounds. Moreover, a significant number of open category students is found to be from farmer's family backgrounds. Few students may not be eligible for Government free ship and scholarships due to various reasons. As a result of the above-mentioned reasons, several deserving students are on the verge of discontinuing or sacrificing their education plans. SCET management takes the responsibility of such needy students by granting them financial assistance so that they may continue their studies and serve the nation with their skills and knowledge.

#### **SCET: As Value-Based Education Entity**

The Vision of the Institution focuses on four aspects essentially:

1. Global Standards
2. Value-based Education
3. Multidisciplinary Research
4. Sustainable Development

As per NEP -2020, "Higher education plays an extremely important role in promoting human values as well as social well-being and is developing in India. Higher education significantly contributes towards sustainable livelihood and economical development of the nation."

Studies have proven track records on positive outcomes that are achieved by designing the curriculum to cater to global requirements. The Institution believes in inculcating teaching-learning methods blended with ethical values. Further, the structured induction of the student into the curriculum enables them to visualize the career opportunities and the approach towards achieving them.

As an ending note, it is to be stated that the Institution with an approach of “Techno-Social Excellence” is devoted to building a nation by producing globally competent professionals to face the challenges. It is also the endeavor of the Institution that holistic individuals are developed. It is imperative on the part of SCET that identified set of skills and values will be incorporated at different phases or stages of learning during the 4 years of stay of the Freshmen.

NAAC

## 5. CONCLUSION

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### Additional Information :

The Institution relentlessly strives through a pre-defined and goal-oriented pathway to mould and empower students in the pursuit of knowledge, values, and social responsibility and help them achieve excellence in various fields, thereby preparing them competent to face global challenges. A few of the significant achievements are:

#### Sports

1. SCET Women Kabaddi team won State level Championship hosted by Srinidhi College, in 2021, where 15 colleges participated
2. SCET Women Throwball team won State Level championship hosted by Tirumala Engg College, in 2018 where 25 colleges participated.
3. SCET Women Kho-Kho Team won the State level championship hosted by KPRIT in 2019, where 18 colleges participated
4. SCET Women Carrom Players Ms. Sowmya and Varshini won a Carrom-Doubles match hosted by Anurag CVSR College, where 32 colleges participated.
5. SCET Women Table Tennis Player Ms. Kiranmayi won the match hosted by Srinidhi College, in 2018 where 20+ colleges participated

#### Industry Interface

An internship is an official program offered by organizations to help train and provide work experience to students and recent graduates. As a part of this campaign students of SCET are sent to various industries to experience real-time exposure as Interns. Recently 51 students from ECE, EEE, and ME were selected as Intern by KRAS(Kalyani Rafael Advanced Systems)

#### About KRAS

- Kalyani Rafael Advanced Systems (KRAS), a joint venture between Kalyani Group and Rafael Systems of Israel, seeks to provide a solutions approach in the defense and aerospace segment.
- It has set up a facility for making anti-tank guided missile systems at the hardware park in Adibatla and aims to expand its range of products and services.
- Telangana Govt Principal Secretary Mr. Jayesh Ranjan presented a letter of recognition to Head Training & Placements Ms. Sumedha Ramesh K on 30th December 2021
- KRAS internship has generated an excellent learning curve for young graduates and students while meeting new people and making connections in the professional world.



## Concluding Remarks :

The Institution with a motto of holistic development of young minds relentlessly endeavors to provide qualitative and value-added education.

The Institutions recognize the importance of value accreditations from various bodies. The Institution aspires to become an autonomous body in the distant future. The Institution has set a predefined road map in order to meet its aspirations. All the statutory committees such as Governing Body, Academic Council, Boards of Studies, Finance committee, and other non-statutory committees play a very important and crucial role in reaching the set target. After getting NAAC accreditation in 2017-18 The Institution has established IQAC. It has been contributing significantly to sustaining and enhancing the quality in all respects of the Institutional functioning.

The Training and Placement cell has successfully transformed the young minds and supplied their talent as finished goods to the industry with a proven record of placing thousands of students during the last five years. These students are found to be an asset to the respective employer and thereby serving the nation.

Preparation of SSR as per the format of NAAC has given us the opportunity to compile and understand the various aspects of quality education. To the best of our knowledge and understanding, the report has been prepared and hopes to meet the expectations of the NAAC committee for the accreditation process. Since it is the combined effort of all the staff members of this Institution, I, as the Principal Head of the Institution, congratulate all the members of NAAC Steering Committee(Internal), IQAC cell, as well as all the staff members who helped directly or indirectly for the preparation of this SSR.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p><b>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.</b> Answer before DVV Verification : 10 Answer after DVV Verification: 9</p> <p>Remark : Input edited as per consolidated list and documents provided by HEI.</p>																				
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b> Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>446</td><td>366</td><td>597</td><td>316</td><td>514</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>370</td><td>380</td><td>608</td><td>323</td><td>529</td></tr></table> <p>Remark : Input edited as per documents provided by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	446	366	597	316	514	2020-21	2019-20	2018-19	2017-18	2016-17	370	380	608	323	529
2020-21	2019-20	2018-19	2017-18	2016-17																	
446	366	597	316	514																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
370	380	608	323	529																	
1.3.3	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</b></p> <p><b>1.3.3.1. Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 742 Answer after DVV Verification: 617</p> <p>Remark : The number of students undertaking project/field work seems to be 617.</p>																				
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</b> Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

298	301	342	287	307
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
298	301	342	287	281

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**2.3.3.1. Number of mentors**

Answer before DVV Verification : 105

Answer after DVV Verification: 105

Remark : Input edited as per documents provided by HEI.

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	06	17	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	7	06	13	29

Remark : Input edited as per documents and consolidated list provided by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
155	154	00	00	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

56	54	00	00	00
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Remark : One publication with multiple authors to be counted as only one.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	04	04	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	00

Remark : HEI not provided any award of certificate hence Input edited as per Total number of awards and recognition received for extension activities

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
680	639	764	754	212

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
796	756	766	731	212

Remark : Input edited as per data template given by HEI.

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

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last**



**five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.42	37.44	74.03	98.56	19.25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14.42	37.44	11.45	6.15	19.25

Remark : Input edited as per extract OF audited statement provided by HEI.

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

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

Answer before DVV Verification : 375

Answer after DVV Verification: 23

Remark : As per the document provided by the HEI, per day usage of library in an average is around 23.

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.****5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	21	21	23	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	10	13	13	01

Remark : Input edited as per documents and clear certificate provided by HEI.

**5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)****5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	20	20	17	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	10	8	5

Remark : Excluding the ENGINEERS DAY, FRESHERS DAY, INDUCTION PROGRAMME, etc input edited accordingly.

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs

Remark : As per the audited statement provided by the HEI value seems to be option D- 1 lakh to 3 lakhs.

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per geotag photos and bills provided by HEI.

**7.1.4 Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per geotag photos and bills provided by HEI.

**7.1.5 Green campus initiatives include:**

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : A. Any 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the supporting documents any three may be considered (3, 4 & 5).

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>300</td><td>330</td><td>360</td><td>360</td><td>360</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>339</td><td>339</td><td>393</td><td>393</td><td>393</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	300	330	360	360	360	2020-21	2019-20	2018-19	2017-18	2016-17	339	339	393	393	393
2020-21	2019-20	2018-19	2017-18	2016-17																	
300	330	360	360	360																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
339	339	393	393	393																	
2.1	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>116</td><td>132</td><td>138</td><td>157</td><td>193</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>116</td><td>132</td><td>138</td><td>157</td><td>193</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	116	132	138	157	193	2020-21	2019-20	2018-19	2017-18	2016-17	116	132	138	157	193
2020-21	2019-20	2018-19	2017-18	2016-17																	
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