



Yearly Status Report - 2016-2017

Part A

Data of the Institution

1. Name of the Institution		ST. JOHNS COLLEGE OF ENGINEERING AND TECHNOLOGY
Name of the head of the Institution		Dr J N Prakash
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		08512228566
Mobile no.		9963623801
Registered Email		principal@sjcet.ac.in
Alternate Email		kommerasudhkar403@gmail.com
Address		Yerrakota, Yemmiganur,
City/Town		Kurnool
State/UT		Andhra Pradesh
Pincode		518360

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Rural			
Financial Status		Self financed			
Name of the IQAC co-ordinator/Director		R A S Sastry			
Phone no/Alternate Phone no.		08512228566			
Mobile no.		9440244283			
Registered Email		principal@sjcet.ac.in			
Alternate Email		kommerasudhkar403@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		https://www.sjcet.ac.in/			
4. Whether Academic Calendar prepared during the year		No			
5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.22	2011	07-Dec-2011	06-Dec-2016
6. Date of Establishment of IQAC			08-Jun-2015		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC	Date & Duration		Number of participants/ beneficiaries		
Identification of Slow Learners	22-Sep-2016 15		132		
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2017 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

No

Upload the minutes of meeting and action taken report

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11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

• IQAC decided to hold remedial classes and weekly tests in order to improve students performance on final exams. The IQAC is efficiently pursuing the conduct of weekly tests and their outcomes during this procedure. • As part of encouraging the participatory learning recommended by IQAC, SJCT implemented projectbased assignments. This strategy motivates students to learn more about the subjects.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To impart Quality Education	The quality of the assignments and instructional aids has improved. Semester by semester, academic data from HODs is gathered and analysed. In order to improve teaching and learning processes, stakeholders input is

	solicited.
Implementation of remedial classes for slow learners.	On the topics covered in the syllabus, additional revisions and practical sessions are held. Several students were benefited.
Planned for technical exhibition contexts for students for better exposure to 9th the latest technologies.	Many students competed with designed models in competitions. Medals and prizes were awarded to a few students.
To encourage staff and students Participation in the seminar, workshop and conference	Faculty members attended to update their knowledge of the subject matter and to learn about the most recent developments. Students were sponsored to compete in inter-institutional competitions, seminars, and workshops at the national level.
To improve the number of placements.	Many students are placed in MNCs through well-organized placement training sessions.
To send an SMS alert to the parents about the progress of their wards.	SMS alerts for attendance and performance are sent to parents. SMS, letters, and phone calls are used to communicate with parents.
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14. Whether AQAR was placed before statutory body ?	Yes
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Name of Statutory Body	Meeting Date
Governing Body	22-Nov-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
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16. Whether institutional data submitted to AISHE:	No
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17. Does the Institution have Management Information System ?	Yes
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If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<ul style="list-style-type: none"> • Reports on Course/Batch/Category/Student Fee Dues. • Monitors the performance of scholarship students. • Reminders about fees and attendance, as well as progress reports • Attendance and Grades Analysis • Compatibility with Attendance Capturing Devices. • Tallylike accounting module • Integrated Payroll Staff Module • Integrated Library Module with
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Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Through a well-planned and documented process, the institution ensures excellent curriculum delivery. Jawaharlal Nehru Technological University, Ananthapur, Andhra Pradesh, is associated with St. Johns College of Engineering and Technology. JNTUA's curriculum and academic calendar are followed by SJ CET College. SJ CET provides a comprehensive system for effectively implementing the curriculum. At the start of each academic year, the college's Principal holds frequent meetings with the IQAC committee and department heads. The IQAC coordinator gave a power point presentation on the complete action plan's road map. The principal holds a staff meeting at the start of each semester to entrust the faculty with their work obligations and duties. After that, the Head of the Department holds a conference with their respective faculty prior to the start of the semester, during which topic allotments are made, the course in charge, the class in charge, and the IQAC plan of action is implemented. The course in-charge oversees the development of course objectives and outcomes. Weak students and slow learners benefit from remedial classes. Each course in-charge creates the course outcomes and course file, which includes the academic calendar, syllabus copy, lesson plan, unit-by-unit class material, unit-by-unit assignment questions, University questions, and notional roll lists for the students. The class In-Charge monitors all courses and syllabus covering in class, as well as the entire classroom teaching-learning process. The course's delivery and outcomes are monitored by the HOD. As a result, the college has made teaching a student-centered endeavor. Students participate in group discussions, debates, and seminars in well-equipped labs that include advanced teaching tools such as LCD projectors and Wi-Fi. Industrial visits are arranged for the students. The institute also encourages MOU, with the industries for better training in core fields. Regular feedback is collected from the Stakeholders to take necessary steps for improving the academic excellence of the Institute and student welfare facilities.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
A Certificate Program on Recent Trends in Industrial Mechanical Engineering	NIL	04/07/2016	30	Employability	Yes
A Certificate Program on Network Security	NIL	19/09/2016	30	Employability	Yes

Cryptography

A Certificate Program on Fuzzy Logic Control	NIL	20/09/2016	30	Employabil ity	Yes
A Certificate Program on Nano Technology	NIL	02/12/2016	30	Employabil ity	Yes
A Certificate Program on Energy Management	NIL	08/12/2016	30	Employabil ity	Yes
A Certificate Program on Construction Project Management	NIL	05/12/2016	30	Employabil ity	Yes
A Certificate Program on Mechanical Engineering Design Trends Practices	NIL	12/12/2016	30	Employabil ity	Yes
A Certificate Program on Design Tools for Complex DSP Applications	NIL	29/12/2016	30	Employabil ity	Yes
A Certificate Program on Nano Technology	NIL	21/09/2016	30	Employabil ity	Yes

1.2 – Academic Flexibility**1.2.1 – New programmes/courses introduced during the academic year**

Programme/Course	Programme Specialization	Dates of Introduction
BTech	NA	Nil1
Mtech	NA	Nil1
MBA	NA	Nil1
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BTech	Civil Engineering	13/06/2016
BTech	Electrical & Electronics Engineering	13/06/2016
BTech	Mechanical Engineering	13/06/2016
BTech	Electronics & Communication Engineering	13/06/2016
BTech	Computer Science Engineering	13/06/2016
Mtech	Structural Engineering	24/09/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	621	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Disaster Management	05/07/2016	48
Communication Interpersonal Skills	02/01/2017	52
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
No Data Entered/Not Applicable !!!		
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<ul style="list-style-type: none"> • Before each semesters examinations, students complete a feedback form. Each students attendance is noted on the feedback form. Feedback is received on a variety of aspects of the college, including teaching, laboratory, library, administration, and academics. • The points are calculated based on the grades given by students in various criteria. The average and percentage of various criteria are computed. • Parents feedback is also gathered during Parent-

Teacher Meetings, which are organised by each department of the college. Suggestions and comments from the guardians are also considered for future development. • The various areas where improvements are needed are discussed in the appropriate committees/departments. The proposals presented by the various committees and departments are discussed in the colleges IQAC for necessary action. The colleges strengths are also considered for further improvement.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
No Data Entered/Not Applicable !!!				
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2016	865	353	116	41	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
157	157	5	5	0	5
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The following are the key goals of the Institutions mentorship programme: • Close the gap between professors and students. • The system has been modified to provide added value to students, such as the creation of a better college environment in which students can contact lecturers for both educational and personal guidance. • Students receive information and assistance in preparation for GATE, GRE, CAT, HPCL, ISRO and other government examinations. • Encourage students to pursue higher education and start their businesses. • Guidance and assistance in improving academic achievement. • Behavioural counseling seeks to strengthen a persons connection, build interpersonal skills, and eliminate undesirable conduct. As previously stated, approximately 20 students are assigned to one teacher who will both teach and mentor them. Students have their inhibitions during the first year because they are fresh out of school. The majority of first-year subjects come from the departments of science and humanities, as well as general engineering. As a result, mentors from those departments are selected. The student can meet with his or her mentor and discuss his or her adjustment and academic issues, as well as seek help. Students are assigned to their departments in the second year, and one of their department faculty members is named as a mentor, who will guide them for the next three years. The mentor keeps a complete record of the student's accomplishments, his/her attitudes, interests, weakness etc. In the first year, students come from a protected environment from school to college, where their counterparts may or may not think and behave as he has been accustomed to. They come across as fast learners, slow learners and sometimes they might even feel that they have landed in an institution, not to their liking and feel depressed.

Such cases are referred to the student counsellor, who talks to them individually and counsels them as needed. Behavioral counseling is primarily aimed at struggling students. The behaviour is first learned, and then it is adjusted to achieve better results in all aspects of life. Students who are having personal issues that are interfering with their ability to attend classes, study, or take exams should speak with their HOD to discuss how to handle the situation. A student may contact the class teacher if he or she is having interpersonal problems in class or on campus. Mentor meetings are conducted periodically to council the students, address their grievances and motivate them.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
1218	157	1:8

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
140	157	0	15	2

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2016	NIL	Nil	NA
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
Nil	NA	NA	Nil	Nil
No file uploaded.				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

• SJ CET is a JNTUA-affiliated institution that adheres to the university's evaluation standards. The institute, like the university, implemented major evaluation reforms by instituting a credit-based grading system. SJ CET has implemented a system for continuously evaluating students' academic performance. Formative evaluation in theory subjects • As per the JNTUA regulations, the marks allotted for internal exams are 30 and that of external exams is 70. In this framework, the college conducts the following components as part of internal exams. Objective Question Paper (10 marks). Multiple choice questions are given by the university. Descriptive Question Paper (15 marks). A set of four descriptive papers will be given by the concerned faculty to the examination branch from which one will be selected. Blooms Taxonomy is followed by the while setting the internal exam question papers. Assignments (5 marks) will be awarded by the instructor based on class tests, written assignments, seminars and classroom interaction. Marks will be awarded for the above activities and the average of the above activities is taken as the assignment marks. • Continuous assessment in practical subjects: For practical subjects,

there should be a continuous evaluation during the semester for 25 marks for internal and 50 marks for the end examination. To improve the outcome of the laboratory work done in a semester, out of the 25 marks for internal, day-to-day work in the laboratory shall be evaluated for 15 marks and internal examination for practical shall be evaluated for 10 marks conducted by the concerned laboratory faculty member. In this regard, the faculty will evaluate the day to day performance of the student for each experiment which includes regularity, procedure, results, viva and punctuality in the submission of records and the marks obtained for each student are recorded. • As part of the internal assessment of projects which are done in the IVth year, SJ CET follows the following framework. • Project Review Committee (PRC) is formed for every department consisting of Head of the Department, Project In-charge, and two senior faculty members to identify the projects. Students are formed into project batches with four or five students in each group. The groups collect the literature on a topic and review the literature and submit the title with an objective, plan of action for title approval to PRC. PRC assess and approves projects for each group. • After obtaining the approval the groups are allotted with a faculty member as their guide for the project and can start up the Project work. • Review meetings are conducted for continuous assessment in projects Review1 covers abstract block diagram. • Review2 covers implementation and Review3 covers final results with coding. Grades will be given for each review. The average of all the reviews is taken and the internal marks will be awarded for projects.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

• The academic calendar published by the affiliating university serves as the foundation for developing the college academic calendar. • Slow learners and advanced learners have special hours and extra sessions added to the college schedule to meet their needs, creating an environment that is beneficial to their overall progress. • The institution provides a two-semester academic year calendar in advance, allowing for the incorporation of development qualities. • The calendar year is divided into two semesters, with the odd semester beginning in June and ending in October, and the even semester beginning in November and ending in April. • Faculty submit four sets of question papers to the examination cell before the Universitys scheduled dates for Internal/Mid Examinations. • Exams are conducted by the examination cell in accordance with the rules established by the affiliating university.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

[NA](#)

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
No Data Entered/Not Applicable !!!					
View File					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

NA

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nil	0	NA	0	0
No file uploaded.				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NA	NA	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NA	NA	NA	Nil	NA
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	NA	NA	NA	NA	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	ECE	33	3
International	CSE	1	2.5
International	HS	1	2
No file uploaded.			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
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ECE	2
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NA	NA	NA	Nill	0	NA	0
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NA	NA	NA	Nill	0	0	NA
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Nill	0	0	0	0
No file uploaded.				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!			
View File			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NA	NA	NA	0
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!				
View File				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NA	NA	NA	0
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NA	NA	NA	Nil	Nil	NA
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NA	Nil	NA	0
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
No file uploaded.	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
LIBSOFT3.5	Partially	3.5	2010

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
No Data Entered/Not Applicable !!!			
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional

(Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NA	NA	NA	NA
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	471	0	0	0	0	0	0	10	0
Added	0	0	0	0	0	0	0	0	0
Total	471	0	0	0	0	0	0	10	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

10 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NA	NA

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
0	0	0	0

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

In the institution, there are established systems and procedures for maintaining and utilizing physical, academic, and support facilities - laboratory, library, sports complex, computers, and classrooms. The institution has a policy of replacing or upgrading existing equipment to meet the university syllabus changes from time to time. Infrastructure maintenance: The institutes maintenance department conducts regular inspections to ensure that the infrastructure is maintained properly. • Carrying out minor repairs like buildings, electrical and sanitary fittings. • Ensuring the general and fire safety procedures and equipment maintenance on the campus. • Separate ground staff involved in the maintenance of the gardens, lawns, and surroundings. • Maintenance of the roads, water tanks, and other services in the compound. • Sweepers and a supervisor are also regularly allotted to maintain a hygienic environment in the college with respect to cleaning of labs, library, floors, corridors, classrooms, toilets, etc. Electrical maintenance: Maintenance of UPS systems and their batteries are routinely done by the network administrator. Maintenance diesel generators, electrical machines, and equipment earthing - measurement of earth resistance at regular intervals, ensuring the proper earth

connection for various equipment in the labs and classrooms is an electrician on a regular basis. Library Committee: The committee convenes twice each year and identifies the requirement of books and journals. The required list of books and journals are collected from HODs and forwarded to governing council through the principal for sanction and approval. Sports facilities: The maintenance of the sports facilities is the responsibility of the physical director. Up-gradation of facilities is done after approvals from Governing body council. Maintenance of Labs: Calibration of the equipment/instruments is performed by the respective departments as needed throughout the semester/year, based on the time-frequency suggested by the supplier. Any deviation in this regard is noted, and the necessary steps are initiated by contacting the suppliers technicians.

NA

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NA	0	0
Financial Support from Other Sources			
a) National	Reimbursement of Tution Fee	903	32803000
b)International	NA	0	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Soft Skills	10/03/2017	175	Mt Sharanya Ram, Corporate Trainer, Hyderabad
Assertive Verbal Skills	08/08/2016	120	Dr R A S Sastry, Ritired Professor, Adoni Arts Science College
Awareness Program on Eye Donation Ragging Meanceg	12/07/2016	231	Mr Venu Gopal, Sub Inspector of Police, Police Station - Yemmiganur, SJ CET
Awareness Program on good Citizenship	14/06/2016	184	Mr G Imtiyaz Bahsa, Sub Inspector of Police, Police Station - Yemmiganur, SJ CET
No file uploaded.			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the

institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2017	Career Counselling	0	472	0	62
2016	Competitive Examinations	210	0	10	0
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
4	4	3

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NA	0	0	NA	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	8	B.Tech	CE	Bheema College of Engineering & Technology	M.Tech
2017	4	B.Tech	CSE	SJCET	M.Tech
2017	13	B.Tech	ECE	SJCET	M.Tech
2017	6	B.Tech	ME	SJCET	M.Tech
2017	5	B.Tech	EEE	SJCET	M.Tech
2017	34	B.Tech	CE	SJCET	M.TECH
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	10

No file uploaded.

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Annual day	College	195
Engineers Day	College	12
Farewell Day	College	35
Freshers Day	College	40
Independence Day	College	15
Republic Day	College	11
Sports Meet	Intercollegiate Level	110
Teachers Day	Institute Level	16
Womens Day	College	27

[View File](#)

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						

[View File](#)

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

To inculcate leadership skills, organizing skills and to also play an active part in the day-to-day academic and co-curricular activities of the institution, students are appointed to various academic and administrative committees. Academic Organizations:

- **Activities of the Class Monitoring Committee:** Weekly reports on syllabus coverage, both in theory and in the laboratory, are sent to the HOD, who also monitors class behavior and handles student complaints. Boys and girls both nominate one representative from their class at the start of each year.
- **Library Committee Activities:** Provide regular input on library services and represent the library committees needs. One student representative from each department is nominated at the beginning of each year.
- **Anti-Ragging Committee Activities:** The student members of this committee take precautions to prevent ragging incidents and help the anti-ragging committee keep the campus ragging-free. Senior students, one from each department, are nominated at the beginning of each year.
- **Activities of the Grievance Redressal Committee** include investigating and addressing the grievances of female students and female staff members. At the start of each year, representatives from girl students, one from each year, are nominated.
- **Canteen Committee Activities:** Provide regular feedback on the cleanliness, timeliness, quality, and pricing of food items available in the canteen. At the start of each year, one representative from each department is nominated.
- **Student Grievance Committee Activities:** To represent students grievances to the Student Grievance Committee on academic facilities, transportation facilities, sports and games facilities, and any other student-related issues regularly. At the start of each year, one representative from each department is nominated.
- **Student activity center (SAC):** The SAC is managed by the student council, which is responsible for organizing a variety of environmentally-friendly student

events for the students general growth.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

On-campus, an alumni association has been formed. The institution holds annual Alumni gatherings on a regular basis. During the meeting, participants participated in a variety of activities such as sharing their perspectives on industrial knowledge, sources of placement, and cultural events. Alumni contribute to the institutes growth in the following ways: •Alumni are placed in a variety of industries. As a result, they serve as a source of information about various opportunities for their juniors. •The current batch of students can be informed about the current situation in the industrial and marketing sectors. •The Alumnis experiences serve as practical evidence and motivation for the upcoming batches.

5.4.2 – No. of enrolled Alumni:

56

5.4.3 – Alumni contribution during the year (in Rupees) :

125000

5.4.4 – Meetings/activities organized by Alumni Association :

2

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The Institution follows a policy that is decentralized. The governing body delegated all academic and non-academic decisions to the academic committee, which is chaired by the Principal. The colleges academic committee develops common working procedures and delegates their implementation to the department. The Department Heads are in-charge of their departments day-to-day activities, which include curricular, co-curricular, and extra-curricular activities in the institution. The institution also has committees such as Alumni, NSS, Training and Placements, Library, Women Grievance, Career Guidance, Transport Cell, Exam Cell, RD Cell, Sports Cell, etc. These committees are in favor of the academic module. The Principal, Vice-Principal, IQAC coordinator, and HODs work together to develop and implement all policies, rules, and regulations pertaining to admission, discipline, counseling, and so on. The IQAC conducts quality audits on a regular basis and recommends appropriate alternative actions for implementation challenges. The Principal represents the Chief Superintendent for the college examination cell, ensuring that University and college internal examinations are smoothly conducted. For the efficient administration of internal and JNTUA exams, the Examination Cell is staffed with Examining Officers, Examining Co-ordinators, and Clerks. The Department Heads will identify and analyze the students performance at regular intervals in order to oversee the process of student counseling and take necessary corrective measures in their departments concerned, both in letter and spirit. Since the beginning of the first year, one counselor has been assigned to every 20 students. The counselor monitors each students academic progress and provides the necessary counseling to ensure that all students are on track and succeed in their studies. The counselor meets with parents of irregular and academically challenged students on a regular basis to solicit their assistance

in developing their ward. The Student Personal Record is kept in a book specially printed for the purpose. Faculty members serve on several committees formed by the Principal to carry out various activities to encourage and develop students life skills and leadership skills. The student-centered approach promotes participative management and the advancement of knowledge across all spheres and horizons. Sports facilities have also been well established in order to provide students with a well-rounded education. The Training Placement (TP) cell at the institute provides students with intensive training for campus recruitment as well as career guidance. It also organizes campus recruitment drives for students. The Entrepreneur Development Cell (EDC) and Industry Institution Partnership Cell (IIPC) are aimed at assisting students in developing self-employment skills.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	<ul style="list-style-type: none"> • As per norms prescribed by the Govt. Of APSCHE, 70 percent of the admissions are done by the Convener, EAMCET, Govt. of Andhra Pradesh. • Remaining 30 percent of the seats are filled by the Management based on the guidelines given by Govt. of Andhra Pradesh from time to time.
Human Resource Management	<ul style="list-style-type: none"> • Faculty members and staff are encouraged to participate in self-development programs as part of their annual evaluation. • Faculty members are encouraged to pursue advanced degrees. • Organizing various orientation programs for staff members to improve their skills in their respective fields. • Faculty members are compensated for presenting research papers in prestigious journals, as well as for attending workshops and FDPs.
Library, ICT and Physical Infrastructure / Instrumentation	<ul style="list-style-type: none"> •The library has a good collection of books that meet the needs of students and faculty. Every year, new titles and volumes of textbooks are added by allocating the necessary budget to purchase books and journals. •Staff and students are using web courses and video courses to improve their skills. •The digital library provides access to e-books and other online resources. •Wi-Fi access is available on campus. •All seminar halls have LCD projectors and public address systems. •A sufficient number of laboratories with cutting-edge technology are available. •The necessary computational facilities, including a sufficient number of

	computers and peripherals, are available.
Research and Development	<ul style="list-style-type: none"> •The college provides all research and development support, such as sanctioning duty leaves, encouraging faculty to interact with faculty from other institutions, and motivating faculty to participate in sponsored research. •A review and motivation committee for research scholars. •Financial incentives for research publications, as well as attendance at workshops, conferences, and FDPs.
Examination and Evaluation	<ul style="list-style-type: none"> •Internal assessment examinations, assignments, presentations, project reviews, and other techniques of evaluation are used on a regular basis. •Throughout the examination process, transparency is maintained. •An examination committee is in place to ensure that exams go off without a hitch. The continuous evaluation system includes assignments and interim examinations. •Aside from the University end-of-semester exams, two internal exams are held each semester in accordance with University regulations and in a very secret way. •The university will review all scripts, and the results will be revealed three weeks after the exams are completed. •Faculty are better at participating in Question paper setting, scheme preparation, and evaluation by the university.
Teaching and Learning	<ul style="list-style-type: none"> •All the Departments are well equipped and Teachers use e-library resources and internet content when their courses require current information. •Training / Certification programs are provided every semester on the latest trends. •Real-time projects and internship programs are provided to faculty and students. Guest lecturers/ seminars/ workshops on advanced topics are organized by inviting experts/resource persons for the benefit of students and faculty. •Encouraging paper presentations with the academic support and guidance of the faculty at college level, University level, and national level conferences.
Industry Interaction / Collaboration	<ul style="list-style-type: none"> •On a regular basis, industrial visits and lectures by industry experts and domain experts are organized.

	<ul style="list-style-type: none"> •Interaction with industry is a part of all courses. •Memorandums of Understanding (MOUs) are signed with reputable industries for mutual benefit via expertise exchange. • Internships, project work, and visits to industries are assigned to students in order for them to become acquainted with industrial needs and required skills.
Curriculum Development	<ul style="list-style-type: none"> •As an affiliate of JNTU, Anantapur, the institute follows the curriculum developed by the university. •Several faculty members serve on Jawaharlal Nehru Technological University, Anantapurs course restructuring, and revision committees. •Syllabus revisions are made once every three years by the affiliating university JNTUA. •Required inputs were collected from various stakeholders such as companies that visit for placements, experts who visit the college on various occasions, alumni, etc., and incorporated in our timetables in addition to the required syllabus to enhance skill among the syllabus. •The Director of Academics is responsible for overall academic growth and quality improvement. •Workload distribution is based on the specializations of faculty members. •The examination committee ensures that the examinations run smoothly.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	<p>Every effort is made to ensure that planning and development in the institution are implemented effectively in order to achieve the goal of providing high-quality education. Academic calendars and schedules are prepared at the start of the session to plan for successful curriculum implementation, organization of academic and extension programmes, examinations, and other activities. Everything is available on the colleges website. Important notices and advertising are also posted on the college website so that everyone involved has access to the information they need for successful governance.</p>
Administration	<p>Implementation of e-governance is also ensured in the matters of administration leading to transparency. All the correspondence with the</p>

	affiliating University is made online. Aadhar enabled biometric attendance system has been implemented to ensure punctuality. All the important circulars, guidelines, and letters received from the university are also made available on the college website.
Finance and Accounts	<ul style="list-style-type: none"> •Finance and accounting functions are clearly defined and consistently followed, with proper accounting processes keeping track of all financial transactions. •This has aided in the keeping of records of funds received, consultancy income, donations, staff salary, and all types of purchases, as well as payment of various utility bills and taxes.
Student Admission and Support	<ul style="list-style-type: none"> •Students who desire to take admission into the Convener quota are required to attend EAMCET counseling organized by Govt. of Andhra Pradesh. •Students who desire to take admission into Management quota and Spot admission are required to make formal application to the institute
Examination	Examination forms and internal part of teaching learning process and application of e governance in matters of examination ensures errorless, smooth and quick functioning of the system. Examination forms of the students are submitted to the university online. Roll no. to the students are issued and generated on the college portal provided by the university. Results of the students are also uploaded by the university on the portal from where the students can download there results. Any other related information like releasing of date sheet, schedule of examinations or any correspondence regarding is made online.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
No Data Entered/Not Applicable !!!				
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
157	157	62	62

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
<ul style="list-style-type: none"> • Faculty members are eligible to utilize 15 casual leaves in an academic year. • Vacation leaves are also provided during summer. • The institution provides the Employees' Provident Fund (EPF) for teaching and non-teaching. 	<ul style="list-style-type: none"> • Faculty members are eligible to utilize 15 casual leaves in an academic year. • Vacation leaves are also provided during summer. • The institution provides the Employees' Provident Fund (EPF) for teaching and non-teaching. 	<ul style="list-style-type: none"> External support to get merit welfare scholarships from both state and national government for all eligible students.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

<p>The institution has its internal audit team to conduct regular audits. External audit programs deal with the bank financial reporting areas. Such as salary statements and the amount that has been spent during the inspection of AICTE, JNTUA and FFC. A qualified staff member from our finance department has been appointed as internal auditors and they do a thorough check on each payment and voucher every quarter. The minor error pointed out by the audit team was corrected immediately. Precautionary steps are taken to avoid such mistakes in the future.</p>

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	NA00

No file uploaded.

6.4.3 – Total corpus fund generated

00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NA	Yes	NA
Administrative	Yes	NA	Yes	NA

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

- Parents are kept up to date on their childrens attendance and progress through SMS and postal and telephone correspondence.
- Informal meetings are being held to identify student-related issues.
- Parental feedback is collected and analyzed to take additional measures.
- Departments hold one-on-one meetings with parents whose children require additional support and counseling services to improve their performance.
- Making valuable suggestions for the institutions development
- Highlighting the shortcomings of college-related departments and suggesting solutions
- Communicating viewpoints that students are too shy to express directly to the teacher.children

6.5.3 – Development programmes for support staff (at least three)

- Training programmes are held on a regular basis by faculty or technical personnel from equipment/instrument suppliers to improve their skills in handling and maintaining them in laboratories.
- Supporting employees are encouraged to further their education in order to advance in their careers.
- Advancement to the next level of responsibility based on qualifications and skills.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

- The Institution is encouraging meritorious students through Merit Scholarships.
- The number of students gets benefited from these scholarships is increasing every year.
- There were several excellent outreach programs conducted by the NSS volunteers during the last five years. During the last five years, the number of programs increased and the number of participating students and faculty also increased.
- Campus recruitments are increasing every year.
- Renovation of all laboratories and academic facilities is expanded.
- Continuous up-gradation and procurement of computer facilities.
- Invited talks by distinguished speakers to motivate the students.
- The number of students attending internships from all branches in the reputed companies is increasing every year.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes
c)ISO certification	No
d)NBA or any other quality audit	Yes

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
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Nil	NA	Nil	Nil	Nil	0
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
NA	Nil	Nil	0	0

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
<p>Efforts to achieve carbon neutrality: The college conducts a Green Audit through a committee comprised of the principal, NSS Program Officers, and Student Representatives. Tree Planting: To keep the campus green and tidy, the campus places a high value on tree planting, including medium and long trees. The NSS Units at the College took part in a Green Drive (tree planting). To reduce smoke pollution, the mechanical departments thermal engineering machinery and the canteen have been relocated away from the main building, and staff and students have been encouraged to plant trees both on and off-campus. Management of solid waste: The primary goal of solid waste management is to reduce and eliminate the negative effects of waste materials on human health and the environment in order to promote economic development and a higher quality of life. All solid waste is collected by designated personnel from bins located throughout the campus. The waste collected from dust bins located throughout the college can be classified as Biodegradable (papers, dust, leaves, twigs, etc.) and Non-Biodegradable (plastic, glass bottles, food wrappers, etc). The collected degradable waste is burnt to form ash. The produced ash is used as fertilizer for gardening and farming. The Collected Non-degradable waste is disposed of off to the dumping yards beyond the panchayat limits, which shall be processed by panchayat authorities. Liquid waste management: RO backwater is effectively collected and used for plantation.</p>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	1
Provision for lift	No	0
Ramp/Rails	Yes	4
Braille Software/facilities	No	0
Rest Rooms	Yes	10
Scribes for examination	Yes	0
Special skill development for differently abled students	No	0
Any other similar facility	Yes	7

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nil	Nil	Nil	Nil	00	NA	BA	Nil
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NA	Nil	NA

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
NA	Nil	Nil	0
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

•LED lighting accounts for more than 40 percent of campus lighting. •As part of its commitment to Reduce, Reuse, and Recycle, the institute has established a solid, liquid, and e-waste management system. •Rainwater harvesting via multiple pits is also planned. •The campus is landscaped to create an eco-friendly environment the institute has a plastic-free and paperless office, as well as a pedestrian and bicycle-friendly environment.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice I 1. Title of the Practice: Women Empowerment 2. Objectives of the Practice Women constitute more than 50 percent of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of-

- Mentoring women students on women-specific issues with teacher.
- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the police and social activists for enabling the female students to be aware of several types of 'evil designs' by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their dignity.
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- Conducting seminars and special sessions on ragging, eve-teasing and dowry systems to expose the ill effects of the evils.
- Organizing exclusive health camps for students by doctors for free treatment of health related

problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases. 3. The Context As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society. Similarly, various legal protective provisions for women were misunderstood as undue favour meant to belittle men. Even some teachers supporting argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling. Some parents even found fault with the college that their children were detained in the college beyond working hours for unconnected and counter productive programmes. Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementations the objective for which an exclusive cell is created. 4. The Practice Discrimination against women even in the 21st century is a devastating reality. That's why 'gender inequality' has been a matter of serious concern across globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. The majority of the girl students belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Therefore, they remain largely as the marginalized poor and socially excluded. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve the aim, the college established a Women Empowerment Cell (WEC) with a senior woman teacher as its Coordinator. All female students are eligible to take membership of the Cell irrespective of their status. The WEC team meet frequently and decide to the conduct of awareness sessions during leisure hours sensitizing girls to know why and how they are given subservient role inspite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan. The WEC members are responsible for implementation of the programmes in consultation with NGOs and Government officials from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments. The WEC is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women counsellors, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that women students become aware of unjust gender discrimination, human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness. 5. Evidence of Success The WEC team sensitizes women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied socio-cultural contexts and successfully cultural Competitions organized. 6. Problems Encountered and Resources Required The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes. Women students' impulsiveness in the matter of love in adolescent age is a sensitive issue to be dealt with by women teachers. Organizing various programmes during working hours, sometimes, has led to sacrificing the class work. Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedule in the

autonomous ambiance. Best Practice II 1. Title of the Practice: Personality and Career Development Program (PCDP - Soft Skills Training) 2. Objectives of the Practice: • To enhance employability of the student and prepare them to face a competitive environment. • To train students in the fields of soft skills, communication skills, intrapersonal skills and prepare them to face interviews and get better placement. • Involve the eligible students to understand the importance of career building, industrial jobs, and entrepreneurship 3. The practice: The Institute is located in rural area, has students with different educational and cultural backgrounds. Personality and Career Development Program (PCDP) is for all 3rd year Engineering graduates and is designed by in-house soft skills training team, considering the needs of students required to fulfill demands of corporate world. The program is designed, to enable students to develop different soft skills like Communication Skills (Speaking, Reading, and Writing), Leadership, Team Work, Time Management, etc. In addition, activities like role plays, group discussions, mock interviews, etc. are also conducted for students in order to give them first-hand experience on recruitment techniques used by various renowned companies for recruitment purposes. We do not believe in learning only within the four walls of a classroom. Personality development is the skill that cannot be acquired just by learning in the class but more exposure to practical learning. Following activities are regularly conducted to help students build their personalities and thereby hone their inherent potentials. Communication Activities: Both written and verbal communication skills are of utmost importance in workplace because they set tone for how people perceive you. They also improve your chances of building relationships with co-workers. Communication skills boost performance because they help to extract clear expectations from managers so that students can deliver excellent work. Employees are more productive when they know how to communicate with their peers. If students can clearly express the who, what, when, where, why, and how of a project, you'll be a hot ticket. In this context, students are given opportunities to participate in stage presentations, interactive sessions, role plays, and object description activities. One way to elicit enthusiasm among students is to involve them in events that are both interactive and entertaining like playing small skits on some simple themes. These activities are a raging hit with the participants as they stimulate both their intellectual and physical stamina. Team Work (Group Activities): A company's success is rarely dependent on one person doing something all by him/herself. Success is the result of many people working toward a common goal. When employees can synthesize their varied talents, everyone wins. So employers look to team players to help build a friendly office culture, which helps retain employees and, in turn, attracts top talent. Furthermore, being able to collaborate well with your co-workers strengthens the quality of your work. In this regard, group activities like Group Discussions and Team Building Games are conducted to help students gain command on how to be effective members of team. Students are given responsibilities of organizing several events like fresher's day, seminars, annual day celebrations, etc.. 4. Evidence of Success: • Output is assessed through scrutiny of results, placement records, and students feedback • Improved communication skills and confidence among students • Student performance in On-Campus and Off-Campus placement has been enhanced, • Student performance in technical skill and HR interview has been improved • Participation of students has increased. • Students interaction in English with the faculty has improved.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

[NA](#)

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and

thrust in not more than 500 words

St. Johns College of Engineering Technology, the pride of Yemmiganur town, was established in the year 2001, Seven kilometers away from the din of the Yemmiganur town, pioneered by Technocrats, Academicians and Philanthropists with a concrete plan to offer excellence in technical education and to meet the present as well as the changing needs of the corporate sector. Vision: To create unique high standards of education in a pollution-free environment is the Vision. The College aims is to autonomous Engineering institution where a student can obtain a Graduate / Post Graduate Degree along with a PhD.s. Mission: To provide qualitative education to rural society in order to compete with modern society is the Mission. The College wishes to enrich young men women with sophisticated engineering education sound personality development.

Teaching Learning Process: •SJ CET boasts a strong pool of young and knowledgeable faculty who are well-known in their fields and have extensive experience in teaching, research, and consulting. The majority of SJ CETs lecturers are working on their PhDs and have published multiple papers in national and international journals. •Through MoUs with industries in and around Yemmiganur, Hyderabad, Visakhapatnam, and Vijayawada, the institution facilitates Industry Institute for training, internships, and placements.

Extension Activities: •The college provides training in areas other than academics and technology, such as social skills, soft skills, ethical values, and personality development. •SJ CET students and faculty attend technical seminars, conferences, and workshops regularly. Students of all years can benefit from the colleges job assistance program (Campus Recruitment Training). Every year, many students are chosen for campus interviews by well-known corporations. • Activities and Outreach Programs are geared toward the students overall development. Training and workshops on transferable skills assist students in better serving society. •By adopting nearby villages, SJ CET is at the forefront of social service. SJ CETs NSS wing regularly conducts sanitation programmes, plantation, blood donation camps, literacy activities, SWATCH BHARAT, medical camps, and clean and green programmes in the colleges surrounding villages. Classes on Value Education •Once a week for all students throughout the year are held to enable students to discern and make informed life choices. These classes also cover soft skills. Self-evaluation and Continual Renewal: The institution uses a multi-level evaluation process to support continuous renewal, which includes: a. teaching and administrative staff self-evaluation, b. the peer evaluation process of student evaluation, c. academic audit, d. stakeholder feedback, and e. management appraisal.

Provide the weblink of the institution

[NA](#)

8.Future Plans of Actions for Next Academic Year

1. Improving infrastructural capabilities.
2. The institution will introduce value-added courses in the emerging areas to cater to the need of the changing society.
3. Our institutes faculty members shall apply for minor/major research projects funded by the DST.
4. The college will increase the number of campus interviews through Career Guidance Programs and outreach to various agencies.
5. To carry out a wide range of community services through our Institutes NSS section.
6. The college will organize enrichment programmes for faculty members.
7. The college will establish a Skill Development Center.
8. Advanced students will be taught specialized skills by the college.
9. The college will organize no. of National/International Seminar/Workshop.