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ARJUN COLLEGE OF TECHNOLOGY & SCIENCES
(Approved by AICTE and Affiliated to JNTUH)
SPONSORED BY BRILLIANT BELLS EDUCATIONAL SOCIETY
(Regd. No. 1420 of 2002)

Mount Opera Premises, Batasingaram Village, Abdulapurmet (M), Ranga Reddy Dist, Telangana State

E-mail: principalacts@gmail.com, website: https://www.arjunengg.com

Mandatory Disclosure

1.   **Name of the Institution**

   ARJUN COLLEGE OF TECHNOLOGY & SCIENCES
   Mount Opera Premises, Batasingaram Village, Abdulapurmet (M), Ranga Reddy Dist, Telangana
   Principal Mobile: +91- 9866301410
   E-mail: principalacts@gmail.com

2.   **Name and address of the Trust/ Society/ Company and the Trustees**

   BRILLIANT BELLS EDUCATIONAL SOCIETY

3.   **Name and Address of the Principal**

   Dr. Mohammed Yousuf Ali
   B.E, M.E, Ph.D
   Principal and Professor
   ARJUN COLLEGE OF TECHNOLOGY & SCIENCE
   Mobile: +91- 9866301410
   Email: principalacts@gmail.com

4.   **Name of the Affiliating University**

   Jawaharlal Nehru Technological University, Hyderabad

5.   **Governance**

   Members of the Board and Their Brief Background

ARJUN COLLEGE OF TECHNOLOGY & SCIENCES
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Proceedings of the Governing Body of Arjun College of Technology and Science run by Brilliant bells educational society

Brilliant Bells Educational society to run its college by name Arjun College of Technology and science passed the resolution that the following members are Nominated as Governing body Members to run college smoothly and effectively.

Board Members of the Governing Body

S No	Category	Name of the Nominated Member	Qualification	Experience
1	Chairman	Sri Parimi Papa Rao	M Tech	25 years of consultancy Experience
2	Management Member	P Rama Krishna	Businessman	
3	Management Member	D Saroja	Home maker	
4	Management Member	Ch Venkata Krishnaiah	Businessman	
5	Management Member	J Rama Chandra Rao	Businessman	
6	Eminent Professional	B K Rao	M.Tech	Retired Professor
7	Eminent Professional	Dr P Sekher Babu	M.Tech, Ph.D	Professor and Principal at Siddhartha Institute of Tech and Sc.
8	Teacher of the college	B J Chiranjeevi	M.Tech	HOD Civil, Arjun College of Technology and Science
9	Teacher of the college	Jada Lingiah	M.Tech	HOD ECE, Arjun College of Technology and Science
10	University Nominee	Dr M Janardhan Yadav,	M Tech PhD	Professor of Civil Engineering, JNTUH, Hyderabad.
11	Member	A Pallam Raju	Graduate	Administrative Officer
12	Member Secretary	Dr Mohammed Yousuf Ali	M E , PhD	Professor and Principal

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Members of Academic Advisory Body

The Following are the members of Academic Advisory Body of Arjun College of Technology and Science

1. **Dr. Md. Yousuf Ali**, Member, Professor and Principal Arjun College of Technology and Science

2. **Y.M.D Durga devi**, Member, Professor H&S, Arjun College of Technology and Science

3. **Jada Lingaiah**, Member, HOD, ECE, Arjun College of Technology and Science

4. **Ch. Venkatesh**, Member, HOD, CSE, Arjun College of Technology and Science

5. **K.Srinu**, Member, HOD, Mechanical, Arjun College of Technology and Science

6. **B.Hari**, Member, HOD,EEE, Arjun College of Technology and Science

7. **B.J.Chiranjeevi**, Member, HOD,CIVIL, Arjun College of Technology and Science

8**. E.Shirisha**, Member, HOD,MBA, Arjun College of Technology and Science

Frequency of the Board Meeting and Academic Advisory Body
The Governing Body meets at least twice in an Academic Year. Academic Advisory Body meets at

least once in an Academic Year.
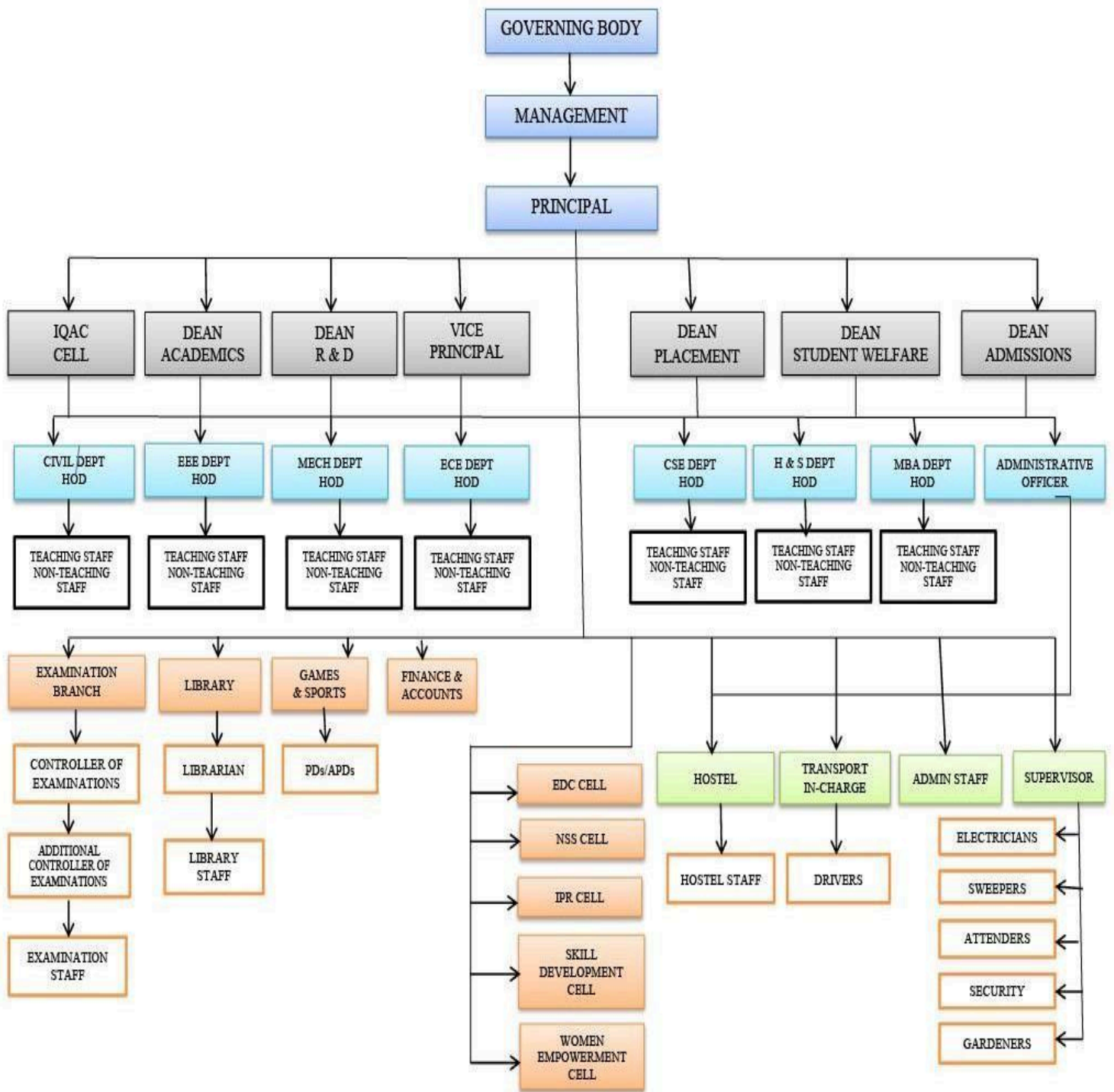
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Organizational Chart:

- GOVERNING BODY
  - MANAGEMENT
    - PRINCIPAL
      - IQAC CELL
        - CIVIL DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
      - DEAN ACADEMICS
        - EEE DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
      - DEAN R & D
        - MECH DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
      - VICE PRINCIPAL
        - ECE DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
      - DEAN PLACEMENT
        - CSE DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
      - DEAN STUDENT WELFARE
        - H & S DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
      - DEAN ADMISSIONS
        - MBA DEPT HOD
          - TEACHING STAFF NON-TEACHING STAFF
        - ADMINISTRATIVE OFFICER

- EXAMINATION BRANCH
  - CONTROLLER OF EXAMINATIONS
    - ADDITIONAL CONTROLLER OF EXAMINATIONS
      - EXAMINATION STAFF
- LIBRARY
  - LIBRARIAN
    - LIBRARY STAFF
- GAMES & SPORTS
  - PDs/APDs
- FINANCE & ACCOUNTS

- EDC CELL
- NSS CELL
- IPR CELL
- SKILL DEVELOPMENT CELL
- WOMEN EMPOWERMENT CELL

- HOSTEL
  - HOSTEL STAFF
- TRANSPORT IN-CHARGE
  - DRIVERS
- ADMIN STAFF
- SUPERVISOR
  - ELECTRICIANS
  - SWEEPERS
  - ATTENDERS
  - SECURITY
  - GARDENERS

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Organizational Chart

The college has a well-structured organizational structure which clearly shows the people responsible for various tasks and the levels of supervision. The Governing Body is the highest body of the college and it is supreme decision making body. The Governing Body of the college meets at least two times in a year. In the governing body several issues pertaining to various academic and administrative matters were taken up, discussed and appropriate decision would be taken keeping the student development as its central agenda. The Governing Body strongly feels that the students should accomplish the desired goals and thus makes all the efforts (right educational methods-outcome-based education, infrastructure, equipment and tools) to create student centric environment. It follows the guidelines laid by the apex bodies like UGC, AICTE and JNTUH and comply them with utmost sincerity. The Governing Body continuously monitors the strategic plan and makes suitable advice/direction for the administration to execute the plan.

In addition to the governing body, there are several statutory and other committees are in place to administer various activities related to academic, administrative and extension. Thus, the governance of the college is more participatory and led by the governing body. This ensures holistic growth and development of the student stakeholders. Societal impact and responsibility are given prime importance by the Institute so as to contribute and promote sustainable socio- economic development through globally competitiveness.

The directions/suggestions of the governing body are effectively carried to the next levels by the Principal as shown in the organization chart. Also, HODs, Deans, other In-charges present their proposals, recommendations, progress to the GB through the Principal for the information and necessary approvals from the GB.

Nature and Extent of involvement of Faculty and students in academic affairs/ improvements

Regular meetings with Faculty, Students and other stakeholders are conducted to collect the feedback and suggestions on the existing academic matters. Valid Feedback and/or suggestion will be considered for amendments and/or modifications.

Mechanism/Norms and Procedure for democratic/good Governance

The management believes good governance is essential to run an effective system for the growth and development of an institution and enhancing its outcomes. This objective promotes inclusiveness and participatory management style of functioning. As an integral part of the governance, the management delegated power (both administrative and academic activities) to the Principal and academic heads for smooth running of the institutional activities. The decentralization also helps the decision making with proper authority and financial power. Thus, decentralization has shown a significant impact on the policy making, planning, and management with reference to engineering education. The college includes all the stakeholders while framing various guidelines to fortify the systematic functioning of the college. At the same time, decentralization should be seen as a means of improving the efficiency of the system and its quality. There are several committees, both statutory and other, are in place to administer and effectively govern the institute.

The members of the Governing Body (GB) have responsibility for institutional performance. The chairman and members of the GB are actively engaging themselves in the institute developmental activities. All of its decision and policies are made in the best interest of the institution with due consultations with the concerned stakeholders. This top-down approach of the GB not only motivates the stakeholders but also effectively helped the development of institute. The minutes of the governing body, other committees and academic activities are published on the college website as act of transparent governance. The information is also shared with the employees through various meetings and circulars from time to time.

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There are as many as 32 active committees in the college which work constantly to uphold all- round development of the students. The following are the few operational level decentralization of various activities in vogue in the institution: High Level Committees: The Governing Body and Statutory committees partake in the overall development and growth, policy decisions, financial and disciplinary issues. Middle Level Committees: Principal, Deans, COE, Associate Deans, and HODs partake in rules and regulations, academic development, curricular and co-curricular activities etc. Lower Level Committees: Various committees constituted for purpose of monitoring the policies and rule and regulations of the institutes.

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Student Feedback on Institutional Governance/ Faculty performance

Student Feedback is collected on the following,

i) Feedback on faculty
ii) Feedback on institutional governance and facilities
iii)   Feedback on Teaching learning

i) FEEDBACK ON FACULTY

Feedback on all courses will be collected through online from the students twice in a semester. The first feedback will be collected at the middle of the semester i.e., before first midterm examinations and will be collected at the end of the semester. During the first feed-back a questionnaire consisting of 5 parameters is adopted and a 10 parameter questionnaire along with feedback on course outcomes is taken at the second feedback.

Each parameter is measured based on the rating assigned to it i.e., 5 for Excellent, 4 for Very Good, 3 for Good, 2 for Fair and 1 for Poor. Each parameter average is measured by calculating the average number of students given against each rating. Final feedback of a faculty is measured considering the average rating given against each parameter.

Five Parameters used to collect the Feedback at the mid of the semester:

a. Has the Instructor clearly stated the Learning Outcomes of the course?
b. Was the class controlled and discipline maintained?
c. How effective are the communication skills of the Faculty?
d. Was the Instructor enthusiastic about teaching the class and invited questions and comments from students?
e. Has the Instructor related course material to real life situations?

Ten parameters used to collect the feedback at the end of the semester

a. Was the class controlled and discipline maintained?
b. How effective were the communication skills?

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c. Provides up-to-date information on the topic(s)?
d. Did the faculty use real world examples and cases?
e. Was the class interactive and doubts were clarified?
f. How was the presentation style of the faculty?
g. Encourages students to solve complex problems in the class?
h. Makes objective and impartial evaluation of assessments?
i. Sincerity and commitment towards academic work?
j. Approachable after class hours for discussion and advice?

Student Participation Percentage:

On an average 80% of the students will be participating in the feedback process.

Feedback analysis Process and Corrective Measures:

The collected feedback will be analyzed based on the rating given against each parameter of evaluation. Based on the final average of the feedback, corrective measures are taken by:

1. Interacting HOD with the faculty to identify the reasons for not performing well.
2. Providing further guidance in the subject by available senior faculty / other faculty who taught the same subject.
3. Deputing faculty to FDPs if required.

Faculty who get better feed-back will be rewarded by giving more weight age in faculty annual self- appraisal for the consideration of the increment.

ii) FEEDBACK ON FACILITIES

A standard procedure is adopted by SIET for collecting feedback on facilities. The feedback on facilities like classrooms, laboratories, infrastructure, library, sports etc. are collected from students. Collected feedback is analyzed for identifying corrective actions to be taken. On an average 80% of the students will be participating in the feedback process.

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Parameters for collecting feedback on facilities:

1. Internet facility in the campus.
2. Access to the students and Wi-Fi connectivity.
3. Quality of computer labs in the department/college.
4. Quality and functioning of equipment in the department laboratories.
5. Helpfulness of labs personnel.
6. Overall staff responsiveness in the laboratories.
7. Quality of classrooms in terms of visibility of the board / adequacy of fans   and lights in the class/ ventilation.
8. Use of technology in delivering the content.
9. Transport facility to students.
10. Quality of food in the college canteen.
11. Amenities in the hostel.
12. Drinking water facility in the college.
13. Cleanliness and Adequacy of toilets.
14. Games and sports facility.
15. Extra and co-curricular activities.
16. System of internal examination assessment and impartiality in awarding marks.
17. Ambiance of the college.
18. Quality of Training provided for placements.

iii)   FEEDBACK OF TEACHING LEARNING PROCESS

1. How well the teacher prepares for the class?
2. How well the teachers communicate?
3. How much of the syllabus is being covered by the end of the semester?
4. Was your performance in assignments and tests discussed with you by the concerned teacher?
5. SIET takes active interest in promoting internship, student exchange, and field visit opportunities for students.
6. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
7. Teachers are able to identify your weaknesses and help you to overcome them.

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8. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
9. The ARJN faculty use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
10. Teachers encourage you to participate in extra-curricular activities like games, sports, professional society activities.
11. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

The overall quality of teaching-learning process at Arjun College of Technology and Science is very good.

Grievance Redressal mechanism for faculty, staff and students

The college has grievances and redressal cell for the faculty, staff and students to address issues pertaining to facilities, teaching learning process, discrimination or any other related. There are separate cells for the sewing which are headed by the principal, senior faculty as convener and other senior faculty being the members.

These Grievance Redressal committees are formed to look into the complaints received from the aggrieved. A Compliant Boxes are provided at Office of Principal and in the departments for students and faculty to lodge their complaints separately. The convener of the committee will consolidate the complaints received from all the students, faculty and staff. This will be presented before the committee which meets regularly depending upon the need. The committee recommends corrective measures to be taken and recorded in the register. Provision is also given to send the complaints https://arjunengg.com/committee/#grievance

Establishment of Anti Ragging Committee

The institute has established Anti-Ragging Committee as per the guidelines of the Apex Bodies. The committee is recently reconstituted and approved by the Governing Body in its Meeting held on 01-02-2024.

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Internal Quality Assurance Cell

   The Internal Quality Assurance Cell (IQAC) of the institution is a cell which continuously monitors the quality practices and ensures all the institutional academic policies thoroughly followed as prescribed by the apex bodies. The prime responsibility of IQAC is to initiate, plan and supervise various activities that are obligatory to increase the quality of the education imparted in the college. The role of IQAC in maintaining quality standards in teaching-learning processes and evaluation becomes crucial. The IQAC Cell strategically ensures the quality of teaching-learning practices through stringent initiatives and measures taken such as Faculty Self-Appraisal, FDPs, and Training Programs for Non-Teaching, Workshops on OBE, Conference Educational Reforms, Setting Quality Bench Marks, Key Performance Indicators, Auditing and Impact Mentoring, and Academic and Administrative Audit. Thus the IQAC monitors the continuous quality improvement of the academic processes. The two best practices and bench marked processes of the College are Key Performance

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Indicators, and Setting the quality Bench Marks.

Key Performance Indicators: The performance of a department is based on various parameters that play a key role in the assessment of quality. The assessment for quality improvement is done regularly and report is generated for all the departments every month, every semester and every year. Few Parameters on which the quality is measured are the academic performance of the students, success rate of the students, academic audits, number of publications done and the quality of the journal in which it is published, include the number of faculty awarded PhD degree in that year, number of funded research projects, total grants received, patents applied and granted. Besides these impetus is also given to consultancy works and faculty's contribution to writing books.

Setting the quality Bench Marks: The IQAC has initiated a standard for setting a performance at two levels viz the Faculty level and the Department Level. First bench mark set for the faculty are based on the number of papers published in International Journals of repute like IEEE, Elsevier, another being Doctorates form a cluster and work together for publications and also write proposals for funding projects, Faculty refresher courses, one week or FDP program guiding at least two UG projects, pursue online certificate courses, student's feedback and maintenance of academic performance index (API) score. The benchmarks on which the departments assessed are, the no of paper publications maintained with a minimum set at 1:1 ratio, funding projects starting with minimum 20 Lakhs per annum, consultancy work with minimum 20 lakhs PA, Faculty Development Programs, Workshops, Hands-on Training Programs, Higher education guidance, Student publications, Student Innovations, Student hardware working prototypes, Outcome-based education, computing CO-PO attainment and analyzing the impact of the TLP in deriving the outcomes, Increasing success rate of the students right from the first year. In order to gauge the true reflection of the activities carried out by the performance metric used in strategic management to identify and improve various internal functions, departmental score was devised and used to measure efficiency and effectiveness of the processes.

The institute has established IQAC Committee as per the guidelines of the Apex Bodies. The committee is recently reconstituted and approved by the Governing Body in

https://arjunengg.com/wp-content/uploads/2024/03/IQAC-fINAL-18122023.pdf

6. Programs

Name of Programs approved by AICTE

SNo	Program	Level	Course
1.			COMPUTER SCIENCE AND ENGINEERING
2.	ENGINEERING AND TECHNOLOGY	UNDER GRADUA TE	COMPUTER SCIENCE AND ENGINEERING (ARTIFICIAL INTELLIGENCEAND MACHINE LEARNING)
3.			ELECTRONICS AND COMMUNICATION ENGINEERING
4.			ELECTRICAL AND ELECTRONICS ENGINEERING
5.			MECHANICAL ENGINEERING
5.			CIVIL ENGINEERING
6.	MANAGEMENT	POST GRADUATE	MBA

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For each Program the following details are to be given:
- *Name*
- *Number of seats*
- *Duration*
- *Cut off marks/rank of admission during the last three years*
- *Fee*
- *Placement Facilities*

  Campus placement in last three years with minimum salary, maximum salary and average salary

Course	UG - B. Tech – Computer Science and Engineering		
Number of seats	60		
Duration	4 Years		
Cut off marks/rank of admission during the last three years	2021-2022:86170 2022-2023:98458 2023-2024:95509		
Fee	Rs. 57,000		
Placement Facilities	Yes		
Campus placement in last three years with minimum	Number of Placements	2021-22	2022-23	2023-24
		32	25	20
salary, maximum salary and average salary	Minimum Salary	Rs. 200000	Rs. 200000	Rs. 1,92,000
	Maximum Salary	Rs. 450500	Rs.450000	Rs. 5,50,000
	Average Salary	Rs. 383870	Rs. 339736	Rs. 282422

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Course	UG - B. Tech – Electronics and Communication Engineering		
Number of seats	60		
Duration	4 Years		
Cut off marks/rank of admission during the last three years	2021-2022:86170 2022-2023:98458 2023-2024:95509		
Fee	Rs. 57,000		
Placement Facilities	Yes		
Campus placement in last three years with minimum salary, maximum salary and average salary		2021-22	2022-23	2023-24
	Number of Placements	15	20	21
	Minimum Salary	Rs.156000	Rs. 1,56,000	Rs. 1,92,000
	Maximum Salary	Rs. 2420201	Rs. 1000000	Rs. 10,00,000
	Average Salary	Rs. 397225	Rs. 343999	Rs. 281914

Course	UG - B. Tech – Electrical and Electronics and Engineering		
Number of seats	60		
Duration	4 Years		
Cut off marks/rank of admission during the last three years	2021-2022:86170 2022-2023:98458 2023-2024:95509		
Fee	Rs. 57,000		
Placement Facilities	Yes		
Campus placement in last three years with minimum salary, maximum salary and average salary		2021-22	2022-23	2023-24
	Number of Placements	18	20	15
	Minimum Salary	Rs. 166680	Rs. 144000	Rs. 1,20,000
	Maximum Salary	Rs. 638400	Rs. 477300	Rs. 651480
	Average Salary	Rs. 247755	Rs. 238449	Rs. 267681
Course	UG - B. Tech – Mechanical Engineering		
Number of seats	0		
Duration	4 Years		

Cut off marks/rank of admission during the last three years	0			
Fee	Rs. 57,000			
Placement Facilities	Yes			
Campus placement in last three years with minimum salary, maximum salary and average salary		2021-22	2022-23	2023-24
	Number of Placements	40	48	41
	Minimum Salary	Rs. 2,00,000	Rs. 1,80,000	Rs. 2,00,000
	Maximum Salary	Rs. 450000	Rs. 600000	Rs. 384000
	Average Salary	Rs. 268806	Rs. 242306	Rs. 242306

Course	UG - B. Tech – Civil Engineering			
Number of seats	60			
Duration	4 Years			
Cut off marks/rank of admission during the last three years	2021-2022: 2022-2023: 2023-2024:			
Fee	Rs. 57,000			
Placement Facilities	Yes			
Campus placement in last three years with minimum salary, maximum salary and average salary		2021-22	2022-23	2023-24
	Number of Placements	21	19	20
	Minimum Salary	Rs. 120000	Rs. 112000	Rs. 156000
	Maximum Salary	Rs. 4,50,000	Rs. 6,72,000	Rs. 552,000
	Average Salary	Rs. 263371	Rs. 254490	Rs. 268829

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Course	PG - MBA – Master of Business Administration		
Number of seats	60		
Duration	2 Years		
Cut off marks/rank of admission during the last three years	2021-2022: 2022-2023: 2023-2024:		
Fee	Rs. 40,000		
Placement Facilities	Yes		
Campus placement in last three years with minimum salary, maximum salary and average salary		2021-22	2022-23	2023-24
	Number of Placements	12	10	14
	Minimum Salary	Rs. 144000	Rs. 144000	Rs. 120000
	Maximum Salary	Rs. 360000	Rs. 252000	Rs. 294000
	Average Salary	Rs. 232274	Rs. 176913	Rs. 208778

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7.   **Faculty Branch wise list Faculty members**
Branch wise list of Faculty members is available at the following link:

https://arjunengg.com/faculty

Adjunct Faculty

The details of Adjunct Faculty are available at the following links:

Permanent Faculty: Student Ratio

Permanent Faculty Student Ratio is 1:15

Number of Faculty employed and left during the last three years

Academic Year	Total Number of Faculty Employed	Number of Faculty Joined	Number of Faculty Left
2019-2020			
2018-2019			
2017-2018			

8.   **Profile of Principal**

Profile of the Principal:

Dr. MOHAMMEDF YOUSUF ALI,

B.E, M.E, Ph.D

Principal and Professor.

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(Regd. No. 1420 of 2002)

College   : +91 96400522239
Diploma   : +91- 95055 18265

Mount Opera Premises, Batasingaram Village, Abdulapurmet (M), Ranga Reddy Dist, Telangana State

E-mail: principalacts@gmail.com, website: https://www.arjunengg.com

9. Admission

Number of seats sanctioned with the year of approval

S.No.	Program	Level	Cour se	Year of Approval	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1.	ENGINEERING AND TECHNOLOGY		COMPUTER SCIENCE AND ENGINEERING	2006	27	36	61	35	78
2.			COMPUTER SCIENCE AND ENGINEERING (ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING)	2020	0	20	31	30	69
4.			ELECTRONICS AND COMMUNICATION ENGINEERING	2006	20	64	49	65	95
5.			ELECTRICAL AND ELECTRONICS ENGINEERING	2006	22	76	75	62	66
6.			MECHANICAL ENGINEERING	2006	19	0	0	0	0
7.			CIVIL ENGINEERING	2006	21	81	76	54	57
8.		POST GRADUATE	COMPUTER SCIENCE AND ENGINEERING	2011	0	0	0	0	14
9.			VLSI	2012	0	0	0	0	13
10.			ELECTRICAL POWER SYSTEMS	2011	0	0	0	0	12
			STRUCTURAL ENGINEERING	2011	0	0	0	0	12
14.	MANAGEMENT	POST GRADUATE	MBA	2011	21	60	56	46	61

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10.   Fee
Details of Fee, as approved by State Fee Committee, for the Institution

The details of Fee, as approved by TAFRC (State Fee Committee), for the Institution is available at https://arjunengg.com/admissions/

Time schedule for payment of Fee for the entire Programme

01st July of every year

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No. of Fee waivers granted with amount and name of students

Number of scholarship offered by the Institution, duration and amount

2021-2022:03

2022-2023:04

Criteria for Fee waivers/scholarship

Academic Performance and Economically weaker sections

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Number of applications received during last two years for admission under Management Quota and number admitted

Year	Number of Applications Received	Number Admitted
2018-2019		
2019-2020		
2020-2021		

11. **Admission Procedure**

Mention the admission test being followed, name and address of the Test Agency and its URL (website)

https://arjunengg.com/admissions/

Number of seats allotted to different Test Qualified candidate separately (AIEEE/ CET (State conducted test/ University tests/ CMAT/ GPAT)/ Association conducted test)

Calendar for admission against Management/vacant seats:

Last date of request for applications: 29/11/21 Last date of submission of applications: 04/12/21 Dates for announcing final results: 15/12/21

Release of admission list (main list and waiting list shall be announced on the same day): 30/11/21

Date for acceptance by the candidate (time given shall in no case be less than 15

Days):

Last date for closing of admission: 04/12/21
Starting of the Academic session: 09/12/21

The waiting list shall be activated only on the expiry of date of main list

The policy of refund of the Fee, in case of withdrawal, shall be clearly notified

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12. **Criteria and Weight ages for Admission**

Describe each criterion with its respective weightages i.e. Admission Test, marks in qualifying examination etc.

Mention the minimum Level of acceptance, if any

Mention the cut-off Levels of percentage and percentile score of the candidates in the admission test for the last three years

Display marks scored in Test etc. and in aggregate for all candidates who were admitted

B. Tech. - as notified by the Convener, TS EAMCET https://tseamcet.nic.in/default.aspx

M. Tech. - as notified by the Convener, TS PGECET https://pgecet.tsche.ac.in/TSPGECET/PGECET_HomePage.aspx

MBA - as notified by the Convener, ICET https://icet.tsche.ac.in/TSICET/TSICET_HomePage.aspx

13. **List of Applicants**

List of candidate whose applications have been received along with percentile/percentage score for each of the qualifying examination in separate categories for open seats. List of candidate who have applied along with percentage and percentile score for Management quota seats.

14. **Results of Admission Under Management seats/ Vacant seats**

Composition of selection team for admission under Management Quota with the brief profile of members (This information be made available in the public domain after the admission process is over).

Score of the individual candidate admitted arranged in order or merit List of candidate who have been offered admission.

Waiting list of the candidate in order of merit to be operative from the last date of joining of the first list candidate.

List of the candidate who joined within the date, vacancy position in each category before operation of waiting list.

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15.   Information of Infrastructure and Other Resources Available Number of Class Rooms and size of each,

Sl.No	Room No.	Room type	Carpet area (in sq m)
1	A108	Classroom	72
2	A109	Laboratory	70
3	A109A	Classroom	70
4	A112	Seminar Hall	132
5	A113	Laboratory	132
6	A204	Classroom	70
7	A205	Classroom	34
8	A207	Laboratory	66
9	A207A	Laboratory	66
10	A213	Laboratory	132
11	A300	Tutorial Rooms	34
12	A301	Classroom	34
13	A302	Tutorial Rooms	84
14	A303	Laboratory	66
15	A304	Tutorial Rooms	84
16	A305	Classroom	73
17	A307	Classroom	73
18	A309	Classroom	74
19	A310	Laboratory	73
20	A311	Laboratory	68
21	A313	Laboratory	132

22	A401	Classroom	34
23	A402	Classroom	73
24	A404	Seminar Hall	133
25	A405	Seminar Hall	133
26	A406	Classroom	73
27	A409	Classroom	72
28	A410	Classroom	75
29	A412	Drawing Hall	132
30	A413	Laboratory	132
31	B311	Laboratory	132
32	B101	Laboratory	132
33	B102	Laboratory	70
34	B102A	Laboratory	66
35	B103	Laboratory	66
36	B103A	Laboratory	66
37	B104	Laboratory	66
38	B105	Laboratory	66
39	B106	Laboratory	132
40	B107	Laboratory	66
41	B110	Classroom	66
42	B111	Laboratory	132
43	B200	Laboratory	66
44	B201	Laboratory	72
45	B202	Classroom	70
46	B203	Laboratory	70
47	B203A	Laboratory	70
48	B204	Classroom	68
49	B204A	Classroom	72
50	B205	Tutorial Room	72

51	B206	Laboratory	73
52	B207	Laboratory	72
53	B208	Laboratory	110
54	B210	Classroom	34
55	B211	Laboratory	132
56	B300	Classroom	72
57	B301	Classroom	72
58	B302	Tutorial Room	72
59	B303	Laboratory	70
60	B303A	Laboratory	70
61	B304	Laboratory	70
62	B305	Laboratory	70
63	B305A	Laboratory	70
64	B306	Classroom	73
65	B308	Laboratory	66
66	B309	Laboratory	70
67	B312	Classroom	34
68	B401	Classroom	72
69	B402	Classroom	72
70	B403	Classroom	74
71	B404	Classroom	70
72	B405	Drawing Hall	132
73	B406	Classroom	68
74	B407	Classroom	70
75	B408	Laboratory	132
76	B409	Research Laboratory	142
77	C107	Classroom	72
78	C108	Classroom	72
79	C201	Classroom	72

80	C202	Classroom	72
81	C203	Classroom	72
82	C204	Laboratory	144
83	C205	Laboratory	144
84	C206	Laboratory	132
85	C207	Laboratory	144
86	C208	Laboratory	144
87	C301	Laboratory	132
88	C302	Laboratory	132
89	C303	Laboratory	132
90	C304	Laboratory	132
91	C101	Classroom	72
92	C102	Classroom	72
93	C103	Classroom	72
94	C104	Classroom	72
95	C105	Classroom	72
96	C106	Classroom	72
97	C302	Laboratory	66
98	C303	Classroom	34
99	D101	Workshop	205
100	D101A	Workshop	200
101	D102	Laboratory	73
102	D103	Laboratory	73
103	D104	Laboratory	73
104	D105	Laboratory	73
105	D106	Laboratory	73
106	D107	Laboratory	73
107	D108	Laboratory	73

108	S101	Additional Workshop	150

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Central Examination Facility, Number of rooms and capacity of each

The institute has central examination facility with 6 rooms. The details and size of each room is shown in the below table.

Barrier Free Built Environment for disabled and elderly persons

It has been felt that differently-abled persons need special arrangements in the ARJN College premises for their mobility and independent functioning ARJN has architectural barrier free environment that disabled persons find easy for their day-to-day functioning. The college addresses the accessibility relevant issues as per the stipulations of the Persons with Disabilities Act 1995. The entire existing infrastructure in the college is disabled-friendly and ARJN ensures that the future construction will also be based on the principle of inclusion. The institute has special facilities such as Wheel chairs, Walkers, Hand Rails.

1. **Physical Facilities:** The classes for differently abled students are conducted on the ground floor for their convenience. Mobility devices like Wheel Chairs and Walker are made available in major buildings.

2. **Braille Software:** To assist visually challenged students NVDA software is installed in computers and speaker is provided. But so far no visually challenged students have joined in the college.

3. **Rest Rooms:** Rest rooms are provided with clean and hygienic conditions in every building block. The rooms are constructed in the ground floor for the convenience of the student.

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1. *Scribes for examination:*

ARJN provides scribes for differently abled students if required during examinations. As per the JNTUH and AICTE rules of examinations.

AICTE: F.No.AICTE/e-Gov./230/2015-16- Disable friendly examination centre for candidates with disabilities – Order of Court of Chief Commissioner for Persons with Disabilities

2. *Any other Facilities:*

i.   First Aid and Sick Room is made available in the ground floor of Block-A room No. 1006 with stretcher and bed along with doctor.

ii.   Ambulance facility is made available in the campus in case of any emergency.

iii.   SIET provides guidance and counseling to differently abled individuals and assist them to gain successful employment in the public as well as private sectors.

iv.   SIET conducts awareness programs for faculty about the approaches to teaching, evaluation procedures, etc, which they should address in the case of differently-abled students.

v.   College buses are arranged with extra door step to support physically challenged persons.

Occupancy Certificate

The Occupancy Certificate is available at:

Fire and Safety Certificate

The Fire and Safety Certificate is available at:

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- ▪ 24X7 Security, CCTV Surveillance,
- ▪ Solar Fencing and In-House Warden
- ▪ Round the clock ambulance service
- ▪ Inward and the outward movements are registered and allowed only with the prior information from the parents
- ▪ For fitness of girls along with boys there is a separate high-quality equipment of games, sports, and gym is provided
- ▪ Anti-Ragging Vigilance
- ▪ Medical & other Facilities at Hostel
- ▪ Resident Doctor
- ▪ MoU with nearest multispecialty emergency hospital.

Library

Number of Library books/ Titles/ Journals available (program-wise)

Programe/Course	No. of Titles	No. of Volumes	No. of National Journals	No. of Internationa l Journals	No. of e-Journals/ Online Journals	No. of e-Book Titles	No. of e-Book Volumes
B.Tech. - Engineering	4295	22150	72	10	16345	1050	
Total	5300	27050	94	16			2050
MBA	255	1600	12	06	1000	200	
Grand total	5555	27050	106	24	20345	2050	

List of online National/ International Journals subscribed

SNo.	Details	Number of e-Journals	Link for List of online National/ International Journals subscribed
1	IEEE ASPP	1925	
2	IEEE POP		
3	ASME		
4	ASCE		
5	ESS SS&H		

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E- Library facilities

The Central Library provides digital content to the user community (students & faculty) for updating their pedagogy and learning beyond curriculum through the library webpage, which access of OPAC (Online Public Access Catalogue), World e-Book Library (e-Books), NPTEL & SWAYAM web & video courses, SWAYAM Prabha (32 DTH Channel for Education), National Digital Library of India (NDL), memberships of DELNET, N-List and British Council Library, and other Open Educational Resources (OERs).

Laboratory and Workshop
- *List of Major Equipment/Facilities in each Laboratory/Workshop*
- *List of Experimental Setup in each Laboratory/Workshop*

The details of List of Major Equipment/Facilities in each Laboratory/ Workshop and List of Experimental Setup in each Laboratory/ Workshop are available at:

Computing

Facilities

Internet

Bandwidth

The institute has internet connection with a bandwidth of 500 Mbps.

Number and configuration of System

The institute has a total number of 770 Computers. The distribution of computers along their configuration is shown at:

Total number of system connected by LAN

All 770 computers of the institute are connected by LAN.

Total number of systems connected by WAN

A total of 770 systems are connected by WAN

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Special purpose facilities available –

Lecture Video Recording Studio Room, 1500 Seating Auditorium with Silver Screen and Cinema Projector and multimedia systems, Video conferencing rooms with A-View software.

Innovation Cell

Centre for Innovation and Entrepreneurship (CIE) at ARJN is established to promote and support technology-based entrepreneurship spirit among the graduated and graduating students of ARJN. CIE. ARJN wishes to facilitate the creation of ideas and inventions that benefit society.

In CIE ARJN, we organize a series of Entrepreneurship Development Workshops and Entrepreneurship Awareness Camps to Identify and guide early-stage ideas and startups with required skills, network and support. We have partnered with WADHWANI Foundation to help our incubated entrepreneurs to network with startups and leaders who are creating an impact in the fields. We received immense guidance, funds and support from DST - NIMAT, MSME, Entrepreneurship Development Institute of India, IUCEE to help our incubated startups to acquire skills and scale-up theirventures.

We have recently partnered with T - Hub and implementing their flagship program (T-Tribe) where we support idea-stage startups, build skills and help entrepreneurship aspirants to get knowledge from basics. Till date, we have many startups who won National and International awards for the Socio Economical Impact they have created under the training and guidance from our Incubation centre.

All these success stories help us to stay motivated and help more entrepreneurship aspirants to start their own startup journey.

Social Media Cell

ARJN is active on various Social Media Platforms like Facebook, Twitter and Instagram.

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Soft Skill Development Facilities

Many of the students enter the portals of the institution are from the first-generation families who look for a job immediate as career option after completion of the graduation. The challenge here is that their eligibility for a campus placement opportunity (the industry expects a minimum of 60% marks at both 10th and 12th standards). The college is totally concern about this. In order to facilitate the students to improve their academic performance and communication skills the college felt there is

need for continuous skill building activity. Accordingly, a dedicated student skill development cell was established in the year 2016. The main objective of the Skill Development Cell is to bridge the gap between academia and industry and train the students on the required skill sets. Students are trained on employability skills to suit the requirement of the industry.

The institute hires skilled trainers specialized in various fields related to the requirements of the job market. The students are trained in areas of Aptitude knowledge, Quantitative theory, Soft Skill and Technical Skills. These trainers offer courses for the 2nd and 3rd year students for the semester and the syllabus is designed accordingly to suit the requirement of the job market. Apart from the regular classes, students are also provided the industry related training for 15 days or weekly based on the student's requirements. Gradually the trainers were taken on rolls and on full time job in order to spare more time and focus for the training and imparting skills. The impact of this shown a gradual increase in the placements due to persistent efforts in preparing and training the students for employability. Most of our students before they graduate get job offers from companies of repute like, Cap-Gemini, Tata Consultancy Services, Amazon, Salesforce, Wipro and several others.

There are several students who opt for the internship; however, the students don't have a clear idea of how to get the internship and the various assessment processes. Hence, the Student Skill Development Cell assist such students to go through the process and help them to attend and clear the interview. Some of our graduates prefer going for the higher studies in the foreign universities, however, they cannot afford to go without the scholarship. Hence, they need to appear for various tests like GRE, TOFEL, PTE, IELTS etc, the trainers also extend helping hand and personal guidance to the desired students for achieving success in the test. The cell also extends its reach to the staff and faculty in aiding to improve their communication and connect with the industry for fetching a professional internship during the semester breaks. Since the Student Skill Development Cell also offers the assistance to the faculty/staff it is named as competency Development Cell (CDC) in the year 2018. The cell is headed by a senior faculty in the capacity associate dean of the institute. The competency development cell focuses on gathering the requirement of students, staff and faculty through various surveys and identifies the gaps and offer suitable services for enhancing the competencies of the concerned

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Academic Calendar of the College is available at:

Academic Time Table with the name of the Faculty members handling the Course

Department Wise Academic Time Tables are
available at:

Department of CSE:

Department of ECE:

Department of EEE:

Department of ME:

Department of CE:

Department of H&S:

Department of MBA:

Teaching Load of each Faculty

Department Wise Teaching Loads are available
at:

Department of CSE:

Department of ECE:

Department of EEE:

Department of ME:

Department of CE:

Department of H&S:

Department of MBA:

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Table: Assessment Tools for Regular Courses / Project Work (Phase-II)

Type of Course	Assessment Tools					SEE (70%)
	CIE (30%)					SEE (70%)
	CAT1	CAT2	AAT	Practice	Total	Total
Integrated Course	20 Marks	20 Marks	20 Marks	40 Marks	100 Marks	100 Marks
Theory Course	40 Marks	40 Marks	20 Marks	-	100 Marks	100 Marks
Practical Course	50 Marks	50 Marks	-	-	100 Marks	100 Marks

The assessment of Internship/Mini-Project/Project Work (Phase-I)/Project Work (Phase-II) is done through a well-defined rubrics.

Passing Standards

The passing criterion for various courses is mentioned below:

Integrated Courses			
S.No.	Type of Assessment Tool	Max. Marks	Conditions
1	CIE – Theory (CAT1+CAT2+AAT)	60	A student who secures less than 40% of marks (24 marks out of 60) shall not be allowed to SEE
2	CIE – Practice	40	A student who secures less than 40% of marks (16 marks out of 40) shall not be allowed to SEE
3	CIE+SEE (30%+70%)	100	A minimum of 40% of marks must be secured to declareasPASSwithaminimumof35%ofmarksinthe SEE and obtain the assigned credits (Total marks=30% of CIE+ 70% of SEE)

Theory			
S.No.	Type of AssessmentTool	Max. Marks	Remarks
1	CIE (CAT1+CAT2+AAT)	100	A student who secures less than 40% of marks shall not be allowed to SEE

2	CIE+SEE (30%+70%)	100	A minimum of 40% of marks must be secured to declare as PASS with a minimum of 35% of marks in the SEE and obtain the assigned credits(Total marks=30% of CIE+ 70% of SEE)

Practical Courses			
S.No.	Type of AssessmentTool	Max. Marks	Remarks
1	CIE (CAT1+CAT2)	100	A student who secures less than 40% of marks shall not be allowed to SEE
2	CIE+SEE (30%+70%)	100	A minimum of 40% of marks must be secured to declare as PASS with a minimum of 35% of marks in the SEE and obtain the assigned credits(Total marks=30% of CIE+ 70% of SEE)

- A student's hall secures not less than 40% of marks in each and every assessment tool of CIE.
- If a student fails in SEE then in such an event, he/she shall be provided one opportunity to appear SEEING with the same CIE marks in the immediate supplementary semester. The student must get a PASS grade in the said course during the supplementary exam; otherwise he/she shall re-register for the course again and follow the normal rules to obtain the PASS grade.
- A student who FAILs in obtaining 40% of marks in CIE and those who have not cleared in supplementary examination (Advanced supplementary examinations are exempted) has to re- register for the same course. In the event the said course is not offered, the student shall register for the equivalent course prescribed by the college.
- Students are eligible to apply for re-valuation, if he/she fails in semester end examination.

Students' assessment of Faculty, System in place

FEEDBACK ON FACULTY

Feedback on all courses will be collected through online from the students twice in a semester. The first feedback will be collected at the middle of the semester i.e., before first mid-term examinations and the second will be collected at the end of the semester. During the first feedback a questionnaire consisting of 5 parameters is adopted and a 10 parameter questionnaire along with feedback on course outcomes is taken at the secondfeedback.

Each parameter is measured based on the rating assigned to it i.e., 5 for Excellent, 4 for Very Good, 3 for Good, 2 for Fair and 1 for Poor. Each parameter average is measured by calculating the average number of students given against each rating. Final feedback of a faculty is measured considering the average rating given against each parameter.

Five Parameters used to collect the Feedback at the mid of the semester:

a. Has the Instructor clearly stated the Learning Outcomes of thecourse?

b. Was the class controlled and disciplinemaintained?
c. How effective are the communication skills of theFaculty?
d. Was the Instructor enthusiastic about teaching the class and invited questions and comments from students?
e. Has the Instructor related course material to real lifesituations?

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Ten parameters used to collect the feedback at the end of the semester:

Was the class controlled and discipline maintained

a. How effective were the communication skills.
b. Provides up-to-date information on the topic(s).
c. Did the faculty use real world examples and cases?
d. Was the class interactive and doubts were clarified.
e. How was the presentation style of the faculty?
f. Encourages students to solve complex problems in the class.
g. Makes objective and impartial evaluation of assessments.
h. Sincerity and commitment towards academic work.
i. Approachable after class hours for discussion and advice.

Student Participation Percentage:

On an average 80% of the students will be participating in the feedback process.

Feedback analysis Process and Corrective Measures:

The collected feedback will be analyzed based on the rating given against each parameter of evaluation. Based on the final average of the feedback, corrective measures are taken by:

1. Interacting HOD with the faculty to identify the reasons for not performing well.
2. Providing further guidance in the subject by available senior faculty / other faculty who taught the same subject.
3. Deputing faculty to FDPs if required.

Facultywhogetbetterfeedbackwillberewardedbygivingmoreweightageinfacultyannualself- appraisal for the consideration of the increment

For each Post Graduate Courses give the following:
▪   *Title of the Course*
▪   *Curricula and Syllabi*
▪   *Laboratory facilities exclusive to the Post Graduate Course*

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(Regd. No. 1420 of 2002)

Mount Opera Premises, Batasingaram Village, Abdulapurmet (M), Ranga Reddy Dist, Telangana State

E-mail: principalacts@gmail.com, website: https://www.arjunengg.com

Special Purpose

**Software, all design tools in case
Academic Calendar and framework**

Academic Calendar of ARJN are
availableat:

Academic Calendar frame work:

Instruction Period :17weeks		**19 weeks**
Mid Semester Tests :2weeks		

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FIRST SEMESTER (23 weeks)	Preparation & Practical Examinations	1 week
	External Examinations	3 weeks
Semester Break		1 week
SECOND SEMESTER (23 weeks)	InstructionPeriod :17weeks	19 weeks
	MidSemesterTests :2weeks	
	Preparation & Practical Examinations	1 week
	External Examinations	3 weeks
Summer Vacation		5 weeks

16.   Enrollment of students in the last 3years

SNo	Course	Number of Students Admitted		
		2023-24	**2022-23**	**2021-22**
1.	UG - B.Tech. CIVIL ENGINEERING	57	54	76
2.	UG - B.Tech. – - ELECTRICAL AND ELECTRONICS ENGINEERING	66	62	75
	UG - B.Tech. - MECHANICAL ENGINEERING	NA	NA	NA
	UG - B.Tech. - ELECTRONICSAND COMMUNICATIONENGINEERING	94	65	49
	UG - B.Tech. –COMPUTER SCIENCE ENGINEERING	78	35	61
	UG - B.Tech. – Artificial Intelligence & Machine Learning	69	30	31
	DIPLOMA-. CIVIL ENGINEERING	42	29	28
	DIPLOMA-. - ELECTRICAL AND ELECTRONICS ENGINEERING	69	40	44

DIPLOMA-. MECHANICAL ENGINEERING	40	20	37
DIPLOMA-. ELECTRONICSAND COMMUNICATIONENGINEERING	60	59	60
DIPLOMA–COMPUTER SCIENCE ENGINEERING	120	96	60
PG-MBA	61	46	56

College   : +91 96400522239

17.   List of Research Projects/ ConsultancyWorks

Number of Projects carried out, funding agency, Grant received

List of On-Going Projects

List of Completed Projects Details of Consultancy Activities:

Publications (if any) out of research in last three years out of masters projects Industry Linkage

1.   LED Chip Indus PVT LTD.
2.   SIRI Tech Manufacturing of Electronics
3.   Surya tech solutions
4.   INDUSTRIAL VISIT GANESH RIG INDUSTRIES
5.   STAR HEALTH AND ALLIED INSURANCE COMPANY LTD
6.   National Instruments
7.   ViSolutions
8.   Orient Cements
9.   Ultra Tech Cements
10.   R Techno solution
11.   Santhosh build well Infra Pvt.Ltd.
12.   S.R.Technologies
13.   Dreams Structural and Geo - technicalConsultants
14.   Adepto Geo-Infomatics Pvt.Ltd.

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18.   LoA and subsequent EoA till the current AcademicYear

LoA and subsequent EoA till the current Academic Year are available at:

19.   Accounted audited statement for the last threeyears
Accounted audited statement details are
available at: Best Practices adopted, if
any

I. *Centre for Innovation and Entrepreneurship(CIE)*

The entrepreneurship and startup culture are the trend and the government of India has given a huge thrust promoting the culture of innovation and incubation at the higher educational institutions in general and Engineering Colleges in particular. Taking a cue from this the college initiatedpromotingthecultureofinnovationandincubationamongitsstudents.Accordingly, the college has established a Center for Innovation and Entrepreneurship (CIE) to promote and support the spirit of entrepreneurship among the graduated and graduating students.

Entrepreneurship education imparts qualities at individual level such as self-motivation andfinancial responsibility. In addition, this kind of education empowers people to have self-discipline since entrepreneurship involves taking well calculated risks. People who have gone through this kind of training are able to recognize opportunities. Entrepreneurship education also encourages innovation in the running of organizations.

Teaching people innovative ways to make a living enables them to take control of their circumstances. In Tanzania, for example, entrepreneurship education is being used as a tool to empowerwomen.Technicallytrainedwomen,forexample,struggletofindemploymentinamale dominated domain. The education is aimed at improving their self-confidence and giving them a chance at becoming self-reliant so that they are not totally dependent on employment. This form of education also builds up self-awareness.

The CIE wishes to facilitate the creation of ideas and inventions that benefit society. To this end, CIE has established an Incubation center and adopted this Incubation Policy to provide guidance and management structure to facilitate the development of entrepreneurship.

The incubation center is registered as separate LLP Firm with name "ARJN Experimental hub Private Limited" and all the incubated firms are registered under ARJN Experimental hub private limited. ARJN Experimental hub Pvt Ltd, under the aegis of CIE ARJN and supported by the institute that funds, mentors and nurtures ideas, startups and entrepreneurs.

Student Skill Development Cell (Competency DevelopmentCell)

Many of the students enter the portals of the institution are from the first-generation families who look for a job immediate as career option after completion of their graduation. The challenge here is that their eligibility for a campus placement opportunity (the industry expects a minimum of 60% marks at both 10th and 12th standards). The college is totally concern about this. In order to facilitate the students to improve their academic performance and communication skills the college felt there is need for continuous skill building activity. Accordingly, a dedicated student skill development cell was established in the year 2016. The main objective of the Skill Development Cell is to bridge the gap between academia and industry and train the students on the required skill sets. Students are trained on employability skills to suit the requirement of the industry.

The institute hires skilled trainers specialized in various fields related to the requirements of the job market. The students are trained in areas of Aptitude knowledge, Quantitative theory, Soft Skill and Technical Skills. These trainers offer courses for the 2nd and 3rd year students

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Most of our students before they graduate, get job offers from companies of repute like, Cap-Gemini, Tata Consultancy Services, Amazon, Sales-force, Wipro and several others.

There are several students who opt for the internship; however, the students don't have a clear idea of how to get the internship and the various assessment processes. Hence, the Student Skill Development Cell assists such students to go through the process and help them to attend and clear the interview. Some of our graduates prefer going for the higher studies in the foreign universities, however, they cannot afford to go without the scholarship. Hence, they need to appear for various test like GRE, TOFEL, PTE, IELTSetc, the trainers also extend helping hand and personal guidance to the desired students for achieving success in the test. The cell also extends its reach to the staff and faculty in aiding   to   improve their communication andconnect   with
the industryforfetchingaprofessionalinternshipduringthesemesterbreaks.SincetheStudentSkill Development Cell also offers the assistance to the faculty/staff it is named as competency Development Cell (CDC) in the year 2018. The cell is headed by a senior faculty in the capacity associate dean of the institute. The competency development cell focuses on gathering the requirement of students, staff and faculty through various surveys and identifies the gaps and offer suitable services for enhancing the competencies of theconcerned.

II. *Engineering Projects in Community Service(EPICS)*

Engineering Projects in Community Service (EPICS)is a unique program offered by the college in which teams of undergraduate students' design, build and deploy the real systems to solve engineering-based problems for local community. EPICS programme was initiated by Purdue

University of the United States. The main objective of EPICS is to expose student to address the societal issues and to make the students socially responsible by finding and providing viable solutions for the problems stated by the community partners. EPICS faculty has been mentored by Purdue University Professor, Dr. William Oakes, who is the founder of EPICS program at Purdue University. The EPICS in IEEE program connects engineering with community service in four categories of community improvement effort:

- **Access and Abilities** - By bringing together student branches at universities, secondary students and nonprofit organizations, there is a greater ability to solve accessibility issues within communities. EPICS in IEEE Access and Abilities projects help enable adaptive services, clinics for those in need (such as children with disabilities), programs for adults and assistivetechnologies.
- **Education and Outreach** - EPICS in IEEE strives to help young students to discover the benefits of science, math, technology and engineering for their futures. Many projects give students hands-on experiences in order to stimulate their interests in thosefields.
- **Environment** - Many EPICS in IEEE projects concern themselves with new ways to create electricity and energy, recycling and the use of renewable energy sources. Through these EPICS in IEEE projects, young students learn about the impact of environmental issues and how engineering can be part of the solution. They also gain exposure to potential jobs with a growing demand for alternative energy and environmentalsolutions.

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- **Human Services** - Through their experiences in Human Services EPICS in IEEE projects, students find connections between engineering and the tremendous scope of community needs globally. This includes homelessness prevention,

This program became popular among the students as it gives more exposure to them and also establish connect with community and an opportunity to solve their problems with the application engineering.

A team of 15 college faculty members from various departments have enrolled in this program voluntarily to be the mentors for the students. These 15 faculty members have successfully completed the Design Thinking Course which is a six months course. In the month of April 2018, the college has signed an MOU with IEEE and EPICS in Purdue to introduce this EPICS course in the curriculum.

Eleven modules of Social Innovation and Engineering Explorations courses were successfully implemented so far to the students. As a part of pilot program, prototyping is also being done since 2017-18. The implementation phase has started and as a part of it five different projects and process are successfully completed. Thus, the EPICS included in the curriculum from the academicyearanditprofoundlyhelpsinattainingthedesiredgraduateattributesexpectedfrom   the undergraduate engineering students of theinstitution.

III.   *Innovative Teaching to achieve ProgramOutcomes*

Innovative teaching is necessity for all teachers in order to meet the educational needs of the new generations. The purpose of education is not just making a student literate, but adds rationale thinking, knowledge, ability and self-sufficiency. The college practices Outcomes Based Education (OBE) approach in all aspect of TLP. Faculty members of the college use innovative teaching methods and techniques to fulfill the needs of OBE system. Some pedagogical initiatives used include role-playing, case studies, group projects, think-pair-share, peer teaching, debates, Just- in-Time Teaching, and short demonstrations followed by class

discussion. The primary purpose of this practice being followed is to practice Student Centric Learning and strengthen technical Skills through Course-end projects and interdisciplinary projects and usage of Technology in teaching learningpractices.

Active learning has enhanced the team spirit, learning capabilities and technical skills of the student. It created an environment to think more about technology, research and societal problems and find a solution for the problems around them, which also created a responsibility towards addressing the societal problems. Many of the students are part of research projects leading to patents, publications, startup ideas and few startups are initiated in the campus related to day- to-day student life problems.

success rate improved and this is reflected in quality and statistics of the placements. The employer's feedback is a clear testimony of this claim. The students opting for international studies are able to come up with good grades and involve in research because of the self and interactive learning aptitude.

I. *Online Student Feedback System*

The college has a robust Online Student Feedback System (OSFS). OSFS is a web application which provides a base to conduct student's feedback online. Transparency and precision are the hallmarks of this system without any room for tampering. Feedback from students allows the institution to evaluate how its service provision is viewed by its most important stakeholders. This system was initiated to

Over ride the problems that the students face in the institution. The students, in a convenient, consistent and anonymous manner can submit their feedback about the faculty, the facilities and the courses offered to them during their period of their study. This system approaches all about institutional and educational practices and processes that are taken into consideration and the student's concerns of the level of the knowledge they receive. This procedure ensures that there is a good and cordial relationship between the students learning environment and the teachers. This has been very effective in identifying the issues related to curriculum and facilitiessuccessfully.

The results of the student feedback process, as well as the recommendations and the action taken are important considerations for the program review which each department is required to undertake. Online Feedback System has been instrumental in gathering the required information form students about the faculty, facilities and courses. It has also been an effective quality checking device that provides scope for improvement in various sections, thus enabling a positive learning environment for the students.

However, a few problems have been encountered which are divergent in terms of gathering productive feedback. In some instances, a few students were found to be deviating from what was required of them and in few other cases of students are not providing exact feedback and also showing low levels of interest were also registered. Overall this system implemented with great transparency and feedback taken was reviewed seriously and necessary corrective actions were also taken for improvement.