SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST.MARY'S ENGINEERING COLLEGE

NEAR RAMOJI FILM CITY, BEHIND MOUNT OPERA, DESHMUKHI VILLAGE, POCHAMPALLY MANDAL, YADADRI BHUVANAGIRI DISTRICT
508284
http://smecd.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Mary's Engineering College (SMEC) was established in the year 2007 by Dr. Rev.K.V.K.Rao (Chairman) with a social responsibility of educating, training and developing our youth, realizing that the youth of a country is the pillar stone for the overall development and prosperity of its nation. He is passionate to provide quality education to the local rural students and empower them through knowledge and employment. This institution is an Integrated Campus located at the Deskmukhi Village, Pochampally Mandal Yadadri Bhongir (Dist) near Flim City. Ramoji Flim City is the land of cinema and offers the finest combination of leisure and entertainment. As the world's largest integrated film city and India's only thematic holiday destination with the magic of cinema, there's something special for everyone.

The institution is affiliated to Jawaharlal Nehru Technological University Hyderabad. The institution started with 03 programs with an initial intake of 180. Currently, the institution is offering 05 programs with a total of students 1551. The Institution enjoys commendable social accreditation and a very good reputation in the state of Telangana. SMEC is one of the most preferred institutions in the town and in the district of Yadadri Bhongir (Dist).

St. Mary's Engineering College has a highly experienced and dedicated faculty team, computer centers, state-of-art laboratories, learning resource centers and wholesome pedagogic skills to provide the students high opportunities to acquire knowledge and technical expertise necessary for grooming and orienting their creative young minds. The institution is ranked 3rd among the top 20 Best Engineering Colleges in India according to the survey by ICMR published in the Sunday Indian National Publication. Our student Ms. Meena Kumari (2009-13) Batch was awarded Gold Medal by JNTUH. The college provides its students with unparalleled placements in India and feels proud to have secured for them placements in 300+ Global and Indian Super Brands. The objective of St. Mary's Engineering College is to impart quality education is reflected in its consistently good academic results and placement records. SMEC received many awards and appreciation from government and non-government agencies for its performance in various aspects.

Vision

The Vision of the Institute is to generate and disseminate knowledge through a harmonious blending of Science, Engineering and Technology, to serve society by developing modern technology in students' heightened intellectual, cultural, ethical and humane sensitivities, fostering a scientific temper and promoting professional and technological expertise.

Mission

M1: To provide Knowledge with Academic Excellence and to make our Students better Technocrats & Professionals so that they chart out their own path of Success and possess Perfection in their endeavors.

M2. To inspire the faculty members to always excel and in turn, motivate the students to achieve excellence.

M3: To provide continuous research orientation in the faculty.

M4: To provide a stimulating learning environment with a technological orientation to maximize individual potential.

M5: To ensure students of all ability levels are well-equipped to meet the challenges of education, work and life.

M6: To inculcate entrepreneurial talents and technology appreciation programs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Serene and spacious campus with lush green
- Away from the hustle bustle of the city
- More than 30% of our students are first-generation learners.
- Remedial classes for slow learners and additional support for advanced learners.
- Good Success rate of students
- Outreach and extension programs
- Active student environment-learning communities, programs, student organizations and clubs
- Training students on life skills from the beginning of the program
- Welfare schemes for faculty and students
- Regular Parent-Teacher Meetings
- Providing Quality education at nominal fees
- Alumni engagement for the institute's growth & development
- Use of ICT tools by all faculty members
- Well-qualified, committed and experienced faculty
- Incentives to faculty for promoting Research and Development
- Because of a good social accreditation, this college is a favored destination for higher studies in and around the city of Hyderabad and nearby districts of Telangana.
- Fully automated library
- Well-maintained infrastructure
- Proactive and Visionary management
- Effective and efficient mentor system
- Vision and Mission are well-defined and followed
- Well-stacked library of textbooks, journals and digital resources
- One of the highest placements in the region
- Well-equipped and neatly maintained Laboratories
- Exclusive Training & Placement Cell with adequate facilities for training
- Good relationships with the industry
- Indoor and outdoor sports facilities
- Ever-growing Innovation and Entrepreneurship awareness activities
- Industry-specific add-on training programs
- Conduct add-on courses to bridge the gaps in the curriculum
- Well-established career guidance cell
- Empowerment of faculty and decentralization of administration

- Distinguished Alumni in civil services, as entrepreneurs and with MNCs

Institutional Weakness

- Limited Communication skills of students as most of the students are from rural areas
- Academic flexibility is limited and confined as the institution follows the syllabi prescribed by the affiliating university
- Students' accessibility to ICT tools outside the campus as many are from rural areas.
- Difficulty in getting quality doctorates for faculty positions
- Lack of diversity among students
- Delay in release of scholarship amount, thereby affecting various institutional activities planned as per strategic plan.

Institutional Opportunity

- The institution provides an opportunity for rural first-generation learners to get quality education at an affordable cost.
- Alumni association provides the opportunity for the current students to have a network with prominent alumni during alumni meetings.
- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas.
- Enhance faculty exposure to industry by sending them to industries and use the experience for a better teaching-learning experience.
- Possibility of networking among academia, R&D institutions and local industry to form R&D clusters.

Institutional Challenge

- Some of our students are diffident due to their poor economic background.
- Retention of the faculty.
- Creeping commercialization poses challenges to quality education in higher education.
- Elevating the institution to Autonomous status.
- Unable to offer a revised curriculum in line with the requirements of the job market and in emerging areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since its foundation in 2007, St. Mary's Engineering College (SMEC) has been successful in delivering the curriculum provided by the affiliating university. The institute uses a choice-based credit system (CBCS) and provides optional courses in accordance with the authorized curriculum. The affiliating institution carefully designs the curriculum by considering current and future industry demands as well as essential abilities for students to excel in their jobs.

The academic schedule established by the affiliating university is strictly followed by the institution. All internal examinations and other academic-related activities follow the academic calendar. The faculty is in charge of maintaining course files and delivering content based on pre-approved lesson plans.

The institution offers Choice Based Credit System (CBCS)/elective courses across all the programs during the assessment period. In order to bridge the gap between the curriculum offered by the affiliating university and industry needs, the institute offers add-on courses or value-added courses every year. The institution offered 90 add-on courses during the assessment period with an aim to make the students globally competent and address real-world problems. More than 90% of students took part in these courses and got benefitted.

The aspects such as ethics, gender, human values, environment, and sustainability are also integrated into the curriculum. In addition, the institution addresses professional ethics, gender, human values, environment, and sustainability among the students through curricular and co-curricular activities. The institution has a curriculum that includes more than 40% of the courses that impart experiential learning through project work and hands-on exercises in the laboratories. More than 50% of the total enrolled students in the given academic year take part in socially relevant project work. The institution also has MoUs with various reputed organizations to provide required training to the students and make them employable.

In order to enable the students to achieve all graduate attributes, feedback from all stakeholders is collected and analyzed. Action is taken based on the analysis of the feedback forms. All required actionable points are prioritized and actions are initiated based on priority. The identified gaps in the curriculum are communicated to the affiliating university for enhancing the curriculum.

Teaching-learning and Evaluation

Many meritorious students from the state of Telangana prefer to join SMEC. The seats are filled through the state-level online admission process. The institute strictly follows the reservation policy issued by the government of Telangana. The institute follows a Mentoring system in which about 15 students are assigned to a faculty as a mentor.

The institute is supported by efficient members of faculty with an average experience of over 7 years. The institute maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Various teaching-learning methodologies such as problem-solving, participative learning and experiential learning are adopted through ICT-enabled infrastructure. The institution prepares course plans and course files well before the commencement of classes and adheres to the academic calendar.

Based on the assessment, students are divided into slow learners and advanced learners. Slow learners are provided with remedial classes to improve their subject knowledge and skills. On the other hand, advanced learners are encouraged to take part in workshops and seminars, explore content beyond the syllabus, and prepare to pursue higher education. To further strengthen students' domain knowledge guest lectures, workshops, conferences, etc. are also organized. In addition, the institution has an effective mentoring system in place.

The examination section of the institute monitors, reviews and revises the conduct of assessments and evaluation of internal examinations in a systematic way and ensures transparency in its processes. The affiliating university has brought in numerous IT reforms to automate various activities starting from student

registrations to the declaration of results. In addition, the examinations branch of the institution facilitates students to address grievances, if they have any, related to internal and external examinations. The students excel in the examinations conducted by the university every year. The institution has been maintaining an average pass percentage of more than 80% during the last five years.

All COs and POs/PSOs are made available on the institute's website for effective dissemination among the stakeholders. The institution also computes the attainment of COs for all courses and POs/PSOs for graduated batches systematically and corrective actions are taken wherever required.

Research, Innovations and Extension

The ecosystem and linkages with various industries and institutions have been instrumental in promoting research at SMEC. Efforts of the members of the faculty and support from the institution are evident from research papers and books published by the faculty members.

SMEC has been promoting research by offering incentives to the faculty to take part in various activities of Research and Development. The institution promotes research among its faculty members by offering financial incentives for taking membership with reputed technical associations. In addition, the members of the faculty are motivated and financially rewarded for taking part in international and national conferences. The institution organizes different seminars and workshops related to research methodology and Entrepreneurial skills.

The institution has been very active in organizing numerous extension and outreach activities. The institute encourages and ensures the holistic development of the students by motivating them to take part in several extension activities conducted by the institution. The institution has strong NSS units and organized more than 60 extension and outreach activities addressing the spectrum of societal issues and concerns during the last five years. Most of the students effectively contribute to these activities with a spirit to contribute to the society and nation. In recognition of its significant contribution to society, the institution received 26 awards and appreciation letters from various government and government-recognized bodies.

The institution established strong linkages and collaboration with many institutions and organizations for the betterment of all the stakeholders. These collaborations showed a positive impact on various functions of the institution. The institution has 31 functional MOUs during the assessment period. The outcome of MOUs is evident from the placements and achievements of the students.

Infrastructure and Learning Resources

The institute offers ICT-enabled classrooms, seminar halls, well-equipped labs, sports facilities, and superior infrastructure, as well as attractive architecture and an environmentally friendly atmosphere. The institute includes well-equipped, well-ventilated, and well-illuminated classrooms. Lift and ramp facilities are also available for Divyangjans' convenience.

The instructional facilities include 30 classrooms, 32 laboratories, 02 Seminar halls and Auditoriums with proper ventilation, acoustics and ICT enabled. The Administration facilities include the office of the Principal, offices of HODs, Faculty rooms, Examination section, Placement Office with Interview panel rooms, and Security office. Moreover, the institution is well connected and hence, has higher accessibility even to students coming from remote areas.

The Institute has a dedicated library with a seating capacity of 200. The library is automated with NewGenLib software. The library at SMEC has 3500 titles and 19125 volumes, rare books, journals, books on Indian Knowledge System and special reports. In addition, a digital library with 20 desktop computers are available to access e-resources and for academic purpose. The library extends its working hours during examinations and based on the requirements of the students. The Institute allocates a budget every year for various learning resources and expands its base. The Institution has subscriptions to various resources such as DELNET, e-Books in DELNET, DOAJ, DOAB, NPTEL/Swayam, NDLI, and Shodhsindhu.

The Institute has a committed team to look after various IT infrastructure works. The Institute has a total of 600 systems with a student-computer ratio of about 2.59:1 for academic purposes. The institute has 4 Servers and 1 Gbps Internet bandwidth to support LAN and Wi-Fi. The total campus area is Wi-Fi enabled. The institute has a well-defined IT policy in place for the effective utilization of the IT infrastructure. The institution has Power Generators of 75 KVA capacity and other required safety facilities. A CCTV surveillance system has also been in place. The institution has a well-connected fire-fighting system in place.

The institute provides various infrastructure facilities for sports and cultural events. All the facilities at the institution are well maintained through a systematic process and with the help of a well-defined maintenance policy.

Student Support and Progression

The Government of Telangana provided scholarships to the eligible students of SMEC. Furthermore, the Institute has provided institutional funding to students who are economically disadvantaged yet intellectually gifted. During the previous five years, more than 90% students received scholarships from the government and the institution.

The institution's many capability improvement programmes help students improve their talents outside of the curriculum. The institution's Career Counseling Cell (CCC) assists students in achieving their goals by providing Career Counseling, guidance for Competitive Examinations, and Bridge courses. Additionally, meditation and yoga classes are conducted for the students' general growth. Almost all the students are benefitted from CCC. The Institute imparts life skills to the students during most of their studies at the institution.

For students to address any issues, the Institute has a well-established Grievances Redressal Cell. The Institute's zero-tolerance policy for ragging has helped to make it a ragging-free and student-friendly campus. Students are encouraged to participate in both co-curricular and extra-curricular activities. Many of the youngsters were rewarded for their performance in sports. Every year, the Institute also hosts a number of cultural and sporting events.

SMEC has a dedicated Training and Placement Cell to provide training and help students get placed. More than 75% of students got placed in various companies during the last five years. SMEC has been maintaining the highest placement records in the region for many years. Students are also motivated and guided to pursue higher education. The Institute ensures the involvement of students in various committees such as the Board of Studies, National Service Scheme (NSS), Cultural Clubs, Sports Clubs, and Technical Associations for the holistic development of the students.

The Institute has a registered Alumni Association and it contributes to the academic and overall development of

the institution. Alumni association meets are conducted every year on campus to strengthen the bondage between the Institute and alumni and foster a sense of togetherness with alumni. The alumni base of the institution has a presence in various parts of the globe.

Governance, Leadership and Management

SMEC has a governance model which is decentralized, democratic, participative and transparent to all its stakeholders and it is in line with the Institute's Vision, Mission and Quality Policy. The Institute has a well-developed strategic and perspective plan with tangible goals which influence the growth of the institution.

The Institute adopts decentralization of various activities at various levels and functions through various statutory and non-statutory committees. Seamless functioning of academic, administrative and financial activities of the Institute is ensured through the functioning of about 17 committees/cells. The Institute is known for its Student Discipline, Teaching and Learning Process, Evaluation, Research and Development and Extension activities. Various welfare schemes such as free transport, Employee Provident Fund (EPF), Maternity Leave, Medical Leave and CCLs are extended to teaching and non-teaching staff.

SMEC implements and updates e-governance in various areas of the institution. The Institute also motivates the faculty to attend conferences/workshops and provides financial incentives for attending the same. Faculty are also encouraged to take part in various Professional Development Programmes, Orientation /Induction Programmes, Refresher Courses, and Short-Term Courses. The institute plans all the activities and allocates the budget accordingly at the start of the academic year. Both internal and external financial audits are done to verify any discrepancies in the areas of finance and accounts at the Institute.

SMEC considers internal quality a top priority. The Institute strategically enhances the quality of the teaching and learning process through continuous new initiatives such as Faculty Self-Appraisal, Training Programs for Teaching and Non-teaching staff, Workshops, Conferences, Educational Reforms, Setting Quality Bench Marks, Key Performance Indicators, Incentives, and Student Mentoring System etc. through IQAC of the Institute.

Institute's IQAC has taken up various quality initiatives such as feedback from various stakeholders, and collaboration with various institutes. The IQAC also conducts its meetings regularly, drives many quality initiatives and takes corrective actions wherever required to enhance different quality parameters.

Institutional Values and Best Practices

SMEC ensures gender parity not just in terms of the number of career possibilities available to women, but also in terms of their representation in the organization. The Institute has around 40% female students and 25% female employees. Various strategic initiatives are performed from time to time to increase gender awareness and give equal chances for all genders. Women Cell (Grievance and Redressal) was formed to ensure the safety and security of female teachers and students. The university takes a variety of energy-saving techniques. The Institute has taken several initiatives to reduce, recycle, and reuse the various forms of trash created by the Institute.

Water harvesting pits are strategically placed across campus to properly use natural water resources. The Institute has implemented many green measures and promoted and improved the campus's eco-friendliness. For

the Institution, several audits such as energy, green, and environmental are performed. SMEC has also been recognized for implementing different green initiatives on campus. Through its infrastructure, the Institute offers *divyangjans* access to a variety of facilities. The Institute regularly celebrates birth/death anniversaries of the great Indian personalities and national festivals every year.

Promoting virtual learning for academic excellence of faculty and students and Focused and Skill-Based Training for Enhancing Employability Skills among the students have been two best practices implemented by the Institution. The institution augmented its infrastructure to support ICT-based learning to its students and faculty. In addition, faculty have also been trained to use the ICT-enabled facilities efficiently for enriching the teaching-learning experience. The Institute has imparted various skills to the students to make them employable by the end of their program duration. Regular assessments and tailored training yielded the best results in terms of placement offers.

SMEC is committed to its social responsibility. As a part of its social responsibility, the institution offers freeships to the students every year. This freeship not only includes a complete waiver of tuition fees but also includes the hostel fee. The students are selected based on their needs, their family background, their performance in previous studies etc. The institution motivated many students and made them employable to support their families in the long run.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST.MARY'S ENGINEERING COLLEGE
Address	Near Ramoji Film City, Behind Mount Opera, Deshmukhi Village, Pochampally Mandal, Yadadri Bhuvanagiri District
City	HYDERABAD
State	Telangana
Pin	508284
Website	http://smecd.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	T G Arul	040-8919129028	8498093080	-	smecprincipal@stmarysgroup.com
IQAC / CIQA coordinator	V Sambasiva Rao	040-9912090679	9912090679	-	sambasivaraovoleti @stmarysgroup.com

Status of the Institution	
Institution Status	Self Financing and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes BH-20200303-100016088103-MS_11zon.pdf
If Yes, Specify minority status	
Religious	CHRISTAIN
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	26-07-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Ramoji Film City, Behind Mount Opera, Deshmukhi Village, Pochampally Mandal, Yadadri Bhuvanagiri District	Rural	10	20129

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate	English	240	225
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	Intermediate	English	180	35
UG	BTech,Artificial Intelligence And Machine Learning,CSE Artificial Intelligence and Machine Learning	48	Intermediate	English	180	104

Position Details of Faculty & Staff in the College

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Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				133			
Recruited	1	0	0	1	0	0	0	0	102	31	0	133
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	8	17	0	25
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	19	1	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

	Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	7	0	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	95	31	0	126
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	899	45	0	0	944
	Female	296	30	0	0	326
	Others	0	0	0	0	0
Diploma	Male	124	0	0	0	124
	Female	39	0	0	0	39
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	162	184	188	147
	Female	41	47	45	32
	Others	0	0	0	0
ST	Male	61	74	77	105
	Female	18	20	17	8
	Others	0	0	0	0
OBC	Male	551	636	515	535
	Female	140	144	162	155
	Others	0	0	0	0
General	Male	446	521	456	621
	Female	132	166	155	136
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1551	1792	1615	1739

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Jawaharlal Nehru Technological University, Hyderabad. Though the institution does not have complete flexibility in offering multi-disciplinary/interdisciplinary courses, it has been encouraging the students to take up multi-disciplinary/interdisciplinary courses. The institution is also offering various multi-disciplinary/interdisciplinary courses in the form of value-added or add-on courses.
2. Academic bank of credits (ABC):	The institution is in the process of getting registered under ABC after getting approval from the affiliating university. The faculty are involved in the Board of Studies of the affiliating university. In addition, faculty have been setting syllabi for value-added courses or add-on courses offered by other institutions.
3. Skill development:	The institution collaboration with Telangana State Skill Development Corporation to provide skill-based training to the students. In addition, the institution has also entered into various organizations and institutions for imparting skill-based training through collaborations and MOUs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has books related to the Indian knowledge system and has been striving hard to promote Indian ancient traditional knowledge and Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The institution has been practicing Outcome Based Education (OBE) to impart quality education. Attainment of COs and POs/PSOs has been carried out periodically to identify and bridge the gaps.
6. Distance education/online education:	Although the institution is not currently offering programs through distance education/online education mode, the faculty take a few classes to reinforce the key concepts.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1551	1792	1615	1739	1930

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 213

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	112	109	117

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
167.88	216.97	355.45	356.02	572.52

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

St. Mary's Engineering College, which is affiliated to Jawaharlal Nehru Technological University Hyderabad, makes every effort to deliver the curriculum prepared and shared by the affiliating university. Effective curriculum conveyance is ensured through the following mechanism.

- Curriculum planning
- Well-designed teaching-learning process
- Effective course delivery and its review

The affiliating university regularly updates its curriculum in all programs and ensures the updated curriculum meets the industry expectations from the students in the current and near future. Department of Academic Council (DAC) of each department discusses the newly updated curriculum at length to identify the curriculum gaps in the curriculum and proposes ways to bridge /address the curriculum gaps. The institute prepares its own semester-wise Academic Calendar in advance, considering the basis of the Academic Calendar of the University. Curriculum planning and assessment for learning have been shown to have a significant impact on student outcomes. The three models of curriculum designed by the University are subject, learner, and problem-centric design.

All teaching staff prepares course files as per the university curriculum for courses and keeps teaching material ready before the commencement of the classes. Besides, the faculty identifies and keeps the course-specific method of delivery to achieve the course outcomes. All The analysis indicates that Planning provides more rational, efficient and timely information required to impart knowledge as well as aid the coordination of students.

Effective course delivery and its review:

Course delivery is done as per the lesson plan prepared. However, teaching diaries are used to document the actual content coverage on a daily basis. HODs monitor the syllabus coverage and make sure that effective curriculum delivery is done within the given time frame. If for any reason, any faculty fails to finish his/her syllabus within time, he/she is asked to take extra classes to complete the syllabus.

Conduct of Continuous Internal Assessment:

Various measures taken by the institute in adhering to the academic calendar are explained below.

- The Institution publishes an "Academic Calendar" containing the relevant information regarding

the teaching-learning schedule, events to be organized, holidays, dates of internal examinations, Semester examinations etc.
- The academic calendar is displayed on the notice boards, shared among students, and faculty, and communicated to parents.
- All faculty prepare lesson plans based on the academic calendar and they plan the syllabus coverage accordingly keeping in mind the dates given for conducting internal examinations.
- Extra-curricular activities like sports, games, and cultural events are also conducted within the academic schedule. Various activities of NSS, and traditional festivals are planned and celebrated.
- Principal also conducts reviews to check if all activities are within schedule as mentioned in the academic calendar and take corrective measures if any discrepancies are found.

The Institute has been complying 100% with the academic calendar shared by the affiliating university with no deviations so far.

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 16

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 16.01

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
141	248	129	469	394

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The institution is making persistent efforts to integrate cross-cutting issues into the curriculum. The curriculum designed by our affiliating university integrates cross-cutting issues relevant to Gender, Environment and Sustainability, human values and Professional Ethics into the curriculum.

Such courses include:

- Environmental studies
- Social Values & Ethics
- Universal Human values
- Environmental Engineering
- Disaster Management and Mitigation and
- Energy Audit Demand Side Management
- Community Service Project

Environmental Engineering course concentrates on healthy environment through:

- Water management
- Waste solid and water treatment
- Pollution of different categories
- Sanitation

Disaster Management and Mitigation focuses on

- Various categories of environmental hazards/ and disasters,

- Appropriate measures to be adopted for the disaster-management
- Flood Control procedures and mitigation of human & environmental losses.
- Problems consequent to deforestation

Energy Audit Demand Side Management studies:

- Deficiencies in proper utilization of produced power.
- The possible energy losses due to transmission and misuses
- Use of power efficient and power conserving technologies
- Efficacy of gadgets such as LEDs is explored.

Social Values & Ethics underlines the importance of

- The institutions of family and society
- Nation building & integration
- Proper utilization of the potential resourcefulness of the youth
- Role NCC, NSS, Physical Education and Yoga for a healthy individual self.

Students are given inputs for promoting various environmental issues like

- Preservation of natural resources – forests, minerals, soil, food, water, energy
- Eco-system, Bio-diversity
- Environmental pollution – solid waste management

Community service project and Field visits as part of student assignment are conducted to study various environmental issues. College organizes various programs related to Environment and Sustainability.

The College units like NSS cell, Women Empowerment Cell, Ethics and code of conduct committee, conduct activities to promote Professional Ethics, Issues on Gender and Human Values and Environment and Sustainability.

Human Values and Professional Ethics

As an integral part of student engagement in social activities, the college also mandates that interested students enroll as NSS Volunteers. It aims at inculcating values, ethics and socially responsible qualities. Various social-development activities like blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, seminars on social issues, public health, gender issues and others are regularly conducted.

Gender Sensitivity

SMEC maintains a well-balanced gender-equity and there is a good representation of female staff in administrative positions. Various steps are taken to bring sensitivity to gender-related issues and provide an equal opportunity for females. The women empowerment cell frequently hosts programs on women empowerment and aims to enable lady faculty and girl students to explore their latent potential in all aspects, providing a congenial working environment for them.

Environment and Sustainability - Community Service Project

As part of the curriculum, students' projects are included with an aim to promote environmental-related aspects. SMEC is ensuring a reasonable number of students do environmental promotion projects in villages beyond the campus as part of their community service project.

1.3.2

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

Response: 55.45

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 860

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.99

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2021-22	2020-21	2019-20	2018-19	2017-18
310	223	559	637	463

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

2021-22	2020-21	2019-20	2018-19	2017-18
660	480	900	900	540

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 72.36

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2021-22	2020-21	2019-20	2018-19	2017-18
192	145	326	383	213

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

2021-22	2020-21	2019-20	2018-19	2017-18
330	240	450	450	270

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 12.93

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presenting methods.

This conventional method is commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners.

The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current affairs.

Experiential learning

Students are allowed to conduct experiments independently in practical classes. Mini projects at the third-year level and major projects at the final-year level will help in imparting the required technical skills to the students. They are encouraged to do internships in industries & and industrial visits as a part of industry-institute interaction. Project exhibitions are being organized to showcase their skills.

Participative learning

Students are motivated to participate in Quiz Competitions, Paper Presentation, Technical Seminars and Online Certification Courses to experience the participative learning environment. Student development programs, symposiums and workshops are conducted to enhance the learning capabilities of the students. Classrooms are provided with projector and internet facilities to enhance their knowledge.

Problem solving methodologies

Encouragement is given to take part actively in Hackathon every year & and motivated to participate in Project exhibition to enhance the problem-solving ability.

Problem solving methods

Problem-solving is the process of achieving a goal by the students to overcome obstacles, a frequent part of most of the activities. These skills enhance the ability to identify problems, brainstorm and analyze answers, and implement the best solutions.

Research activities are conducted in each department under the guidance of the senior faculty to make the students develop critical thinking and practical knowledge. Quizzes are conducted by faculty in all programs to enhance the student's problem-solving skills.

ICT enabled learning

- ICT can lead to improved student learning and better teaching methods and to support, enhance, and optimize the delivery of information.

- Faculty members use ICT-enabled tools for effective learning processes. All Classrooms are

furnished with ICT-enabled facilities like LCD projectors, smart class etc.

Internships

The institution, as a part of the curriculum, makes it obligatory for all the students to pursue an internship in association with the respective industry. The teaching-learning process has been made effective with the optimum utilization of ICT tools. The Institute always adopts the latest Information and Communication Technology (ICT) tools and infrastructure for the use of faculty and students on the campus

- Grooming Classes/communication skill classes/Mock tests are conducted with the help of ICT enabled tools to face campus interviews.
- The Audio-Visual Aids are utilized effectively by the faculty members to demonstrate the concepts to the students to enhance the learning experience.
- Besides printed books and journals, the library subscribes to a large number of e-journals in the field of Science, Commerce and Computer Science with facilities for accessing online and offline databases.
- Free Wi-Fi on campus enables faculty to have access to numerous learning resources at any time for enhancing their knowledge.
- The process of teaching-learning aims at the transmission of knowledge, imparting skills and formation of attitudes, values and behavior.

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 85.13

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
136	137	132	128	146

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 6.06

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	7	7	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The institute has crystalline and vigorous internal evaluation process in terms of frequency and variety. The institute's internal assessment is in line with the regulations framed by the affiliating university from time to time.

- Students are assessed continuously through various evaluation processes at college level and university level. Internal assessment includes Mid-term examinations, Assignments, Field visits, Field works and Seminar presentations. External assessment is conducted as per the time slots mentioned in the academic calendar.
- Answer scripts of the internal assessment are evaluated and shared with the students for any disparity.
- Any grievance of the students with respect to the internal assessments are brought to the notice of the faculty. The faculty reviews and resolves the grievances.
- Marks obtained by the students in the internal assessment are also displayed on the respective notice boards of the departments to promote transparency. Personal guidance is given to the poor

performing students after their assessment.
- Students are notified of changes, if any, in master academic schedule through the mentors and in class.
- Improvements required in the internal assessments are recommended by IQAC from time to time.
- Various assessment tools used and their frequency during last five years for different courses are mentioned below.

The Institute follows the guidelines and rules issued by the affiliating university in dealing with examination-related grievances. The institute has a well-structured mechanism to address examination-related grievances in a systematic manner that is time-bound and transparent, as explained below.

- The Institute has a dedicated examination cell headed by examination in-charge and supported by other faculty and staff members.
- Evaluated scripts of internal examinations are shown to the students.
- If any student fails to appear for the internal exam due to valid reasons, then the re-examination is conducted for the student as per norms outlined by the affiliating university.
- Internal evaluation of lab records is done in the presence of students.
- The institute makes every effort not to have any malpractices on campus.
- If the student has any injustice after publishing final results by the university, she can approach the university through the examination cell of the Institution. Students can apply for recounting/ re-valuation of the answer scripts as per the guidelines of the affiliating university to address their grievances.
- Final internal marks obtained by the students are displayed on notice boards of the respective departments so that students can check them and bring them to the notice of the faculty concerned if there is any discrepancy.

Therefore, the examination system implemented in the Institute for CIE and SEE is transparent, time-bound and efficient.

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The institution has well defined Course Outcomes (COs) and Program Specific Outcomes (PSOs) apart from Program Outcomes (POs) defined by NBA.

Course Outcomes for all Programs:

COs are defined for all the courses in the syllabus books and they are widely circulated. COs of selected courses of all the programs are also attached.

Display on Website:

The POs, PSOs and COs statements of all the programs are posted on the institute's website under the respective departments.

Display in Prominent places:

The statements are exhibited in Principal's office, HODs office, Notice boards, Common facilities, and at all other important vantage points.

Communication to the teachers:

The Institution has a multi-layered, multi-point and multi-faceted process related to communicating the POs, PSOs and COs to the teachers and students.

Approved POs/PSOs and COs are distributed to the faculty.

Communication to the Students:

COs, POs/PSOs are communicated to the students through the following means.

First year Induction Programme: Devoted lecture-demos are organized as a part of the Induction Programme in which POs/PSOs are presented and explained to the students.

Introduction of Course Outcomes: Respective COs are presented at the beginning of each course through out the programme

Display of Outcomes in the Department Corridors: Multi-coloured Foam boards depicting the POs are placed for wider awareness among students regarding the matter.

Question papers of Continuous Assessment: The questions for continuous assessment exams are set, reflecting the COs of the particular course along with intellectual levels of learning.

Trainings and Workshops on OBE: The Institution has been conducting training programs and workshops on OBE to the students, faculty and Non-teaching staff to inculcate the spirit of OBE and to disseminate the applicable information.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution evaluates the attainment of COs and POs/PSOs for every batch. The attainment of

outcomes has been helpful in implementing outcome-based education and enhancing the teaching-learning experience at the institution.

Attainment of Cos POs, and PSO

Initially, attainments of Course Outcomes (COs) are computed using both direct and indirect methods. Attainments of Program Outcomes (POs) and Program Specific Outcomes (PSOs) are done from the attainment of COs through the course and program articulation matrices.

Attainment Procedure of COs: It is done using the direct method and indirect method. As a part of the direct method, CO attainment is computed using marks obtained by the students in Continuous Internal Examinations (CIE) and Semester

End Examinations (SEE). It is ensured that COs are well articulated for each course before computing the attainments of COs. Each question of the internal marks is mapped to the respective CO. Weightage of 25% and 75% are assigned to CIE and SEE respectively to compute direct CO attainment. Course end survey is conducted for each course and indirect attainment of COs is computed. Direct attainment of

COs and Indirect attainment of COs are given weightage of 80% and 20% respectively in computing the final attainment of COs.

Attainment Procedure of POs/PSOs: Attainment of Pos/PSOs is done using both direct and indirect methods. Direct attainment of POs/PSOs is done from the attainment of COs. From the attainment of CO and course articulation matrix, direct

PO/PSO attainment is done for each course. By using the program articulation matrix and PO/PSO attainment of each course, direct PO/PSO attainment for the program is calculated. Indirect attainment of POs/PSOs is done using a Program exit survey, Employer survey and Alumni survey. A weight of 10% is given to each of the indirect methods of attainment. The final attainment of PO/PSO is done by assigning weights of 70% and 30% to direct and indirect attainments respectively.

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 80.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
416	378	225	391	550

2.6.3.2 **Number of final year students who appeared for the university examination year-wise**

during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
479	451	285	526	696

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 4

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institute has created an appropriate ecosystem for research and innovation by recruiting and developing desirable human resources taking the initiative for the creation and dissemination of knowledge and establishing state-of-the-art infrastructure.

HEI has created an ecosystem for research and innovation by

(i) Recruiting and developing desirable human resources,

(ii) Taking initiative for the creation and dissemination of knowledge and

(iii) Establishing state-of-the-art infrastructure.

Human Resource Development:

At the entry-level, HEI recruits meritorious, dynamic and enterprising young faculty through an elaborate selection process that involves careful scrutiny of applications, and testing of knowledge and teaching skills through seminars and selection interviews.

The institution has created an ecosystem for innovations, which refers to a loosely interconnected network of companies and other entities that co-evolve capabilities around a shared set of technologies, knowledge, or skills, and work cooperatively and competitively to develop new products and services

The annual performance appraisal system encourages faculty to enhance their teaching, administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programs and organize and participate in Conferences, Seminars and Workshops. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time Ph.D. programs.

Entrepreneurship and Incubation Centre.

The centre has been established to facilitate innovative, flexible and economical solutions to problems. It has also been established to display and sale of products made students earn while on campus.

The Institution uses a system thinking approach for research. The multi-disciplinary and interdisciplinary focus on research. Some of the unique areas identified by the institute and work ongoing include:

1. Inculcation of value system through an innovative approach.
2. Field Activity.
3. Research on ways and means for women empowerment.
4. School Adoption &Village Adoption for betterment.
5. Entrepreneurship courses.
6. Visits to Industries.
7. Project work for all students.

A number of job-oriented training programs are provided for students. Summer training of students to make them familiarize with practical industrial problems. As a part of the based education system, the students are encouraged to take up co-curricular activities involving theme-based projects which culminate in the creation of innovative knowledge helpful for society. Students are encouraged to take up and participate in code development activities such as Coding contests etc., which train the students towards innovation.

The institution has the practice of conducting various workshops and conferences periodically for the creation and sharing of knowledge. The faculty has been encouraged to take up Intellectual property rights as an initiative toward innovation and knowledge sharing. The faculty delivers guest lectures and expert lectures to other institutions as part of knowledge sharing.

As part of this initiative, Ideation contests were conducted every year. The students participated in large numbers and showed enthusiasm towards innovation and its practice.

3.2.2

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

Response: 71

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	13	13	11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.06

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	06	01	00	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	00	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

St. Mary's Engineering College encourages the conduct of Extension through the students in order to fulfill the aspirations of vision and mission of the institution. Holistic development of the individual is the aim with which the students are encouraged to participate in extension programs such as NSS. Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and the impact thereof during the last five years. The Institution organized more than 60 extension and outreach activities during the assessment period.

The student volunteers visit neighboring localities and conduct various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development. Our college organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contributing to the community and strengthening community participation. The NSS unit of our college takes part in various initiatives like

- Plantation of saplings in and outside the campus
- Swachh Bharat initiatives
- Blood donation camps
- Environmental Awareness programs
- Medical Awareness camps
- Free heath camps
- Seed ball distribution
- Cleaning the national leaders statues
- Awareness program on higher education for school children

India is the birthplace of Yoga. By participating in International Yoga day, the students become global stakeholders in ensuring a sound mind in a healthy body. Programs like rainwater harvesting and conservation of drinking water, tree plantation drives, and sowing the seeds in Deshmukhi Village are organized. Blood donation camps in the College are a regular feature (twice a year) whereby students and staff donate blood for the cause.

Apart from the NSS activities, various departments conduct events for the children of the school nearby Deshmukhi consistently on the occasions of mathematics day, and science day. Also involves the school children in the project development which will be presented in the project competition conducted by the Institution.

In recognition of its significant contribution to NSS and extension activities, the Institution received more than 25 awards and appreciation from government and non-government agencies.

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The institution has been conducting various extension and outreach activities frequently. Many

governments and nongovernment organizations have appreciated the efforts of our institution for outstanding contribution to these activities.

As part of its extension activities through the National Service Scheme, SMEC organizes many society outreach, health awareness, blood donation camps, and socioeconomic and environmental awareness programs in the college and surrounding villages. The basic goal of this extension effort in the organization is to habituate public conscience in all the stakeholders of the institute in order to bring the services to help the people. For the development efforts organized in and around the organization, the college has fetched honors and appreciation from government and non-government organizations. These awards include appreciation letters from various government and non-government organizations. The institution organized blood donation camps in the college at regular intervals and appreciated the efforts of the college NSS unit and management for the service towards society.

The institution has received appreciation letters for conducting programs on the plantation, NSS special camps, Health Awareness Programs etc. Several government and non-government agencies also honored students and faculty for their active participation in extension events. The institution received more than 25 awards and appreciation letters from government and non-government agencies.

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	12	07	07	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 05

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Introduction:

St. Mary's Engineering College adheres to the norms laid by AICTE and JNTUH Hyderabad, for creating and enhancing the infrastructure facilities for effective teaching and learning. The institute has sufficient ICT enabled classrooms 30 nos, 02 Seminar Halls, department laboratories, auditorium, library and internet facility of 1 Gbps including Wi-Fi. Total area of our institution is 10 acres and its built up area is 20129 sqm.

Laboratories/computing facility/drawing halls/Auditorium:

The laboratory with the appropriate layout is designed and maintained as per AICTE norms with respect to carpet area, lighting, ventilation and furniture & fixture. Our institution has eight computer laboratories with 620 computers out of which. 600 are exclusively for students' usage. All the computers are connected through LAN or Wi-Fi with 1 Gbps internet speed to share and access knowledge resources. The institution has a sufficient number of drawing halls with drawing tables for the access of the students. Our institution boasts of huge, commodious seminar halls with a seating capacity of 200 people and an Auditorium having a seating capacity of 1000 People to conduct curricular and co-curricular events.

Library:

The library acts as one of the main learning source center of the institution and provides services and facilities to meet the requirements of the institute's teaching, training and research programmes. The library is well stocked with more than 19000 books related to Engineering and Technology; Industry related topics and rare books are available. A core reference collection of various books is also available for all the students to upgrade their knowledge. The library is equipped with a digital entry login system. The library is facilitated with NDL membership.

Sports and Games:

Sports and games are a lively part of the educational process. It provides sufficient facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities. The

establishment has a massive playground for outside games like Volley ball, Shutlle Badminton, Cricket, throw ball, Kho-Kho etc. Indoor games are available in grounds premises like Carrom, Chess, Shuttle cock, Table tennis etc. The Institution has qualified physical director to train the students. The Institution encourages our Students to participate in Sports events in college level and also at university level.

Outdoor games :

Outdoor facilities include a 200-metre athletic track and courts for Basketball, Volleyball, Handball, Ball Badminton and Throw Ball. Training is provided in various sports events such as Basketball, Yoga, Football, Volleyball, Cricket and Gymnasium.

Cultural Activities:

To motivate and assist the secret talents among the students the institution arranges different social occasions. A spacious Amphitheatre, fully equipped and an Indoor Auditorium having a seating capacity of 300 people, an open auditorium having a capacity of 1000 people, Common Room and Multi-Purpose hall are available for the students to organize and participate in co-curricular, recreational in addition to cultural activities.

Gymnasium:

Institution has a well-equipped gymnasium for all the students with facilities such as Bench Press, Tumbles, Cycling, Thread mill, Abdomen Bench, etc.

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 5.03

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
19.20	13.32	2.93	22.26	26.19

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The SMEC Campus has a spacious Central Library with an area of 71 Sqm. The faculty members and students of the institution utilize the library for continuous learning and to enhance their knowledge. The Library is well equipped with a reading capacity of 200 readers and is also Wi-Fi enabled. Digital Library is spread over 65 Sq.m and has 20 Computer systems. The Central Library has various Text books, Reference Books, eBooks, Journals, Magazines, eJournals, Project Reports, Tutorials and NPTEL Video Lessons related to engineering and Allied subjects. Central Library has a collection of fascinating books which includes Encyclopaedia, Handbooks and Dictionaries, GATE, Competitive exam books and videos that supports the content beyond syllabus.

Facilities:

- Modern Digital Library with a high-speed internet access.
- Separate sections for Stack section, Reference, Newspaper reading, Reference Materials and Project Materials and Digital library are provided.
- NewGenLib software is using for all in-house operations, Magnetic Scanner, Bar Coding facilities enable the user for faster accessing the Library.
- OPAC (Online Public Access Catalogue) facility makes book searches easier with various options such as Title, Title/Author, Keyword(s) and Subject(s).
- A student database is created with the total number of students on the rolls. When new admissions are made their names are included and when a student completes the course or leaves the college for any other reason, the name is removed from the database and the membership deleted, after checking for any dues.
- A staff database is also created for all the staff. Each student and member of the staff is issued a Library card with unique number, which is the students roll number and staff code number.

Library Automation and Computerization:

A Book database is created in the computer and is entered in the accession register as well as for the

Journals / Magazines which are updated for any additions or deletions. A student database is created in the computer with the roll numbers, student name, and number of tokens. A staff database is created in the system with name, membership number, token number and department. After the physical segregation of books under various disciplines, the same is carried out in the computer system program with interlinking accession numbers and call numbers. When books are issued, it is also entered into the computer. The member's number is entered and the accession number of the book or magazine borrowed by the member along with the date of issue and the due date. Book renewal can also be done in the same way.

Maintenance of Stock:

After every academic year a physical stock verification is carried out to ascertain the list of books lost and /or damaged. The books that are damaged are reclaimed by binding. Books lost are listed out and brought under "Missing" category.

Project Corner:

Project work undertaken by the students as a part of their curriculum and also undertaken by faculties and completed successfully are kept in separate shelf with proper identification.

Audio Visual Facility:

Computers are made available to the students in the Libraries for reading the CDs/DVDs.

Internet Facility:

Library is provided internet facility to access e-resources to all the students and faculty members

The institution has subscription for the following e-resources

- e-journals
- e-ShodhSindhu
- NDL
- e-books
- Databases

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT services provide support and facilities to students, faculty, staff and administration to facilitate effective teaching-learning, research, management and administration. The infrastructure and applications support are constantly updated to meet the ever-changing needs of the institute.

St. Mary's Engineering College is committed to developing a modern, secure and sturdy IT infrastructure to manage the teaching-learning and administrative activities of the institute. With this purpose, the institute has developed a comprehensive information security policy to protect the availability, integrity, and confidentiality of the institute's information technology (IT) resources. This policy applies to all faculty, staff, and students of the institute, and anyone who uses the institute's resources.

The institute has well established IT infrastructure with over 600 computing devices with 1 Gbps of internet speed. Such infrastructure requires a detailed IT policy for its proper management. The institute has adopted a well-suited, comprehensive IT policy for its IT infrastructure after elaborate deliberations at various levels including various internal meetings and requisite approvals by the management. This IT policy is available on institute's website.

Institute's IT policy defines following items:

1. Process for requisition of an IT infrastructure

2. Process for reporting problem and tracking service response.

3. Process for requesting for Wi-Fi by registering MAC address of the device.

4. Allocation of email, Wi-Fi and LMS password.

5. Procedure for requisitioning installing new software.

6. Open source friendly framewor*k*

Institution provides IT facilities such as Wi-Fi with updation and dedicated computing facilities

1. Internet in all computer labs
2. LAN in all classrooms
3. LCD projectors
4. Audio visual class rooms
5. Lecture capturing system
6. Facilities for e-content development such as recording facilities , Lecture Capturing, System (LCS)
7. Internet bandwidth – One Gbps

There are different Digital technological facilities available in the college. A well-equipped computer lab is also functioning in the college. The students of the college are accessible to the computer lab. All the departments of the college are provided with computers and other related accessories.

All teaching staff members used ICT in classrooms and laboratories whenever needed. The different education sites are shown to the students with the help of digital devices. Most of the academic work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

1. Computer is formatted on regular basis.
2. Anti-virus like regularly installed in the computer. All computers have anti- virus.
3. Wi- Fi connectivity is available in the principal's chamber, Office room, and College campus.
4. CCTV is installed in every classroom.

The Institution has a 1 Gbps internet connection to cater to the academic and administrative needs of the institution. The institution upgrades its computing facilities from time to time. The institution also has 600 Number computers with a student-Computer ratio of 2.59:1.

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 2.59

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 600

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 12.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
28.15	52.55	35.60	26.40	72.18

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 52.06

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
697	841	888	989	1076

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
1551	1792	1615	1739	1930

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 98.21

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
415	355	224	387	544

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
416	378	225	391	550

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 28.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	03	00	00	01

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

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Response: 24

5.3.1.1 *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 wise during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	10	11	01

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 14.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
19	11	15	11	15

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

St. Mary's Engineering College has a registered Alumni Association in the name of "SMEC Alumni Association" with Registration No. 344 of 2018 under Telangana Societies Registration Act, 2001.

SMEC Alumni Association, Deshmukhi functions as a nodal agency for maintaining liaison with the alumni and involving them in the development and growth of the institution. It promotes and encourages the alumni to change their professional knowledge by undertaking and easing conferences, forums, lectures, and meetings amongst alumni, scholars, faculty and others. Alumni are anticipated to increase the placement opportunities of the students. Alumni Meet is being organized every year to bring the alumni of various departments to celebrate their recollections. The event supports placement and career guidance for the present students. Alumni chapters are also encouraged and it helps to reach a good position. Alumni Fellow of the concerned departments play a significant part in registering and organizing the Alumni Day and Alumni chapter leading it to be a grand success.

A good number of alumni are occupying eminent positions and contribute to their parent institution. Each member contributes Rs 500 in the first year after their graduation. This fund is used to conduct activities of the association.

The members of the association contribute in the following manner

- Feedback on Curriculum
- Teaching learning process
- Bridging the gap between industry and academia
- Members in various committees in the college
- Guest lectures to the students
- Interaction and mentoring the students

Alumni meets are conducted periodically for networking strengthening social relations and sharing expertise with the students for guidance projects placements internships and competitive examinations. Alumni are also engaged in providing placement support and Research activities. They are helpful in promoting innovation and patenting.

The Alumni contribute to the institution's growth and quality in the following ways.

1. Contribute to the university by giving guest lectures in their area of expertise.

2. Assist the university by offering placement contacts for students.

3. Provide a variety of study resources for various competitive tests.

4. Assist students in pursuing higher education overseas and provide temporary housing and assistance to new students abroad.

The institution helps alumni in the following ways:

1. By arranging conferences, workshops, and seminars that might help graduates advance in their careers.

2. By providing alumni with placement help even after they graduate.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The vision of the Institution

The Vision of the Institute is to generate and disseminate knowledge through a harmonious blending of Science, Engineering and Technology. To serve society by developing modern technology in students' heightened intellectual, cultural, ethical and humane sensitivities, fostering a scientific temper and promoting professional and technological expertise.

The mission of the Institution

M1: To provide Knowledge with Academic Excellence and to make our Students better Technocrats & Professionals so that they chart out their own path of Success and possess Perfection in their endeavors.

M2. To inspire the faculty members to always excel and in turn, motivate the students to achieve excellence.

M3: To provide continuous research orientation in the faculty.

M4: To provide a stimulating learning environment with a technological orientation to maximize individual potential.

M5: To ensure students of all ability levels are well equipped to meet the challenges of education, work and life.

M6: To inculcate entrepreneurial talents and technology appreciation programs.

The management and Principal actively participate in governing body of the college for ensuring that the policy statements and action plans are aligned for attaining the mission of the institute, disseminate the vision and mission to all stakeholders and involve them in forming the policy statements. The principal of the college makes action plans in consultation with heads of departments / sections / senior faculty members to review outcomes from the implementation of action plans through meetings with functional committees. The principal ensures that all stakeholders are involved in different activities. The requirements of the society for policy-making and planning are collected by the Principal through interaction with various stakeholders. For the reinforcement of cultural excellence the vision, mission, short-term and long-term goals, quality policies are kept wide open to all stakeholders for their suggestions.

Perspective Plan: The perspective plan for the next five years includes accreditation, research center, permanent affiliation, autonomy, center of excellence and collaborations for higher studies and student placement.

Participation of the teachers: Through participative management, the faculty members are involved in various decision-making bodies of the institute.

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The student's progress toward technical and social excellence is achieved with well-established systems and processes. The institute has developed strategic and prospective plans to ensure quality in teaching and learning, promote outcome-based education and implement various standard resourcefulness. One of the best strategies executed for effective quality of education is given below.

Establishment of an Internal Quality Assurance Cell (IQAC)

St. Mary's Engineering College (SMEC) was established in the academic year 2007-08 with the aim of imparting quality education with values and achieving progress in various performance parameters. The institute included the establishment of IQAC as one of the goals in Strategic Plan 2015-20 of the Institution. IQAC was inaugurated as per the norms laid down by the NAAC and UGC. Regular IQAC meetings were conducted, various actions were initiated, and successfully implemented numerous quality initiatives across the institution.

Here are some of the quality initiatives implemented by IQAC of the Institution at various functions and the teaching-learning process.

1. Established various non-statutory committees/cells, reviewed their functioning of them, and took corrective actions wherever required.

2. Developed a process to capture feedback on facilities from the students. The gathered data is analyzed, and corrective actions are taken, wherever required to keep the infrastructure updated to meet the changing needs of the job market.

3. Development of Prospective and strategic plans to achieve the Vision and Mission of the Institution.

4. Various audits such as Energy Audit, Environmental Audits and Green Audits have been conducted regularly to keep both campuses environment friendly.

The *Governing Body (GB)* is an authoritative body that reviews various plans of the institution and makes decision. The decisions of the Governing body are implemented by the head of the institution with the support of other employees. The Vice-Principal and the Administrative Officer (AO) aid in exercising the power. Different Committees, HODs and Office Staff assist in executing the policies for the betterment of college functioning.

In order to achieve pre-determined goals, the GB directs the college employees to reach them. It frames, adopt and approves principles and policies. Approves the annual financial budget and recommends for recruitment of Staff on Temporary / Contract / Permanent bases.

Department Academic Committee:

It prepares a comprehensive developmental plan for the college. Encourages academic collaborations. Use of technology in teaching and learning. Promotes research activities among staff and students.

Service Rules and Regulations:

At the time of recruitment and promotion, the specified rules and regulations of Government of Telangana and protocols prescribed by the AICTE, PCI and State Government and commissioner of Collegiate.

Grievance Redressal Mechanism:

The Vice-Principal of the college, Grievances Committee head caters to the issues related to Teaching and Non-Teaching Staff. Student Grievances are intersectional through class Representative or IQAC or complaint box and preparation by the intervention conveyed by the Grievance Committee in an appropriate manner.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Various welfare measures extended by the institution to its teaching and non-teaching staff are outlined below.

Permitting On-Duty to the faculty members with sponsorship for attending Faculty Development Program in emerging areas, attending seminars, workshops, and conferences. Encouraging faculty members to associate with State, National, and International professional bodies through financial incentives. Encouraging participation of faculty in workshops, orientation programs, refresher courses, seminars, workshops, and conferences organized by the premier institution.

The Institution has hostel facility and food and accommodation are provided for the staff members in the hostels at a concessional rate.

The College plies eight buses that provide access to different places. One senior faculty in each bus is allowed to travel free of cost and other staff members who are in need of the same can utilize the facility at a concessional rate.

Provident Fund is applicable to the staff of the institution from their date of joining the institution. All the staff members of the institution are covered under life insurance. The staff members can avail of the various leaves as follows Marriage leave, Sick leave, Vacation leave, Maternity leave. Faculty members interested in pursuing a Ph.D. on Part- Time basis shall submit an application to the management through the principal seeking permission for registration. The college shall grant On Duty to the Ph.D. scholars to meet their supervisors for discussion related to their research, in addition to the On Duty for writing the coursework examination at the end of the first semester/second semester

Wards of the employees are eligible for fees concession in various institutions run by our society.

Staff members were provided the interest-free loan for a maximum limit of 5 times of the person's salary.

Non-teaching members were provided free lunch during working days.

Performance Appraisal System:

A good performance appraisal system helps for the improvement of the overall performance of teams and individuals to ensure the achievement of the overall organizational mission and vision.

SMEC conducts appraisals to have a systematic evaluation of employee performance. This performance appraisal is an annual review of employees to assess their job performance and contribution to the organization that helps in evaluating and identifying skills, growth, achievements, and shortcomings of an employee.

This method is a systematic assessment where faculty is rated. At the end of each academic year, the data about the above categories are collected from each faculty member.

SMEC uses appraisals to provide general feedback and as a communication bridge between employees and the organization.

Institutions Performance Appraisal System for non-teaching staff

HODs will submit an annual confidential report on the performance of non-teaching staff considering the following parameters:

- Punctuality
- Discipline
- Performance in the assigned work
- Improvement of qualification
- Improvement of working skills
- Learning new tools and procedures
- Working extra time whenever work demands
- Maintaining the related files in a systematic manner

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 100

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
145	145	137	134	142

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Strategies for Mobilization of Funds

Students' admissions are based purely on procedure laid down by Telangana Higher Education from time to time. Following the norms laid by the Admission and Fee Regulatory Committee of Telangana State, fees amount is collected. The fees and the interest earned from the deposits are utilized for the development of the college.

The student Tuition fee is the major source of income for the institute. Various government and non-government agencies sponsor for projects, events like seminars and workshops. Alumni contribute to the institute by raising funds.

Optimal Utilization of Expenses

A clear budget is prepared well before the academic year begins and the expenses are reviewed by the finance committee. The budget includes day-to-day operational and administrative expenses and maintenance of the fixed assets Students' fee collection is utilized for salary to staff, academic activities, and payment of bank interest Bank loans and donations received from well-wishers and philanthropists are efficiently utilized for the infrastructure development of the college. Adequate funds are utilized for the development and maintenance of very good infrastructure for the college Funds are also allocated for social service activities as a part of social responsibility. The budget is scrutinized and approved by the top management and Governing Council.

The quotations received are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc.

The grants received by the college are also audited by certified auditors. Optimal utilization of resources Travel grants can be sanctioned to faculty to present research papers at or to attend National or International Conferences.

Internal and external audit

The Institute has a mechanism for internal and external audit to ensure financial compliance. The institutional accounts are regularly audited. The observation of the auditors if any discrepancies are identified, they are immediately corrected/rectified and the compliance report is submitted. The internal audit is an ongoing continuous process. Qualified Internal Auditors from external sources are permanently appointed and a team of staff make a thorough quarterly check and verification of all payments, receipts & journal vouchers, cash books, ledger account review that are carried out in each financial year on an accrual basis system.

The external auditor appointed by the institution performs audit of the financial statements of the college. The financial records are audited by qualified chartered accountants at the end of each financial year and income & expenditures, balance sheet are certified. Statutory financial audit of institute is conducted in two sessions, first in the month of October / November for a period of six months starting from 1st April to September and second in the month of May/June for the period from October to March. Finalization of account is completed in June and audited statement is prepared in July. All accounting systems are accrual based, computerized and maintained on Tally.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), for performance evaluation, assessment and accreditation and quality up gradation of institutions of higher education, the Internal Quality Assurance Cell (IQAC) has been established in the College at the instance of the National Assessment and Accreditation Council (NAAC) as a post-accreditation quality sustenance measure.

IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college.

The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committee dealing with various activities and departments implements the IQAC guidelines and report the feedback.

The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following IQAC functions:

- To review the proceedings of various committees and departments / sections to identify the quality issues in teaching, learning, evaluation and research to facilitate in relevant areas for quality enhancement.
- To facilitate actions based on the feedback obtained from stakeholders to improve quality of teaching, learning, evaluation and student support.
- To develop attainable benchmarks for the academics, research and administrative activities.
- To conduct quality enhancement activities through workshops, seminars, faculty development programs and discussions periodically for all stakeholders.
- Preparation and submission of Annual Quality Assurance Report (AQAR) as per NAAC norms.
- Organize awareness and development programs on total quality.
- To evaluate the outcomes of the academic, research and administrative activities of the college and facilitate its inclusion in to their planning.
- Ensure maintenance of institutional database through MIS.

The following IQAC initiatives:

- Strategic planning of key areas and assigning responsibilities
- Regular academic administrative audits
- Academic results analysis and action plan
- Analysis and action plan on feedback collected from various stakeholders on infrastructure and curriculum
- Curriculum gap analysis and action plan
- Faculty development programs
- Research and development
- Orientation to faculty members on OBE
- Hand book for heads of departments
- Institutional and program accreditations.
- Preparation of AQAR and submission to NAAC.
- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equity & sensitization activities:

One of the important objectives of SMEC is to provide education to students considering the requirements of various sections of the society with a special focus on gender sensitivity and gender equality. At SMEC students of both the gender have equal opportunities to develop to their optimum potential.

Some of the efforts made by the institute to promote women empowerment.

The annual gender equity and sensitization action plan is prepared in advance by the women empowerment cell. As per schedule the institute arranges special programs, especially during International Women's Day, during these programs experts are invited to sensitize female students and staff about various relevant issues concerning women.

Sessions on 'DISHA mobile application', 'Seminar on Sexual Harassment', 'Security Tactics', 'Women Entrepreneurship training programs', and various competitions are conducted. Not only for the students of SMEC, further the students of SMEC are conducted number of awareness session for the nearby school children in different areas.

The institute encourages female students to actively participate in all the co-curricular and extracurricular activities arranged within and outside the campus. Every year large number of female students takes part in college Cultural Fest. Also, female students actively participate in inter-department /& inter-collegiate sports competitions arranged by the institute / University.

Infrastructure & Facilities for women on campus

Safety and security

The institute has adequate security personnel who are vigilant 24x7 in the campus. Identity cards are mandated for everyone in the campus. Security is provided at the entrance to ensure all the visitors adhere to the entry procedure. The entire campus is under the surveillance of CCTV camera which records the movements of everyone and thus ensures safety of girl students within the campus. Adequate provision is made with first aid box for the employees. As per the policy female faculty members accompany girl students when they participate after college hours in outdoor or indoor activities.

Common Rooms:

Institution has girl's common rooms with facilities like cot, bed, table, chair etc.

Counseling:

SMEC has faculty mentoring system, through which students are mentored periodically by their respective faculty mentors.

Redressal of grievance related to sexual harassment:

The institute has internal compliant committee / anti-sexual harassment committee which resolves any issues related to sexual harassment within the campus. Suggestion boxes are also placed and grievances, if any, are addressed.

Every year institute celebrates National and International commemorative days, important festivals on the campus which promotes desired harmony amongst students and staff. Few selected events organized/ celebrated in the recent past are highlighted below:

- National youth day on occasion of Swami Vivekananda Jayanthi (12thJan)
- Republic Day (26th Jan)
- International Women's Day (8th March)
- Dr. Ambedkar jayanthi (14th April)
- International Yoga Day – (21st June)
- Independence Day (15th August)
- Teachers Day (5th Sept)
- Engineers Day (15th Sept)
- Gandhi Jayanthi & Lal Bahadur Shastri Birth Anniversary (2nd Oct)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution has been taking efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. By celebrating many National and International Days, Events and Festivals the institution aims at bringing tolerance and harmony among the students and staff and other stakeholders.

Students admitted from diverse regions, academic backgrounds, and linguistic competencies. A cosmopolitan environment has helped in each person bringing to the group a unique perspective which is influenced by his or her own unique cultural identity. The Institution follows a tolerant recruitment policy with recruitments of staff from all parts of the geography. This has resulted in making the employees cultural identity a multifaceted one. Diversity along all cultural dimensions are recognized, valued and respected. The analysis has shown that students at the institute come from diverse cultural background such as North India, South India and from different religion such as Hindus, Muslims, and Christians.

Irrespective of the state or the religion the institute practices cultural inclusiveness to deepening mutual understanding and trust. Regardless of the cultural background institute focuses on developing the students through academics, co-curricular and extracurricular activities

The annual cultural fest of the institute is celebrated with pomp and show. The entire campus adorns a festive look on this day. Various inter department competitions are arranged during this day. In fact the preparations and preliminary competitive events start much before annual day celebrations. Music, dance, literary and fine arts events are part of these competitions. Students irrespective of their religion and cultural background drive this fest.

Ethnic Day is also one of the much-awaited events by the students in the institute. During this day students not only display the ethnicity of local region, but also reflect the cultural diversity of entire nation. Students wear traditional dresses representing different states of India. The spirit of 'Unity in Diversity' is clearly evident during this ethnic day.

Students and staff of respective departments perform Saraswathi Pooja & Ayudha Pooja in their laboratories during Navarathri Festival and invoke the blessings of almighty. Also, students and staff send their wishes during Sankranthi, Ramzan, onam, Christmas and other festivals to concerned friends and colleagues.

Institute under its social responsibility has undertaken various initiatives to create awareness in the community around Deshmukhi towards Unnat Bharat Abhiyan, Sanitation and Hygiene, and Education the municipal school children.

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Promoting virtual learning for academic excellence of faculty and students.

Virtual learning is any type of learning that is accompanied by technology or by instructional practice which makes effective use of technology. Digital learning enhances the learning experience rather than replacing traditional methods altogether.

Objectives are:

- To make learning with no restrictions of time, place, path and pace.
- To make students as self-directed learners.
- To gain knowledge of the latest trends and technologies.
- To learn concepts from faculty of prestigious institutions to become globally competent.
- To do research work in the thrusted areas.

1.The Context:

Virtual Learning is learning facilitated by technology that gives students some control over time, place, path and/or pace of learning. or a combination of them Students from different levels & backgrounds need training to improve their skills in addition to traditional classroom teaching. The Considering these requirements, the institute encourages students and staff to do online/blended courses offered by various prestigious institutions.

2. The Practice:

1. **Online Learning**

Online learning enables students to learn anywhere, anytime and any subject using ICT. The college NPTEL local chapter is ranked in top 30 colleges in the country among 3300 NPTEL local chapters. Students are motivated to do NPTEL online courses .St. Mary's Engineering College faculty members are also encouraged to do online courses to improve teaching-learning process. NPTEL local chapter monitors the entire process.

b. Blended Learning

Blended learning combines face-to-face interactions with online activities. SMEC is one of the few technical institutes in TS which conducts FDPs. Participating teachers attend live lectures, tutorial and lab sessions at remote centre The lecture transmission and live interaction takes place in distance mode using A-VIEW technology through Internet. The institute organized various workshops/fdps in association with NITTR

E-learning

E-Learning is a learning system based on formalized teaching with the help of electronic resources. E-learning is used for training St. Mary's Engineering College staff and students. The institute organized training programs like C, C++, Python, Rivet structure etc. for students of all branches. Various other training programs are conducted to enhance technical skills of students and staff.

3. Evidence of Success

Evidence of success of the practice includes better results in the examinations, improved attendance, less drop outs, increased active participation in online classes, continuous interaction between teacher and student. The students are intellectually more stimulated and frequent interactions with teacher.

4. Problems Encountered and Resources Required:
   Problems Encountered:

- Lab sessions are difficult through online, Students had challenge of learning lab courses online.
- Motivating the students to stay beyond working hours.
- Students faced network issues
- Affordability of students in purchasing required equipment

5. Resources Required:

- Transport required for learning beyond working hours.
- IT infrastructure required for face-to-face interaction

St. Mary's engineering college management provided the required resources and the problems are solved with cooperation of staff and students

Best Practice 2: Focused And Skill Based Training For Enhancing Employability Skills among the Students.

SMEC increased Employability of Students through Skill Development Programs It's a fact that students emerging from Indian education system are lacking in the skills required by Industry. But the industry expects the graduates to be well prepared and equipped with the necessary skills. Other factors like communication skills, good personality and soft skills play significant role in the employability success rate.

Objectives are:

- Unique short cut techniques for mathematics to improve speed and accuracy.
- Improve logical thinking to solve various questions and puzzles in Reasoning.
- Mock Group Discussion sessions.
- Resume making and information Sessions.
- Comprehensive material to cater for all the three aspects.
- Structured Schedule to complete the training to the student's requirement.
- Grooming Body Language, Soft Skills, Attitude etc.

1.The Context:

The principle and concept of the practice of employability enhancement skill is to inculcate specific technical skills as per expectation of industries. So the **St Mary's Engineering College** has taken the initiative to bridge a gap between the industry expectation from fresh graduates and graduate attributes

acquired after undergoing university curriculum. With the objective of increase in employability of students the institution concentrates on the following skills to be developed.

2. The Practice:

a) Technical Skill Development Programs:

SMEC is established with the primary objective of identifying the upcoming technological domains and emerging trends in technological development, identify the training needs and resources, and disseminate to the departments for them to incorporate appropriate additions to the curriculum and introduce more practical oriented syllabus and number of value-added courses for the benefit of the students and their employability.

b) Soft Skill development

Soft skill training is provided through well-organized activities. A great improvement in communication skills and confidence is found among the students who have undergone these activities. are conducted regularly. The institution also invites eminent personalities to train the students in soft skills which motivated our students.

c) Campus Recruitment Training

Campus Recruitment training (CRT) is designed by SMEC to aid candidates in their preparation for Recruitment through Campuses or outside campuses. Students in their final step of engineering studies or qualified candidates looking for placement in reputed organizations can make use of this training to get trained to deliver their best in the selection processes of organizations. The institution provides a professional trainer for the students who are appearing in campus placements to improve their logical thinking, Interview skills and aptitude levels which are key points in campus placements.

3. Evidence of Success

· Achieved placement of 85% students.

· Increased maximum & average salary package for students

 ·increased number of students pursuing higher education.

· Increase in number of companies visited for campus placement

4. Problems Encountered and Resources Required

- Various training programmes are required as per industry requirements such as enhancing aptitude skills, soft skills, technical skills, etc.
- The training programs help to strengthen the skill sets and thereby enhance the opportunities for placement.
- Dedicated team of trainers are required to support to students.
- Need Sufficient amount of time for training programmes.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

FINANCIAL SUPPORT TO POOR MERITORIOUS STUDENTS

Background:

The institution's objective is to enlighten students from socially and economically backward sections of society and ensure that financial disability is not a constraint for the needy learner to pursue higher education. Hence, the institution strives to provide financial assistance through scholarships/free ships and help the students realize their dream of becoming technocrats.

St. Mary's engineering college draws student's interest across the rural and urban spectrum from the states of Telangana, Andhra Pradesh and other parts of the country. However, the institution helps many students from local rural areas with low economic backgrounds. Their parents are unable to provide them with sustained financial support though the child is competent and interested in technical education. For such students, SMEC provides an opportunity to pursue their dream academic and professional careers. One of the primary motives of SMEC is to provide technical education at an affordable cost.

The institution strives to promote innovation among students and inculcate a scientific temper among them. The college's belief and motto is to develop job givers but not just job seekers.

The Context:

As an entity in society, we have a duty to act in the best interests of society. We have blended social responsibility into the core operations of our institutions i.e., educations in terms of providing study loan, adopting needy students, providing health insurance, blood donation. SMEC has always been the first to take education and health care to the remotest part of the country.

Many young students in rural areas are ending up as dropouts because of financial circumstances. SMEC strive to support such young talents by offering freeships on the basis of their prior academic performance, the economic background of the parents and their interest in technical education. Such students not only get a full waiver of tuition fees but also are exempted from paying fees towards campus recruitment training fees. The freeships are offered with the intention of empowering academically bright but economically weak students.

Objectives are:

1. To provide free education to deshmukhi youth
2. To extend financial aid to poor students, especially from the rural, to save them from

discontinuation of their studies owing to poverty.

3. To support financially all the deserving poor students without any discrimination of caste, creed or gender.
4. To provide quality career opportunities for deserving students.
5. To make rural students industrial-ready before their graduation

The Practice:

St Mary's Engineering College have Adopted Deshmukhi Village (Yadadri Bhuvanagiri Dist) focusing on education. its main motive is to educate the candidates who live in deshmukhi village Although engineering is one the most sought out education streams in India, pursuing a degree does not come cheap—the fees for these courses cost as high as 5 lakh per year. But there is help at hand. St. Marys engineering college organisations offer scholarships to deserving students.

The institution has been receiving requests from the local government administration to provide scholarships/free ships to deserving students. The institution sends a circular at the start of the academic year asking all needy students to apply. The head of the institution constitutes a committee to scrutinize and submit their recommendations to finalize the students every year. The scholarship committee receives the applications along with all the supporting documents and submits its final recommendation to the head of the Institution (HoI). The HOI finalizes the scholarship amount to the students after getting approval from the governing body. The selected students are intimated about their selection.

The freeships include a complete waiver of tuition fees and other associated fees involved during the duration of their study. The students who receive the freeships are regularly monitored by the mentor, head of the department and HOI about their performance in curricular, co-curricular and extra-curricular activities. Along with other students, they are guided to pursue their dream and meet their career aspirations. The students continue to receive the freeships throughout their studies provided they also show their performance in academics every year. These students are also provided the skill-based training to get through in campus placements and pursue higher education.

St Mary's Engineering College provides the eligible candidates who are from DESHMUKHI COMMUNITY will get some financial support in tuition fee. This scholarship will be awarded to the poor candidates who will pass 12th class with good percentage. The annual income of the candidate's family must be below Rs 90000 yearly.

Evidence of success:

Since the inception, the institution offered freeships to more than 200 students. All the students who received free ships showed very good performance in terms of pass percentage and in cocurricular and extra-curricular activities. Most of the free ship recipients are working with MNCs at leadership roles. Some of the students turned out to be entrepreneurs.

Challenges / problems encountered:

- Although many students apply for the scholarship, it becomes difficult to award scholarships/free ships to the needy student.
- As the free scholarships are limited some students get disappointed for not getting a scholarship despite being eligible.

- Keeping the student motivated throughout the duration of the program is a challenging task for the institution.

5. CONCLUSION

Additional Information :

St. Mary's Engineering College aims to create a policy of quality assurance to address, monitor and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a centre of excellence for Engineering graduates. The institute implements distinctive practices, and successful student engagement for holistic development, research and development, and societal consciousness. The Institution offers most of the programs related to emerging technologies.

Concluding Remarks :

St. Mary's Engineering College with support from its visionary management, able administrators, and dedicated staff has been on a rapid growth trajectory in terms of quality and quantity since its inception in 2001.

The initiatives towards promoting research, industry-academia interface, faculty with a research bent of mind, and extension and outreach programs have helped the institute transform from a teaching institute into a research institute. The institute has been leveraging ICT tools to their fullest to provide a great learning experience and a transparent academic administration. The institute also has been continuously upgrading its facilities and infrastructure to respond to the changing pedagogic environments to stay relevant.

The large base of alumni who have taken their rightful places in society is directly contributing to the development of the nation. It is only their contribution that is bringing laurels to the institute time and again. The exercise of preparing this SSR at all levels has brought a sense of ownership among all the stakeholders in the institute. This SSR report is prepared with the contribution and participation of all the stakeholders under the supervision of IQAC.

The institute in particular IQAC never leaves any stone untouched to improve the quality of the learning and teaching process. It continuously adopts best practices and does away with unproductive, obsolete practices. It is because of such practices the institute has fared well in many aspects so far.

The institution hereby submits the SSR for your evaluation and awarding the best deserving grade for the second cycle of accreditation to take forward various initiatives and elevate the institute to the next level for empowering the youth and serving the society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :16 Remark : As per clarification received from HEI, and excluding programs conducted under regular university curriculum, thus DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : As per clarification received from HEI, and excluding programs conducted under regular university curriculum, thus DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: {table3} Answer After DVV Verification : {table4}

Table for 1.2.2.1 (Answer before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
1513	1580	1511	1739	1564

Table for 1.2.2.1 (Answer After DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
141	248	129	469	394

Table for 2.1.2.1 (Answer before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
192	145	332	383	213

Table for 2.1.2.1 (Answer After DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
192	145	326	383	213

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
330	240	450	450	270

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
330	240	450	450	270

Remark : As per clarification received from HEI, DVV input is recommended.

2.4.2 | *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	7	7	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	7	7	5

Remark : As per clarification received from HEI, and excluding teacher employed for the part of the year, DVV input is recommended.

3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	22	05	07	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	06	01	00	00

Remark : As per clarification received from HEI, and the calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	01	01	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	00	00	00

Remark : As per clarification received from HEI, and Publications with ISBN number only would be considered, thus DVV input is recommended.

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	12	10	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	12	07	07	06

Remark : As per clarification received from HEI, excluding awareness program on generic theme, DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

Answer before DVV Verification :
Answer After DVV Verification :05

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70.43	71.57	83.76	110.79	160.34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28.15	52.55	35.60	26.40	72.18

Remark : As per clarification received from HEI, and excluding Recurring electrical/telephone, library, tax, welfare and general routine administrative expenditure, DVV input is recommended.

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1462	1591	1504	1672	1735

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
697	841	888	989	1076

Remark : As per clarification received from HEI, and excluding SMEC scholarship, DVV input is recommended.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
416	345	259	383	544

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
415	355	224	387	544

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
479	451	285	526	696

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
416	378	225	391	550

Remark : As per clarification received from HEI, DVV input is recommended.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61	11	09	07	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	03	00	00	01

Remark : As per clarification received from HEI, DVV input is recommended.

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

5.3.1.1. *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 wise during the last five years*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	24	16	33	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	10	11	01

Remark : As per clarification received from HEI, and excluding inter collegiate and district level awards, thus DVV input is recommended.

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

    5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	21	31	40	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	11	15	11	15

Remark : As per clarification received from HEI, DVV input is recommended.

| 6.2.2 | *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above
Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
123	125	127	115	138

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : As per clarification received from HEI, financial support of less than Rs 5000 per head, should not be considered, thus DVV input is recommended.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*
	6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
150	155	144	143	164

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
145	145	137	134	142

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

Remark : As per clarification received from HEI, and excluding multiple counting of the same teacher for the same academic year, DVV input is recommended.

6.5.2	**Quality assurance initiatives of the institution include:**
	1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement**

initiatives identified and implemented
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 312 Answer after DVV Verification : 213
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: *(see table below)* Answer After DVV Verification: *(see table below)*
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: *(see table below)* Answer After DVV Verification: *(see table below)*

1.2 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
136	137	132	128	146

1.2 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	112	109	117

2.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
221.66	216.97	355.45	356.02	572.52

2.1 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
167.88	216.97	355.45	356.02	572.52