



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DVR AND DR. HS MIC COLLEGE OF TECHNOLOGY

NH - 9, KANCHIKACHERLA, NTR DIST

521180

www.mictech.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

DVR & Dr HS MIC College of Technology (MICT), a premier Engineering College in self-financing category in Andhra Pradesh is affiliated to Jawaharlal Nehru Technological University, Kakinada. MICT was established by Devineni Venkata Ramana & Praneetha educational trust and grown rapidly since its inception(2002).DVRPS objective is to create temples of knowledge. The atmosphere is conducive for imparting essential technical & wide gamut of requisite skills that groom students into global citizens. Right from its inception, the College has crossed new vistas making inroads into Quality Education under the dynamic stewardship of our Visionary Chairman Dr. MV Ramana Rao, M.E., Ph.D., CEO & MD MIC Electronics Ltd., Hyderabad.

MICT offered three undergraduate B.Tech (ECE, CSE and EEE) programs when it was established in 2002. This college offers 06 UG B.Tech programs, 04 PG M.Tech programs, MBA and MCA programs with an intake of 1194. MICT was conferred with autonomous status by UGC-New Delhi.

In its two decades of excellence in providing quality education in Engineering and Technology, MIC had set the benchmarks and created a legacy of sorts for others to emulate. The academic and administrative practices followed in MIC have been recognized by various bodies from time to time. Due recognition was accorded to MIC for excellence in the dissemination of knowledge related to engineering and technology as the following accreditations testify:

- Autonomous Status by the UGC in the Academic Year 2018
- NAAC of UGC have assessed and accredited with an "A" Grade with 3.22
- The College is accredited by the NBA for three B. Tech Courses: CSE, ECE & ME.

MICT gives priority to sports & games for a sound mind and health, social service activities to ignite social responsibility, and advanced training to make students industry-ready in human resources. MICT built adequate infrastructure with a built-up area of 4,00,000 sqft. in its area of 29.97 acres to provide sufficient instructional areas, a state-of-the-art library and computer labs, laboratories, skill development centers, and other amenities. The transparent policies and mechanisms of the college paved the way to having more qualified, experienced, and competent faculty to serve the student community

Vision

To nurture excellence in the field of Engineering by imparting quality technical education, inculcating core values with skills, knowledge, and behavior to the learners, promoting research and technical services with global competence to the societal requirements.

Mission

The Mission of MICT is

To provide the state-of-the-art infrastructure and instruction preparing the students professionally deft and intellectually adept.

To provide qualified and experienced teaching faculty to mold the learners to compete in the contemporary technological world.

To provide socio-ethical exposure and holistic attitude in preparing responsible and informed citizens to build the nation.

To provide international standards in conducting research, offering technical services by cutting edge technologies to meet the current and future challenges of technological developments.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- UGC- Autonomous Institute and have a permanent affiliation with JNTUK.
- Institute's recognition under section 2(f) & 12(B) of UGC Act, 1956.
- All eligible B.Tech (EEE, ME, ECE & CSE) programs were accredited by the National Board of Accreditation (NBA), New Delhi for a period of three academic years from 2016-17 to 2018-19 and B.Tech Programs ECE, ME & CSE were reaccredited from 2019-20 to 2021-22.
- Institution is accredited by NAAC with an "A" Grade for six years from 2017 to 2023.
- Research Centres were granted by the affiliating university for the A.Y 2023-24 and 2024-25 for promoting research and development activities in the institution.
- Well established laboratories, good sports facilities.
- Power Backup: About 695 kVA Generator Power backup is available.
- 100 KWp roof top solar power is available.
- MoUs with prominent industries and institutes.
- CM Skills center of excellence was established in the college in association with APSSDC, AP State Government.
- Recognized NPTEL Chapter.
- Curriculum embedded with a provision to offer Minor and Honors Degree programs
- Students received university gold medals, won national level hackathons.
- Create social awareness through programmed and well planned NSS activities.

Institutional Weakness

- As the institute is located in a rural area, the students at the entry level are with poor competencies.
- Staff quarters are available only for few members.
- Implementation of Quality Improvement Programme (QIP) for faculty to pursue their PhD.
- Research and consultancy activity and funded projects in various departments of the institution to be augmented.

Institutional Opportunity

- To cater the educational needs of rural public.
- Scope to understand the problems faced by the local farmers and provide appropriate engineering solutions by developing user friendly products.
- Active tie-ups and collaborations with various industries for training, research, collaborative works, internships and apprenticeships.
- Majority of the faculty are well qualified and eligible to pursue Doctoral and Post Doctoral research.
- Capacity to organize more number of National and International conferences in the core areas of Engineering.
- The Institute can utilize the freedom of using academic autonomy and revise the course curriculum from time to time to meet the current needs of the industry.
- The Institute being in the rural area has lot of scope in serving the society through community programs. Provide regular customized technical training on latest advancements to the working professionals from nearby region.

Institutional Challenge

- Exponential increase in intake in Deemed to be universities and mushrooming of engineering colleges.
- Reduced inclination of students to pursue Post Graduate Education.
- Non- availability of competent faculty in emerging areas.
- Institution needs to have continual sustained efforts to maintain the good teaching-learning practices.
- Inspiring students to look at education as a lifelong process, and shaping their conduct accordingly.
- Motivating students & parents to undertake and accept the increased academic rigor and prepare them for more challenging careers in the industry and R&D organizations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DVR & Dr HS MIC College of Technology (MICT) offers holistic and rich learning experience to the all types of student community. It offers 08 UG programs and 06 PG programs. MICT envisions and march forwarding with the vision of creating, developing and disseminating the knowledge in the domains of engineering and management. The Institute makes every effort to realize its vision of developing competent human resources through quality education, by designing innovative educational environment. The Institution has flexibility in designing the curriculum and examination patterns with its autonomous status. A periodic review of curriculum is done to keep pace developments in respective fields and to meet the local, regional and global needs. All the programs offered by the institute are designed and revised periodically regularly and a set of new courses are introduced to keep students in pace with technological changes around the globe. The course content of all programs is designed in view of enhancing knowledge, employability and entrepreneurial skills, above 90% of courses are designed in this perspective. About 30-40% new courses are introduced in every revision. Choice-Based Credit System is in vogue, since 2017, to meet the interests and aspirations of students. A good number of students are benefited by this CBSE in placements and higher studies. The college integrates and promotes cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability by conducting various activities on and off the campus. To keep the students in pace with real time world institute organized value added courses in collaboration with APSSDC, byteXL, ICT academy, Edu-Skills and so on, and more than 80 % students are actively participated and certified in them. All the students are actively involved in carrying out field projects, internships and other interactive programs. All the stakeholders are

involved in the design and improvement of curriculum through feedback process. The outcomes of feedback are taken as corrective measures to design new curriculum.

Teaching-learning and Evaluation

Students are admitted into various programmes based on the guidelines of the Andhra Pradesh State Council of Higher Education (APSCHE). In total sanctioned seats 70% (Category 'A') of seats are filled through common counseling and 30% (Category 'B') of seats by the institution in accordance with the guidelines of APSCHE. On average 91.6 % of sanctions and 94.4 % of reservations earmarked are admitted during the assessment period. Ethics are the sole of an education system. Every year, the institute organizes a Student Induction Program for newly joined students with true spirit to mould the teen student into a responsible citizen. The institute has a well-defined mechanism to assess the learning level of entry students and take necessary steps to pace the slow learner with advanced learners.

To make teaching and learning more innovative and interactive, the college encourages the faculty to use ICT tools. MOOCs to enhance higher-order learning skills. However, the institute adopts advanced pedagogical methods to create interest in learners. The college also offers opportunities for learning through special programs, lectures from renowned experts, short courses by industry experts and approved e-learning resources, with the availability of a large number of online courses through the SWAYAM portal. The college takes necessary actions to maintain an appropriate student-faculty ratio as per the directions of AICTE. A mentoring system is adopted for counseling and to monitor the academic and personal issues of students with a student-mentor ratio of 20:1. All the academic activities are carried out strictly following the academic and activity calendar. Around 99 % of sanctioned posts are filled with full-time teachers out of which 16 % are doctorates. Various reforms are consistently introduced in the examination section which includes automation in the generation of question papers, producing a secured and fair evaluation process and results are processed by software and published within the stipulated time, an average of 16 days was taken to declare results. The student performance is measured through the attainment level of learning outcomes in every program and steps are taken to improve it. As a result, about 96.97% of final-year students passed for the latest academic year.

Research, Innovations and Extension

To inculcate and stimulate the students for new idea generation, faculty members are encouraged to participate in conferences, workshops and seminars with special privileges. MICT has been striving hard to excel in the sphere of research steered by well-defined R&D and Consultancy Policies, and Code of Ethics. The institution has been executing multidimensional endeavors including providing seed money, incentives to faculty publications, and conducting workshops. The institute encourages the faculty members to register themselves for Ph.D. with special welfare measures. The faculty members with doctoral degrees are also encouraged to acquire Research Supervisor status to guide faculty members either of the same department or other colleges for PhD. All the faculty members are encouraged to apply for Minor/Major Research Projects, attend Symposiums etc., offered by AICTE, UGC DST etc. The institute provides necessary infrastructure facilities and administrative support to augment research activities. MICT faculty utilized nearly 27 lakhs of seed money in the assessment period. The Institute has a good infrastructure for research activity in the college. The college has been conducting International conferences to promote research. Many teachers have authored a good number of textbooks, published patents, and more than 281 research papers, and articles in indexed journals during the assessment period. Students are encouraged to carry out live projects based on the latest technology with the guidance of experienced faculty members. Many departments are recognized as research centres by

JNTUK. All the departments are endowed with research facilities in the thrust areas. To nurture young minds, the innovation club was started and it is active. They are motivated to participate in hackathons conducted by state and central government authorities to promote innovation. The institution is also undertaking extension activities with the help of students. The Institution organized around 98 extension activities like Blood Donation, vanam manam, plastic ban activities etc. Around 60% of students participate in extension activities during the assessment period. The college has 44 functional MOUs with Institutions, industries, and training Institutions .

Infrastructure and Learning Resources

MICT takes utmost care in providing sufficient infrastructure to realize its vision of imparting quality education to students. It has 29.97 acres of campus area with 79 classrooms and 3 seminar halls with ICT facilities. 72 Laboratories as per the curriculum and skill centers to impart hands-on training in cutting edge technologies are available. The institute facilitates a dedicated yoga centre and sports facilities and separate gymnasium for both boys and girls. Dedicated research labs are available in all the departments. Licensed software and open-source software are being used to make the students proficient in modern tool usage. 35.49 % of total income is utilised for the infrastructure augmentation of physical facilities and 61.85 % for physical and academic facilities. College believes that the library is the knowledge hub for a student, it spent 2.12 % of total income on library during assessment period. The college is maintaining a 3:07 student-computer ratio along with 200 mbps internet speed with many no of accessible points through Wi-Fi. A central lecture theatre with audio and video facilities is available to arrange special lectures from eminent people and to conduct oration lectures. The all-around development of students is the underlying concept of the college while imparting quality education. To reach that goal, the college has provided adequate sports and cultural facilities along with clubs to exhibit and enhance their talents. Computers are available to access online journals and e-books with internet connectivity. A total of 1200 computers with internet facility, printers, scanners software, and NPTEL database are available. The campus is Wi-Fi enabled with a dedicated Leased line of 200 Mbps bandwidth of BSNL available. Maintenance of all the physical equipment, academic facilities, computers, and sports facilities take place as per the standard operating procedure of the institution.

Student Support and Progression

The Institution will give continuous support and encourage every student to take part in each activity that is organized by the college. Around 66 % of students benefit from scholarships provided by the Government and institutional freeships. MICT has a dedicated training and placement cell to nurture students through various Capacity development and skills enhancement activities in association with text. As a result, around 80 % of students are placed in reputed companies with good salary packages and undergo higher studies. In addition to this, more than 4.1 % of students are qualified in various state/national/ international level competitive examinations during the assessment period. The Institute has developed a structured Grievance mechanism as per the guidelines of AICTE / UGC. Grievances can be reported to concerned authorities online/offline and immediately resolved through appropriate committees as per the policies. For a maximum of twenty students, a mentor is appointed who regularly meets the students, either in groups or individually, to discuss and counsel them in both academic as well as non-academic matters. The counselor helps their wards with study techniques, training opportunities, preparation for co-curricular events and other issues. MICT always encourages the students to take part in various co-curricular and extracurricular activities and motivates them to attend multiple competitions at the inter/intra level. As a result, 106 awards/medals were won by students for their outstanding performance. The Institute involves student representatives in various decision making making, academic and

administrative committees. There is a alumni association in the name of MICOSA in the college to develop a strong association among alumni and present students. The alumni support the students consistently providing guidance and placements to existing students.

Governance, Leadership and Management

MICT is guided by a “Governing body” headed by the Chairman, and Devineni Venkata Ramana & Praneetha educational society under whose aegis college was established, and the Principal is the Member Secretary of the governing body. Its members include representatives of the Govt. of Andhra Pradesh, experts from industry, members from affiliating university and faculty members. The body advises on the policies and overall management of the College. The Principal provides overall administrative and academic leadership to the College, and he is supported by Heads of the Departments. Various academic disciplines are handled by the concerned departments, and they are mainly responsible for the concerned academic programs offered by the College. Each department has a Head and senior faculty of the department and is supported by teaching, technical and administrative staff. Decentralized administrations, complete autonomy to the departments in academics, and transparency in budget allocation are practised in the management of the institution. Academic, finance, library and examination activities are automated to the extent possible for ease of administration. The Institution has effective welfare measures for teaching and non-teaching staff like General Insurance, EPF, etc., And also around 50% of teachers were provided with financial support to attend various professional development activities. The Institute organized various professional development Programmes for teaching staff during the assessment period. Around 61% teachers attended Faculty Development Programmes (FDP) during the assessment period. Internal Quality Assurance Cell (IQAC) initiates and reviews periodically all the activities and the Action Taken Report over the feedback collected from stakeholders. The Institution undergoes audits periodically and also participates in NIRF Ranking. As a measure of the quality of National repute, MIC has been achieving accreditation by NBA and NAAC

Institutional Values and Best Practices

MICT promotes gender equity both in teaching and students. International Women’s Day is celebrated every year to motivate all the staff to organize discussions to understand the role of women in a progressive society. The institute is secured by dedicated security guards for each department and every important location within the institute premises. The campus is under electronic surveillance with the help of CCTV cameras, available at academic blocks, amenities block, all the junction points and open areas without compromising the privacy of female staff and the students. The presence of the Internal Complaints Committee (ICC) ensures the protection of women from sexual harassment in the workplace. A professional Counselor is extending counselling and mental Wellness services to MICT students. The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance, and harmony among students and faculty. By virtue of the admission process, students across all districts of the state and cross sections take admissions based on merit as per the state council guidelines apart from a few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for holistic development. Commemorative days like Republic Day, International Yoga Day, Independence Day, Teacher’s Day and Engineers Day are celebrated and their importance is highlighted to faculty and students. The hallmark of MICT is holistic education for students. The complete focus is on “KNOWLEDGE-SKILL-BEHAVIOR” - the basic mantra of OBE. The entire process is a career vision approach that starts with Induction Program and ends at employment routed through the Outcome-based curriculum blended with Internship, Industrial linkage, Certification courses, Skill development Labs, Placement Training Programs. The college has adopted many

best practices out of which two best practices stand out the Industry Institute Relations and Social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DVR and Dr. HS MIC College of Technology
Address	NH - 9, Kanchikacherla, NTR Dist
City	Kanchikacherla
State	Andhra Pradesh
Pin	521180
Website	www.mictech.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T. Vamsee Kiran	08678-273535	9618161818	08678-273569	principal@mictech.ac.in
IQAC / CIQA coordinator	D V Sivareddy	08678-273539	9494510199	-	iqac@mictech.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-2002

Date of grant of 'Autonomy' to the College by UGC	10-08-2018			
University to which the college is affiliated				
State	University name		Document	
Andhra Pradesh	Jawaharlal Nehru Technological University, Kakinada		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	07-02-2017		View Document	
12B of UGC	08-02-2018		View Document	
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	07-06-2023	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?	Yes
If yes, name of the agency	JNTUK Kakinada recognition as Research Centre
Date of recognition	03-10-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH - 9, Kanchikacherla, NTR Dist	Rural	29.54	37000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, Civil Engineering	48	IPE or CBSE	English	60	0
UG	BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	IPE or CBSE	English	60	32
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	IPE or CBSE	English	60	5
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	IPE or CBSE	English	180	180
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	IPE or CBSE	English	180	180
UG	BTech,Information Technology,Information Technology	48	IPE or CBSE	English	120	120

UG	BTech,Artificial Intelligence,Artificial Intelligence and Machine Learning	48	IPE or CBSE	English	120	120
UG	BTech,Artificial Intelligence,Artificial Intelligence and Data Science	48	IPE or CBSE	English	120	120
PG	Mtech,Electrical And Electronics Engineering,Power Electronics and Drives	24	IPE or CBSE	English	18	0
PG	Mtech,Mechanical Engineering,Machine Design	24	IPE or CBSE	English	9	0
PG	Mtech,Electronics And Communication Engineering,VLSI and Embedded Systems	24	IPE or CBSE	English	18	0
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	IPE or CBSE	English	9	5
PG	MBA,Department Of Management Sciences,Master of Business Administration	24	IPE or CBSE	English	60	9

PG	MCA, Department Of Computer Applications, Master of Computer Applications	24	IPE or CBSE	English	180	180
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Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	11				38				176			
Recruited	7	4	0	11	26	12	0	38	95	81	0	176
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				182
Recruited	145	37	0	182
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				22
Recruited	17	5	0	22
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	4	0	5	4	0	0	2	0	22
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	21	8	0	92	77	0	198
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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		Total
	0	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	598	3	0	0	601
	Female	374	5	0	0	379
	Others	0	0	0	0	0
PG	Male	117	1	0	0	118
	Female	78	2	0	0	80
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	100	101	67	90
	Female	45	21	44	31
	Others	0	0	0	0
ST	Male	1	11	6	10
	Female	4	7	1	3
	Others	0	0	0	0
OBC	Male	314	296	175	161
	Female	142	115	106	96
	Others	0	0	0	0
General	Male	243	206	172	149
	Female	194	147	136	157
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1043	904	707	697

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Department Of Computer Applications	View Document
Department Of Management Sciences	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary or interdisciplinary courses in the curriculum offer students a more comprehensive and well-rounded education, equipping them with the skills, knowledge, and mindset necessary to navigate the complexities of the modern world and make meaningful contributions to the society. DVR & Dr. HS MIC College of Technology designed the curriculum in such a way that students can gain knowledge from several disciplines to solve problems whose solutions are beyond the scope of a single discipline. This approach has been followed by offering open and professional electives at various levels of their program. Each branch of engineering offers three open electives in MIC regulations, which can be chosen by the students based on their interest. For example a core engineering student desires to study Database Management System, Machine Learning and Data Mining so that the student can design Application related to their domain. To quench the knowledge thirst of ever enthusiastic students, minor/honors degrees are being offered, which make them to explore and study the subjects of other discipline. Students Working on interdisciplinary projects or collaborating with others from different background cultivates essential skills for effective teamwork and communication. Students learn to appreciate diverse perspectives, navigate conflicting viewpoints, and effectively communicate</p>
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	complex ideas to a diverse audience.
2. Academic bank of credits (ABC):	An academic bank of credits promotes flexibility, recognition of diverse learning experiences, and efficiency in the education system. It aligns with the changing needs of learners and the evolving landscape of education, supporting lifelong learning and enhancing access and mobility in higher education. It also allows students to accumulate and transfer credits earned from different educational institutions. In this context, knowing the importance of Academic Bank of Credits and also guidelines given by AICTE/UGC, the institute was registered in NAD portal. The registered ID of the Institute is NAD012214.
3. Skill development:	The very purpose of skill development is to make the students more employable. It is important to understand that knowledge doesn't guarantee skill, but the practice does. Theory knowledge can give an imaginative structure, but only practical knowledge can give a real exposure. We at MIC impart the skills at three levels. Skill development courses have been incorporated in the MIC20 curriculum along with training programs that focus on developing technical skills relevant to the industry or job roles. As a part of implementing skill India mission skill oriented courses are introduced in the curriculum as per the APSCHE guidelines. In each department total 5 skill courses (3 courses are domain specific & 2 skill advanced courses) should be completed by a student for 10 credits out of 160 credits. The students are encouraged to complete skill oriented courses in collaboration with APSSDC.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	One of the important traits of an engineer is able to work in a team for which he needs to have an open mind, attitude of equanimity, amicable nature etc. To drive such notion in young minds, knowledge system is needed that ensures right understanding and clarity of living in harmony at all levels of human existence. Many cultures and civilizations over millennia have tried to evolve such knowledge systems. The Indian culture and civilization is one such example. Curriculum enhancement can be done by incorporating Indian knowledge systems, philosophies, and contributions across various disciplines. Also introduction of relevant texts, concepts, and practices from ancient Indian texts such

	<p>as the Vedas, Upanishads, Ayurveda, Yoga, and Indian philosophy ensures that the Indian knowledge system can be appropriately integrated into the educational landscape, ensuring that students gain a holistic understanding of India's cultural heritage and its contributions to human knowledge and development. Keeping these objectives in view, courses named “Essence of Indian Tradition and Knowledge”, “Constitution of India” has been introduced in the curriculum as mandatory.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome based education is an educational process, that involve assessment and evaluation practices that reflect the attainment of certain specified outcomes or attributes in terms of individual student learning. Once the key attributes or outcomes which are to be acquired by the students are decided, the course structures and curricula are designed to achieve those outcomes. MIC has been implementing OBE scrupulously since 2018, the year in which autonomous status has been conferred. Keeping in view the vision, mission of the college and departments as well, Program Educational Objectives (PEOs), Program Outcomes(POs) and Programmes Specific Outcomes (PSO)s are formulated. While evolving these, feedback from stakeholders are considered. Once these outcomes are finalized by the Department Advisory Committee, course structure will be decided. Rubrics are formulated for theory and laboratory courses regarding assessment of COs. At the end of each semester COs are evaluated and attainment levels are determined. Attainment levels are compared with target values. Corrective measures to be taken will be requested from the respective faculty members, wherever attainment levels are poor. Overall, an outcome-based education system offers several advantages, including improved clarity of learning objectives, enhanced alignment with industry needs, student-centeredness, customization, and the development of valuable skills and competencies. It supports quality education, accountability, and continuous improvement, ultimately benefiting students, institutions, and society as a whole.</p>
<p>6. Distance education/online education:</p>	<p>The institute doesn't award any degree through distance education/online education. However online education system is in practice that enables the student to easily access course materials and lectures</p>

at their convenience, allowing them to balance their education. At present, online education is confined to expert lectures from eminent academicians from the premier institutions or Industry. Faculty members are making use of the Teachmint, Microsoft teams and other digital platforms whenever required.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes Faculty and students' coordinators are nominated by the College and ELC is in functioning by conducting activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities like creating awareness among voters and organizing voters day in college and conducting campaigns for creating awareness in public regarding vote
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness programmes are conducted for the people of near by villages regarding the importance of voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Yes, Faculty are encouraging and guiding students above 18 years to enroll as voters and these programmes for public also carrying with the support of government officials.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3014	2690	2771	2870	3094
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
645	674	851	759	850
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	194	228	228	189
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 294

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
827.51	523.91	250.98	545.89	623
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

DVR& Dr. HS MIC College of Technology , a premier Engineering College in Andhra Pradesh State is affiliated to JNTUK, Kakinada. It received accreditation for eight UG Programmes: Civil Engineering, Electrical & Electronics Engineering, Mechanical Engineering, Electronics & Communication Engineering, Computer Science & Engineering, Information Technology, Artificial Intelligence & Machine Learning and Artificial Intelligence & Data Structure, from AICTE New Delhi. Among eight UG Programmes, EEE,ME,ECE & CSE were accredited by NBA previously. DVR & Dr. HS MIC College of Technology adopted Outcome-based Education philosophy for UG & PG Programmes to quantify learner outcomes by formulating Programme Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes by establishing mapping in line with Vision and Mission of Institution and Departments by involving stakeholders.

The curricula developed and implemented are relevant to the local, national, regional and global developmental needs with well-defined learning objectives and outcomes at the programme and course level. Two bodies, namely the Board of Studies and the Academic Council, guide the departments and the Institute to prepare course curricula. The Institute and departments strictly follow the guidelines issued by regulatory bodies such as UGC, AICTE, affiliated university JNTUK, Kakinada and Andhra Pradesh State Council of Higher Education (APSCHE) while designing curricula suited to the 21st century industrial expectations. The course structure and contents are thus oriented carefully to meet the learning outcomes. The Institute also considers the views and suggestions expressed by the alumni on curriculum. Feedback is collected from various stakeholders to effectively design the curriculum structure. The Institute encourages the Faculty to conduct/ participate in various workshops, seminars and faculty development programmes, which helps the Faculty to interact with academicians and industry experts from various reputed institutes. This initiative from the Institute's side aids in designing the curriculum effectively as per the industry's needs. The recommendations of all these sources are presented proactively to the Board of Studies with detailed course structure and syllabi, and further recommendations of BoS are submitted to the Academic Council for approval.

The Graduate Attributes are adopted as Program Outcomes. Program Specific Outcomes for each program have been formulated and mapped to Course outcomes of each course as per Blooms Taxonomy learning levels to ensure the attainment of domain-specific knowledge and skills in relation with course outcomes. Under MIC regulations, Finishing Schools on Language, Communication Skills, Soft Skills, Quantitative and Analytical skills which enhance students' employability are included in the curriculum from 3rd Semester onwards for the students to improve their soft skills and other life essential skills.

MIC adopted MIC23 regulations w.e.f. AY 2023-24 as per the guidelines of NEP 2020. The courses under each Professional Elective in all the Programmes offered were so formulated to cater to the needs of Industry and also to improve the employability, skill development and the scope to widen their knowledge in different specializations in order to enable them to choose relevant stream for higher studies for lifelong learning.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

MIC, a premier Engineering College in Andhra Pradesh State is affiliated to JNTUK, Kakinada. MIC was granted Autonomous status by UGC with effective from A.Y. 2018-19. Under autonomous mode, the curriculum was revised during the A.Y. 2018-19 and 2020-21 as MIC 18 and MIC-20 Regulations. Further, as per National Educational Policy (NEP-2020) and AICTE model curriculum, the syllabus was revised in A.Y. 2023-24 for UG as MIC-23 regulation. The courses in MIC 18 & MIC-20 regulations, covers 45 to 55 % of core engineering subjects starting from fundamentals to the latest industrial applications and the remaining course content is distributed among Basic Sciences, Engineering Sciences, Humanities and Social Sciences.

In MIC-20 regulation, 45 % of courses address the need of Employability of students 50 % of courses were based on skill development requirements while the remaining were under the category of Entrepreneurship. This gives a greater opportunity to incorporate useful courses for entrepreneurs. Keeping enhancing the skill development, Number of Laboratory courses in the curriculum have been increased to gain experimental knowledge and first-hand experience on laboratory equipment will be gained by the students. In order to motivate and nurture research skills among the students, the major project has been introduced in the final semester of their course.

Courses on Entrepreneurship for UG Programmes: Courses like Constitution of India, Managerial Economics and Financial Analysis, Environmental Science, Essence of Indian Traditional knowledge, Disaster Management, Management Science.

Other relevant courses for UG Programme: Industry Oriented Mini Projects play crucial roles in shaping the knowledge, skills and perspectives of students pursuing entrepreneurship.

Soft skills for UG Programmes: The Curriculum adopted under autonomous mode emphasizes on soft skills. Courses such as Human Values and Professional Ethics, Skill Development courses (including

Soft skills, Communication skills, and Technical skills), General Seminar, Industry Oriented Mini Project, Project under MIC-20 regulation, Co-Curricular activities through annual technical fests organized by college to impart communication, abstracting, synthesizing and presentation skills among students covering various Curricular aspects.

Courses on Entrepreneurship for PG Programmes: Research Methodology & Intellectual Property Rights (IPR) in PG course which focus on enhancing research and Entrepreneurship skills. Hybrid Electric Vehicle , waste to energy, Cost Management of Engineering Projects, VLSI Design, and Embedded System Design.

Courses on Skill Development for PG Programmes: English for Research Paper Writing, Sanskrit for Technical Knowledge, Stress Management by Yoga, Advanced Data Structures & Algorithms Lab, Machine Learning using Python,

Institute has established Industry Institute Cell, Entrepreneurship Development Cell and Venture Development Club to enhance Industry Institute Interaction, Research & Innovation and Entrepreneur skills among students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 35.31

1.2.1.1 Number of new courses introduced during the last five years:

Response: 1100

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 3115

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

MIC has been working for overall development of the students. Under affiliation and autonomous mode, various courses included in the curriculum namely Disaster Management, universal Human Values, Constitution of India, and Essence of Indian traditional knowledge, Environmental science have been introduced as the mandatory courses to address issues as Gender equality, Sustainability, Human values and ethics. Non-Conventional Energy sources and Environmental Pollution, Renewable energy technology, Industrial waste management, Energy Conversation Management, Disaster Management etc. courses are offered as open electives.

The Institute integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum. The courses addressing these issues are Environmental Studies, Professional Ethics and Human Values, Constitution of India, Essence of Indian Traditional Knowledge and Disaster Management. The Institute organizes various awareness programs and events by the NSS unit to create awareness among the student community about Human values, Ethics, Environment and Gender awareness.

Professional Ethics and Human Values

Professional Ethics and Human Values has been introduced as part of the curriculum to enable the students to gain awareness of Engineering Ethics and Human values, instill moral and social values and loyalty and also appreciate the rights of others. The Basic Engineering Department organizes the induction program on human values as part of the academic calendar to orient, motivate and instill human values in fresh minds.

Gender Sensitivity

Women Empowerment Cell aims to develop sensitization issues diversity and friendly environment in the class room and on the campus. The cell takes care of the issues related to gender bias, if any. Due respect and importance is given to women empowering leadership by encouraging women faculty to educate and give required awareness to the female students realize how important a woman is for both family and the society. 'Human Values and Professional Ethics' deals with dignity of women at home and workplace. Discussions/debates/guest lectures pertaining to gender sensitization are organized. International Women's Day is celebrated on 8th March annually with active student participation. An exclusive committee consisting of women faculty and girl students is also functioning to deal with the issues related to gender sensitization.

Open Electives

"Disaster Management" is offered as an open elective course to Promoting a culture of prevention, preparedness and resilience at all levels through knowledge, innovation and education. Encouraging mitigation measures based on technology, traditional wisdom and environmental sustainability. Solar Energy Systems is offered as to enhance students' knowledge in how to protect and improve environmental conditions by different methods and techniques. Renewable Energy sources course is offered to advance economic development, improve energy security, improve access to energy, and mitigate climate change. Renewable Energy sources course is offered to advance economic development, improve energy security, improve access to energy, and mitigate climate change.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 87

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 (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 14

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 14

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

<p>1.4.1</p> <p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p>	
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
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
996	807	707	697	753

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
996	807	798	840	882

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 87.56

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
439	373	349	371	361

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

2022-23	2021-22	2020-21	2019-20	2018-19
498	404	399	420	441

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the 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
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

DVR & Dr. HS MIC College of Technology understands the diverse learning needs of the students who

generally hail from various socio-economic backgrounds. As the students are admitted via a common-entrance-examination, it is crucial to cater to student's learning level, design student-centric approaches and address individual requirements, from time to time.

In this connection, the learning levels of the students of our institution are identified by the Faculty by personally interacting with the students in the class, and based on that, the process of mentoring is done by the respective mentor to help the mentee realize his true worth and work towards achieving his long cherished goals. It is a continuous process.

Students' performance in co-curricular and extra-curricular activities is also considered to categorize the students as slow and advanced learners

Slow learners

- In order to support and motivate the slow learners, the following measures are taken. The performance of slow learners is improved through the following programmes:
- Personalized and individual mentoring and counseling helps the mentors gain insight into student's strengths and weaknesses. The mentor-to-mentee ratio followed is 1:20.
- Remedial classes and tutorials are offered in different modes for assisting students with subjects that pose challenges to their learning needs. Remedial classes are conducted to slow learners to guide them to reach the expected learning level.
- A strategic project grouping is followed whereby slow learners are paired with advanced learners to encourage collaborative learning.
- To encourage enhancement of language proficiency among students, computerized learning lab is arranged and teachers specialized in language activities ensure that the student talking time is practiced instead of teacher talking time.
- In order to bridge the gap between courses offered and the students' knowledge, bridge course is conducted at the beginning of I B.Tech.
- Special care is extended to slow learners by conducting additional classes, and they are suggested to follow the standard pre-requisite books to understand the basics.

Advanced Learners

Advanced learners are identified based on the following criteria: their scores in SSC and Intermediate besides their EAMCET rank are taken into consideration for identifying the advanced learners. Their performance in the end-semester examination is also considered. Their academic skill is further showcased through their participation in professional activities/symposiums/competitive exams/certification courses/paper presentations, and engagement in cultural, extra-curricular, and research competitions.

Advanced Learners

- **Honours & Specialized Engineering Programs:** B. Tech. with Minor Programs and B. Tech. Honours Programs as per AICTE & JNTUK.
- **Comprehensive Support for Top Students:** Advanced students lead tech events/start projects, and are encouraged to take courses like NPTEL and MOOCs. Assistance for GATE/GRE/TOEFL/IELTS preparation is provided.
- **Hackathon:** Institute motivates students to participate in Hackathons in other institutes to enable

them for presenting their skills.

- **Industry Projects & Internships:** Institute encourages student involvement in projects/internships during summer breaks in R&D Institutions/Industries.
- **Placement Preparedness:** Campus Recruitment Training is arranged by in house faculty and external agencies to help the students hone their skills suitable for successfully cracking campus recruitment process.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 18.6

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

DVR & Dr. HS MIC College of Technology is devoted to delivering top-notch technical education. It blends diverse teaching methods for an enriched and dynamic learning experience, utilizing technology for interactive and student-focused education.

In addition to the traditional teaching-learning methods, the Institute is highly interested in providing

innovative methods for enriching the learning experiences offered on the campus. The methodologies include experimental/experiential learning, participative learning and problem-solving methodologies. The facilities arranged by the Institute are:

Experimental/Experiential Learning:

- **Industrial Internships/Visits:** MICT encourages their students to pursue internships and industrial visits thus providing students a glimpse into real-world operations. Industrial visits are frequently arranged for students to help them understand the concept of theoretical knowledge in a practical set-up. Summer internships are provided to have practical exposure. Industry-oriented mini-projects are encouraged so that students can apply their theoretical knowledge.
- **Practical Learning:** MICT encourages hands-on approach to teaching-learning process. Hands-on approach is provided to the students by arranging state-of-the-art labs, projects, and expos, emphasizing the practical application of theoretical concepts.
- **Utilization of Online Resources:** Video lectures and online courses from platforms like NPTEL/SWAYAM and other MOOCs are judiciously used to provide diverse learning materials. It allows students to learn at their own pace and delve deeper into areas of their interest and choice.

Problem-Solving Methodologies:

Students are motivated to solve real-world problems, develop new models, and exhibit them in competitions outside the Institute. Students are encouraged to take up the challenge of solving real-time problems as their project work.

Participative Learning:

Students are encouraged to participate in guest lectures, seminars and workshops organized by various reputed institutes and organizations. Students are encouraged to participate in technical contests like paper presentations, poster presentations, and model exhibition contests.

Participative Learning Methodologies:

- **Hackathons:** Students are encouraged to participate in Ideathons and Hackathons conducted by reputed organizations to showcase their creative ideation and talent.
- **Promoting Academic Excellence:** MICT motivates students to make paper/poster presentations at conferences, seminars etc.
- **Interactive activities to enhance Communication Skills, Group Discussions and Debates:** These activities bolster communication and critical thinking skills.
- **Technical Clubs/Fests:** They offer students the opportunity to experiment, innovate, and collaborate.
- **Hands-on Training Programs/Workshops:** Collaborates with industry and offers sessions from coding boot camps to technology-specific workshops.
- **Guest Lectures/Seminars:** Industry-academia interactions, hosting guest lectures and seminars to impart industry knowledge and trends.

Problem-Solving Methodologies:

- Students are engaged in problem-solving activities to apply their knowledge to
- Solve real world problems.
- Course End Projects, Industry Oriented Mini Projects, and Major Projects
- Open ended problems
- Structured Enquiry
- Group Assignments

Use of ICT-Enabled Tools

ICT-Based Teaching and Learning: Tools like Webex and Google Meet, alongside multimedia presentations, and virtual labs, enriching the learning environment.

Additional Resources:

- **Faculty Resources:** Faculty maintains blogs and websites, aiding students with additional materials.
- **Online Class Recordings:** Recordings of online classes are available for students to review and revise at their convenience.
- **Campus Recruitment Training (CRT):** Placement cell focuses on holistic student development, readying them for job interviews and industry challenges.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

MICT mentoring system is an essential part of the college, helping students by offering personalized mentoring, counseling, and guidance. A few members of the faculty are identified to Mentor the students of the department. Each one of them has to take care of 20 students. Once a Mentor is allotted 20 Mentees to his/her care, it becomes his/her responsibility to travel with them, understand their needs and goals and channelize their energies in the way they wish to go. 'Helping the Mentees tread the path they wish to tread' is the primary duty of a Mentor. 'Together we can' is the guidance force of mentorship at its best.

Step-by-Step Procedure for Implementing a Mentoring System

1. Mentee Enrolment

When students join MICT, they are enrolled in the mentor-mentee system

2. Mentor Allocation

Each mentee is paired with a department mentor based on expertise and course enrolment.

3. Observation Phase

Mentors engage in a period of mentee observation, understanding their academic strengths, personal backgrounds, and potential challenges. All observations are recorded in the Mentor Diary

4. Counseling Sessions

Mentors analyse the Mentor Diary to pinpoint areas where mentees need support. A dedicated day each week is set aside for professional counseling to tackle deeper issue.

5. Problem Collection

The mentor and counsellor collectively record the issues faced by the mentees. This helps in keeping track of recurring issues and in identifying trends or common problems faced by the students.

6. Action Plan

Based on the collected problems, an action plan is devised for each mentee. This might include tutoring for academic issues, therapy for psychological issues, or necessary referrals for health related issues.

7. Implementation & Follow-up

The action plan is then implemented, and regular follow-up sessions are conducted to track the progress. Any necessary changes or modifications to the action plan are made based on the mentee's progress.

8. Career Counseling Support

Mentors offer insights into potential career paths, helping mentees explore various opportunities within their chosen fields. Information about internships, job placements, and further studies is provided. Mentors also support mentees in pursuing higher education, assisting with applications, and providing Letters of Recommendation.

9. Counseling sessions

- Along side the one-on-one mentorship and counseling sessions, regular workshops are conducted for the mentees. These workshops aim to provide a more comprehensive understanding and practical skills related to different aspects of student life.
- The mentor-mentee scheme is aimed at holistically addressing the various academic and psychological issues faced by students, promoting an environment conducive to their overall growth and well-being.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

MICT was conferred with 10-year autonomous status by UGC, granting greater control over curriculum design, academic calendar process, and teaching methodologies. The institution must adhere to both autonomous and JNTUK university affiliations.

The following procedure outlines the institution's preparation and adherence to the Academic Calendar and Teaching Plans:

MICT develops the academic calendar every year in advance and gets approved from college academic council. Exam dates, seminars, conferences, guest lectures, workshops, and industrial visits are all covered by the academic calendar including holidays, vacation dates, and festivals. The total effective working days available in a semester are listed in the academic calendar. All departmental time table in charges are thereby instructed to prepare the time tables of the concerned sections based on the working available days. However, the working days will satisfy the credits to be satisfied by the curriculum. As a result, the academic calendar keeps track of how well the curriculum is delivered. Academic calendars are also displayed in display boards and college website as well.

Teaching Plans

Head of the Departments conduct meeting with their respective faculty well in-advance of commencement of the semester course work, and allocate subjects as per the choice and experience of the faculty members. A unit-wise teaching plan of the course content, spread over the allotted lecture hours, is prepared to ensure a uniform pace of teaching. Course-coverage is monitored by the concerned HOD once in a fortnight and deviations if any, are clarified with the concerned faculty and special class work is planned.

Faculty member (s) prepares a 'Lecture schedule' for every theory subject which is duly approved by the Head of the department. This schedule is placed in the course file at the beginning of the semester. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. Effective implementation of the lesson and lecture schedules is monitored by the Head of the Department as well as academic auditors. Also, at the beginning of the academic year, every Programme coordinator prepares the calendar of academic events like Workshops, Conferences, Visiting

faculty lectures, Industrial visits etc. and submits for academic audit.

The contents of the plan include:

Prerequisite of the subject

- Syllabus copy approved by Department BOS
- Faculty, course and session details
- Course plan including course description, assessment,
- Vision and Mission of Department
- PEOs and Mapping of PEOs with Mission
- POs and PSOs and Mapping of COs with POs and PSOs
- Course objectives and outcomes
- Session time tables and individual time tables
- Web link to e-contents including video lecturers
- Resource library and resource laboratory
- Plan of action for student development training

The copies of the same are maintained in the department. Adherence to the academic plan is followed by the faculty and details are recorded in the Attendance and Evaluation Records hosted on the academic activity portal of the institute.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	194	228	228	189

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 15.65**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 46

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 11**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1782

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 52.91**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 100

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 18.2**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	28	17	12

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.51

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
41	53	16	17	16

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5925	5291	5264	5425	5921

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The following significant reforms are implemented in the Examination Management System:

- Examination schedules are prepared by adhering to the institutional norms.
- Examination schedules are strictly prepared as per the Academic Calendar.
- Internal exams which includes, midterm examinations and assignments are conducted as per the schedules.
- The marks obtained by the students are posted in ERP (icampus).
- All the examination tasks are integrated with Examination Management System using ERP. The institute uses electronic processes to publishing the examination schedules in the college website, conducting examinations on pre-printed bar coded and OMR answer booklets, and post-examination task declaration of results, and issue of grade cards.
- The question paper for the Semester End Examinations is also set by external members from premier institution.
- Special squad team comprises of internal faculty to take prompt actions by against malpractices.
- Scribe for the Physically Challenged students is arranged as per norms.
- Exams are conducted as per the seating arrangement with maximum capacity of 48 students per room.
- End examination answer scripts evaluated under single supervision of chief examiner.
- Chief examiner re-evaluates the answer scripts randomly from each bundle evaluated by each examiner to check the evaluation and pass necessary instructions to all evaluators from time to time.
- Examination Management System (EMS) service available to integrate all the activities in the Examination branch. The pre and post examination activities are integrated, starting with Examination notification.
- Preparing database of eligible candidates, preprinted bar-coded OMR answer booklets, OMR award lists etc to post-examination tasks up to declaration and issue of marks memos, the college has been involving electronic processes.
- The internal marks obtained by the students are posted on ECAP and the hard copies of Award lists are submitted to the exam branch for further scrutiny, record and storage. The students can access their internal & external performance through ECAP.

Continuous Internal Evaluation

- The reforms in all the activities of the examination system are at par with AICTE Examination

Reform Policy. The reforms in examination system of Indian engineering education have been incorporated into our examination system and they include OBE- frame work for assessment process, evaluation of higher order abilities and professional skills in different forms like MOOCs, internship experience and project works, Bloom's taxonomy for assessment design etc.

- Four sets of question papers are maintained for each subject for maintaining confidentiality in question paper selection.
- The moderation of question paper is done by internal Examiner to check coverage of the syllabus and course outcomes.
- Preparation of detailed scheme of evaluation is done by internal faculty for uniformity in the evaluation by different evaluators and fair judgment.
- Appointment of Observers & squad consisting of senior faculty members for fair conduction of internal & external Examinations
- Auditing of internal & external question papers & evaluation by external members for improvement
- Establishment of CCTV surveillance system for continuous monitoring of various activities in examinations cell.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

In compliance with OBE, COs, POs and PSOs of all the programmes offered by the institution are framed through discussion with Course Coordinator, Module Coordinator, Program coordinator and Department Academic Committee (DAC). The COs are in line with POs & PSOs of the department. The COs are published in academic regulations and curriculum book, and departmental website. They are made reachable to all the stakeholders of the programme through institution website, faculty workshops, student awareness workshops, student induction programs and faculty meetings. The POs and PSOs are achieved through a curriculum that offers a number of courses. Each course has a defined set of COs that are mapped to the POs & PSOs. A set of performance criteria are used to provide a quantitative measurement of how well COs are achieved. The COs are thus directly and quantitatively assessed, and in turn contribute for attainment of POs and PSOs. Therefore, if the course outcomes are attained, it provides direct quantitative evidence that POs and PSOs are attained. The course outcomes of each course are mapped to the Program Outcomes with a level of emphasis being substantial, moderate and slight.

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the various department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified here under:

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The programme coordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS, including Head of the Department and subject experts, of the individual departments will discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The Module coordinator will verify it. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 90.39

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 583	
File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.82</p>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institute strongly believes and is driven by the adage "a teacher is a perpetual learner". Accordingly, it encourages its teachers and students to carryout research in their respective areas. To succeed in their endeavors, college provides all the necessary infrastructural facilities, financial support and conducive environment to carryout research. Faculty members are motivated to submit the project proposals at the beginning of every academic year, to render a shape to their innovative idea. All the proposals are scrutinized department wise and feasible proposals are approved by granting requested budget. They are further encouraged to apply for research grants to procure necessary materials and equipment to various funding agencies like UGC, AICTE, DST etc. The facilities to conduct the research is continuously procured either through seed money in the name of internal R & D or through funded agencies.

The institution has constituted a College Research and Development Committee (CRDC) which monitors the implementation of the research activities at the institutional level. The departmental representatives to the committee arrive at the requirement of facilities both man power and the facilities required for supporting the faculty and student research. The facilities available in the department – equipment and software are put to use for the benefit of research work. The department proposes a budget each year for augmenting facilities for research besides applying funds to funding agencies for enhancing and modernizing the facilities.

Efforts are under progress to augment the research facilities further according to the needs of stakeholders. Improvement of research facilities has led to the recognition of research centers by the affiliating university JNTUK, Kakinada. Many branches of engineering (EEE, ME, ECE&CSE) have applied for recognition of research centers from JNTUK. The rigorous inspection process has been completed and waiting for getting approval from university. The recognition of research center enable the doctoral faculty of the college to guide external scholars apart from in house faculty. University already allotted external scholars to doctoral faculty of CSE Department.

College has a policy to promote research activity in the form of internal R & D and necessary incentives are granted to all the faculty to pursue Ph.D. It also felicitates faculty who acquires Ph.D. by additional incentives. It also allows faculty to visit industries, research centers, conferences and symposiums, either to enhance their interaction with external world or to know latest trends in technology or to get ideas from them. Apart from the budget allotted for the purpose, the institution also received funds for the EEE,ECE and CSE departments from AICTE under the scheme 'Modernization and Removal of Obsolescence' (MODROBS). Eligible faculty members are applying for research funding from various agencies to enhance the research activities in the institution. To implement and monitor the research activities of the institution, a policy is developed and documented which is available on the college website and circulated to all departments and units.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 27.06

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
6.75	4.3	2.66	6.4	6.95

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 6.12

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 18

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 53.975

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0.03

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 10

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 5.56

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 9

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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:

MICT have Institution Innovation Council (IIC) and also Technology Incubation Centre that provides a platform for students, researchers, field experts and industry personals to interact and work in partnership to initiate break through: fusing the uncommon, taking risks and thinking big

Objectives are

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities. Our

management actively assists in broadening the scope of research, its utilization and intellectual property rights.

The Incubation Centre provides a creative atmosphere where new ideas and projects can flourish. The incubation centre offers a platform for business incubation and innovation to provide spaces for incubation, counseling services on business management and technological solutions. Interaction with the industries and other peers, finding workable issues and providing appropriate solutions. A systematic process designed for innovators to convert their concepts, ideas into products. The centre works on the growth of staff and students, identifying tools, devices, technologies and constructing a network for commercializing products or services. Innovators and entrepreneurs are benefited in technology, expertise and facilities.

The research facilities available here provide a supportive platform for evaluation of novel ideas and solution development. Further, students are encouraged to participate in Hackathons to extract and display their novel thinking in application of technology to societal problems.

The institution gives priority to innovation, entrepreneurship and start-up and hence is made as one of the Program Educational Objectives for all the offered programs. The institution has an 'Entrepreneurship Development Cell' which periodically creates a forum for the students to present their ideas. As a part of EDC, the "Venture Development Centre" was developed in the institution. Through VDC, a committee of relevant domain senior faculty members observes students' ideas and their presentation and advises if any improvements are required, also students participate in various events and deliver their ideas. The faculty members have been doing good research and a few of the outcomes of them are so innovative that they received intellectual property rights for them. Some of them are being pursued for commercialization through the transfer of knowledge/technology. The institution has been periodically organizing awareness and motivation programs on entrepreneurship for the benefit of students. Successful entrepreneurs and investors are invited to deliver lectures on entrepreneurship and also share their success stories to inspire the students.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 0.5

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 7

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0.94

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

Response: 276

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.13**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 38

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	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

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 7.82

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution**Response:** 11

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 35.8**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
15.6	0	0	0	20.2

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

MICT is conscious of its role in campus connection, well being of its neighborhood and has initiated a number of extension and outreach programs for community development under NSS. The NSS unit of MICT committed to serve its neighborhood with the motto of “NOT ME BUT YOU”.

Extension activities are the voluntary efforts of the educational institutes, inspired by ethical excellence toward social development through various activities like, enhancement of educational standard of underprivileged groups, adult education activities, environmental awareness, ecological conservation, health awareness, healthcare and sanitation, adoption of village for holistic development in addition to the academic commitment of the institution. Understanding the social responsibility, gratification of institutional social responsibility through enhanced extension activities will take the institution to eminence on the part of educational institution in general and the society where it is located in particular.

MICT proudly conducts many extension activities for the benefit of surrounding community. MICT strongly believes that extracurricular activities will open avenues for the students to make social participation and contribute for the social empowerment. The Institute is committed to the participation of its staff and students in various social and charity activities with consistent encouragement and motivation.

Under the aegis of NSS , MICT has conducted following programmes involving the student volunteers: Swatch Bharath, Tree plantation program, Blood Donation camp, Clean and Green, Voter’s Day celebrations, Ban Plastic and Modern Farming Methods. The very purpose of conducting these activities are many folds. To create awareness of health, need of maintaining clean environment, to enlighten the adverse effects of plastic, importance of planting trees, modern methods of farming to achieve productivity in agriculture to rural people. By involving students in these activities, they will come to know the need of upliftment of villages, their responsibility as engineers, need of literacy and how to make rural population tech savy at least to carry out their daily. In order to protect environment, the institute promotes eco-friendly clay Ganesh Idol distribution camp. The institute organized several extension activities related to precautions against the COVID. The steps taken by college during pandemic situation were use of masks, sanitization, hand wash, social distance and support to needy people.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 72

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	18	9	17	17

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 (data template)	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
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

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: 44

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 (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The college has magnificent infrastructural facilities spread over 29.54 acres of land. Lush lawns and greenery have been developed in the campus to attain an eco-friendly environment. The college has the following strengths: The Institution has 70 spacious classrooms and 67 laboratories with adequate lighting and good ventilation. All classrooms are well furnished with benches, podiums and Light glass board to impart the knowledge and the technical skills to the students, empowering them to solve the real world problems. All Laboratories are decked out with state-of-the-art facilities with periodic maintenance, mainly system maintenance, antivirus updations, software updations, calibration and servicing. Air-conditioned Conference Halls are used for department level staff meetings, research discussions, presentations during expert committee visits and mock interviews before placements. A Seminar Hall of 150 capacity is equipped with an LCD projector with LED screen, wi-fi, Audio and Video facilities and internet in departments An entirely air-conditioned Auditorium with 512 seating capacity is equipped with an LCD projector, LED screen and internet. The Library has a collection of 48,000 volumes of books with 9302 titles. It also provides a digital Library, and it has subscribed to e-journals. Digital library is available to students and faculty for 24/7. Smart classrooms is supported for innovative and interactive teaching learning process. LMS is widely used in the campus by students, parents, and staff to monitor the students attendance, internal and external assessment. The institute has well equipped auditorium and play ground to meet the students cultural and sports. . The entire campus is facilitated with mobility-aware wi-fi connectivity and with abundant bandwidth. All computers are connected to the campus network with a 1 GBPS fibre optic backbone. Indoor and outdoor sports facilities, Auditorium, Ground, NSS Office, Cultural Clubs are used for students co-curricular and extra curricular activities. These activities help the students to develop and hone their physical, kinematics and psychological skill set, team playing, communications and societal responsibility.

The institution has established two distinct bodies to oversee sports and extra-curricular activities within the college. A dedicated physical education department is responsible for training students in various sports and games. The college boasts a sprawling 10-acre land area equipped for Cricket, Football, Volleyball, Badminton, Kho-Kho, Tennicoit, Throw ball, and Kabadi. Regularly, the college serves as the host for inter-University zonal tournaments conducted on-campus, featuring facilities for activities like long jump, high jump, shot put, and disc throws. Indoor games, including Table Tennis, Badminton,

Chess, and carroms, are also facilitated through the Department of Physical Education. Under the Initiative For Co-Curricular & Extra-Curricular (ICE) Activities, yoga classes are conducted for both students and faculty. The institution adheres to a regular practice of organizing cultural events to commemorate significant occasions such as Independence Day, Republic Day, Engineers Day, and other important days named after Trail Blazers, including freedom fighters, great scientists, regional festivals, and important national and international days. This includes special celebrations on Republic Day and other significant events related to freedom fighters. Furthermore, external experts provide training in music and dance as part of the annual MICFEST

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 55.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
297.09	224.93	136.83	432.87	450.52

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

MICT's Central Library catering to general, academic, and research needs of staff and students It has an immense collection of catalogue consisting of books, periodicals, journals, Project Reports, e-Books, e-journals, CDs etc. The library employs user-friendly Integrated Library Management System (ILMS) software, NewGenLib. The NewGenLib consists of modules on Acquisition, Technical processing, Circulation, Serial management, Administration, Reports, Queries and Utilities. More than 50000 Bibliographic records of books available in the Library can now be accessed through the NewGenLib OPAC (Online Public Access Catalogue). The database of books available in the Library is being updated on a day-to-day basis with details of recently acquired books. All Library patrons' records have also been created in the NewGenLib software. All the books and library resources are bar-coded, and patron's ID cards are also bar-coded for computing the per-day usage of the Library. It has a Digital Library with more than 50 systems with Internet facilities. Students and Faculty can browse e-resources and e-databases. The library maintains a Biometric login of users to analyze the daily physical footfalls. IT facilitate access to a wealth of information across various engineering and allied Subjects fostering a continuous learning environment. IT offers an optimal setting for academic study, supporting the intellectual growth of its users.

The institution enjoys access to a diverse range of valuable resources, including:

- **E-Journals:** The institution has access to electronic journals, providing a wealth of academic and research articles across various disciplines.
- **e-Shodh Sindhu Membership:** Being a part of e-ShodhSindhu grants the institution access to a consortium of scholarly resources, enhancing the research capabilities of its faculty and students.
- **Shodhganga Membership:** Membership to Shodhganga, a repository of electronic theses and dissertations, allows the institution to contribute to and benefit from the wealth of research work produced by scholars.
- **E-Books:** The institution has access to an extensive collection of electronic books, providing an enriching resource for both academic and leisure reading.
- **Databases:** Access to databases ensures that the institution can tap into a vast pool of structured and organized information, facilitating research and academic endeavors.
- **Remote Access to E-Resources:** The provision of remote access to electronic resources allows faculty and students to conveniently utilize these resources from various locations, promoting flexibility and accessibility.

This comprehensive access to e-resources reflects the institution's commitment to fostering a research-friendly and knowledge-rich environment. It enables academic excellence and supports the institution's mission to advance education and research initiatives.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 3.32

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.97	1.67	0.68	11.52	76.11

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

The Institute consistently enhances its IT infrastructure. Over the past five years, there has been a significant increase in computing facilities for stakeholders, along with a notable boost in networking capacity. Additionally, each classroom and lab is equipped with LCD projectors to facilitate an enhanced interactive teaching and learning experience. The academic progress of students is systematically tracked through the implementation of the software platform. This platform serves as a valuable tool for students, teachers, and parents, enabling them to monitor the academic growth of each student. For the efficient management of financial information related to the college, its employees, and students, the Institute relies on licensed software. This software plays a crucial role in ensuring accurate and organized financial monitoring within the institution. The college campus has a well-established state-of-the-art IT infrastructure and facilities. The campus intranet is equipped with a 1 GBPS Multimode fibre optic backbone network, supplemented with a wi-fi facility that supports various services such as the college website, Fee management software, Autonomous Student Portal, library information system etc. The campus has 1200 computers for academic & administrative purposes, scattered across 13 labs exclusive for students connecting to the college network with an IP address. The data centre has 24-hour power backup and standby facilities to provide 24/7 services. The campus is under 24x7 electronic surveillance with cameras installed at different college services (ITSS) places with exclusive Non – teaching staff. The college upgraded the internet from 120 MBPS to 220 MBPS ILL in 2019. Internet access is provided in labs, Library and offices of all Departments, faculty cabins, academic office, management office, seminar halls, and auditorium. Hostels are enabled with Wi-fi Internet access. The college ensures that all the software required for academic activities are licensed. Microsoft Teams was used as a platform for Online classes during the pandemic. The Institute's vision is to have a fully networked campus and provide enhanced Internet services to its stakeholders: Faculty and Students. For a fully networked campus, the high-end switches in the buildings are connected with the network. The campus is also having Wi-Fi facility. Following approval by the Administrative, Development & Purchase committee, the Purchase & Store section takes charge of procuring the necessary equipment. Upon entry into the central stock register, the equipment is then distributed to various departments according to their specific needs. The day-to-day maintenance of campus equipment is conducted by the Institute's technical staff. Additionally, annual maintenance contracts for hardware equipment, software, UPS, and the overall campus infrastructure are entrusted to ITSS staff. In the context of laboratories, the Head of the department designates lab in-charges from the faculty. These lab in-charges assume responsibility for proposing, procuring, recording, and maintaining both consumables and non-consumables. They work in collaboration with technical supporting staff who provide reports on the condition of equipment. Lab in-charges also play a crucial role in preparing and displaying manuals, precautionary measures, do's and don'ts, and lists of necessary procedures. This collaborative effort ensures the efficient functioning and upkeep of laboratories within the Institute.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 4.78**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 631

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
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

MICT boasts cutting-edge equipment and is dedicated to implementing the latest technology to meet the diverse needs of the student community in both online and offline modes. In response to the severe disruptions caused by the pandemic on teaching and learning activities, MICT swiftly adapted to the digital licensed multiuser software to share digital content created by them with students. To enhance the delivery of digital content, faculty members are equipped with licensed Microsoft applications. All lectures are meticulously recorded using software and are made accessible on the college server for the benefit of students. MICT has procured licenses for users of Office. Online classes, including class work, guest lectures, and Faculty Development Programs, are conducted and recorded through Microsoft Teams platforms. The college is well equipped with digital screens, video conferencing facilities, an audio visual center, and a Lecture Capturing System with mixing equipment and editing capabilities for the recording and editing of lectures. The commitment to maintaining a robust campus infrastructure is evident through these initiatives, ensuring that MICT remains at the forefront of technology-driven education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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

Response: 20.62

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
455.94	47.68	35.36	17.77	14.79

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures. Adequate academic, physical and support facilities are available on the campus. In order to ensure their maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders.

Laboratories: Concerned Head of the department assigns lab in-charges, among the faculty. Lab in-charges are responsible for making proposals, procurement, recording, maintenance of the consumables and non-consumables, based on the report given by the technical supporting staff. They are also responsible for preparation and display of manuals, precautionary measures, do's and don'ts, list of experiments, stock registers and verification, maintenance of log books.

Library: Inventory of all textbooks, periodicals, journals, e-content are made available in the college library. Barcode technology is being used to maintain the accession data. Every process is subjected to internal audit. Opinion of the faculty members is sought at regular intervals for the procurement of the content. The College Library System consists of a Central Library and six departmental libraries, which collectively support the teaching, research and extension programmes of the Institute. All students, faculty members and employees of the Institute are entitled to use the Library facilities by taking a library membership.

Sports Complex: Indoor which is being supervised by a physical director, is having facilities like Chess, Table Tennis, and Caroms and, open field ground courts etc. In addition, Physical Director monitors the funding, maintenance, participation in sports activities inside and outside of the College

Maintenance of computer systems, networking, and internet facilities: An ITSS department is constituted in the Institute to look after all the issues related to the services mentioned above. A computing facility is made available for the students and most of the software's required by the students are uploaded. In addition, each department is equipped with computer systems with appropriate configuration and software's being maintained by qualified persons. These labs will take care of lab requirements as per the curriculum. The computer maintenance is carried out by ITSS Department.

Classroom: Sufficient number of classrooms which are appropriately ventilated illuminated are equipped with sufficient furniture. Classrooms are equipped with internet facility, projector, audio visual facilities. At regular intervals these classrooms are monitored for any repairs. Day-to-day maintenance of the classrooms are looked after by Maintenance section

Maintenance of Physical Infrastructure and Support facility: The central maintenance department looks after the maintenance of buildings and various utilities such as water, plumbing, electrical, carpentry and other related issues. The routine cleaning of classrooms, roads and washrooms will be done as per the schedule given to the staff. The maintenance department prepares and maintains routine checklists and preventive maintenance schedules. The concerned faculty/lab technician will raise the maintenance works-related issues of the Department. The central maintenance department will do the work allocation.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 66.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
2028	1833	1865	1863	1945

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 (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career counselling is an important part of higher education that aids students in excelling in competitive examinations. It provides students to explore their interests, strengths, and values, and to develop a plan for their future careers. MIC has taken a number of steps to improve its career counselling services.

Acknowledging the growing of competitive examinations in various career trajectories, our institution has established a specialized unit within the counselling department. Comprising seasoned faculty members well-versed in the intricacies of these exams, the unit offers personalized study plans, mock assessments, and one-on-one mentoring. This tailored approach equips students with the skills and confidence required to excel in these demanding competitive examinations.

Workshops and Seminars

Beyond our campus, our commitment to career counselling resonates with local industries and businesses. By nurturing collaborative partnerships, we facilitate internships, workshops, and exposure opportunities that bridge the gap between academia and real-world applications. This real-world experience not only improves students' career decisions but also imparts practical skills that enhance their competitiveness in the job market.

Career counseling services

Career counselling in higher educational institutions plays a vital role in guiding students towards informed career decisions. MIC hired a trained counsellor to assess students' interests, skills, and goals, helping them explore various academic and vocational paths. Additionally, counsellor assists with dealing stress and anxiety issues due to hectic academic schedules and helps them how balance personal and academic activities. Further, e-counselling allows students to get career counselling from the comfort of their own homes. MIC has organized e-counselling programs to encourage students towards continuous learning and assisted in performing better in competitive exams using different platforms like Google suite, Licensed Cisco WebEx, and Microsoft teams.

In summation, our institution's dedication to offering holistic career counselling, encompassing traditional and e-counselling strategies, is underpinned by our unwavering commitment to student success. By amalgamating expert insights, technology-driven solutions, and experiential learning, we aim to guide our students toward discerning career choices and exceptional performance in competitive examinations. As we continue to evolve and adapt to the ever-changing educational landscape, our pledge to comprehensive career guidance remains resolute.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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, self-employment and entrepreneurial**

skills)

4.Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 80.52

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
516	656	502	647	722

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 4.1**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	60	23	9	15

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 events during the last five years****Response:** 71**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
33	19	0	8	11

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The presence of an active student council and the representation of students on academic and administrative bodies/committees within our institution reflect our strong commitment to fostering a collaborative and inclusive learning environment. The students across all the years of study from all the branches of engineering and technology are actively involved in the following committees to receive and consider their views for achieving a better academic ecosystem.

- Anti-Ragging Committee
- Women Empowerment Grievance Cell
- Initiative for Cocurricular and Extra Curricular Activities
- Hostel Committee
- Canteen Committee
- Teachers Day, Engineers Day, Technical Fest, Annual Sports and College Day committees.

In addition, student representatives are included in Student Welfare Committee. Student members represent the various issues and present their ideas at committee meetings. Their suggestions are given due importance in arriving at decisions.

• Anti-Ragging Committee

Anti-Ragging Committee is a supervisory and advisory committee that helps in preserving the ragging-free culture of the campus. Comprising faculty and student representatives, it actively monitors and addresses any incidents of ragging, fostering a campus culture that prioritizes student wellbeing, respect,

and a harmonious learning atmosphere.

- **Women Empowerment Grievance Cell**

A proactive initiative within our institution, committed to empowering and advocating for the rights and well-being of women. Through workshops, seminars, and awareness campaigns, it promotes gender equality, safety, and personal growth, fostering an inclusive campus environment that supports and uplifts women students.

- **Initiative for Co-curricular and Extra Curricular Activities**

Co-curricular and extracurricular activities are activities that students participate in outside of their regular academic curriculum. These activities are essential for the overall development of students and can help them identify their skills and interests. Some examples of co-curricular activities.

- **The Hostel Committee**

Hostel Committee shall take active interest in general welfare of the student residing in the hostel and assist the administrator in maintaining the living standards. The hostel committee shall report to the administrator or principal on the services given by hostel staff.

Canteen Committee

Canteen committee is responsible for monitoring the operations of the canteen and implementing and reviewing the canteen policy. They may also be responsible for specific decisions as specified in the canteen policy, such as employing staff, authorizing major purchases or authorizing changes in the menu.

Library Committee

The student members of this committee ensure to have necessary library resources and also create good learning atmosphere in the library.

Training and Placement committee

The student members work closely with faculty members of placement department and have a very important role to play in the placement cell. They are collecting data and information about different companies and opportunities and acting the connecting link between the placement cell and eligible students. The students are given intimations about the placement sessions through email.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 11

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	11

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The MIC Alumni Association was started in 2009. It actively strengthens its initiatives by holding regular meetings within and outside the Institute. Alumni from various Engineering Departments visit the Institute to guide undergraduates in shaping their careers. Each Engineering Department has designated Alumni Coordinators, faculty members who oversee monthly meetings to track Alumni Activities. Students receive Alumni data and are encouraged to interact with them. Institute-wide Alumni events have occurred, complemented by periodic Department-level interactions. Each Engineering Department now hosts a monthly Alumni interaction Talk. Successful Alumni often recruit undergraduates for their own ventures, and some financially assist less privileged students. At Institute Level Alumni meets, participants offer suggestions to enhance student preparedness for post-graduation challenges. National & International reputation and the association being a platform for inculcating mutual awareness among all. The alumni association also provides communication between past & present graduates and faculty of the college.

MIC alumni contributions can be in the following manner

1. The MIC Alumni Association serves the alumni, carrying out a variety of events. It strengthens ties between alumni, as well as between alumni and junior students, providing opportunities for cooperation and communication. The Institution provides a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates and enable the alumni to participate in activities that would contribute to the general development of the college.
2. Interaction with Current Students: The Institute ensures that the alumni is not only in touch with their faculty but also with the current batch of students. And therefore, MIC involves its alumni students in planning and delivering several corporate interaction sessions on the currently trending technologies throughout the academic year.
3. Activities Planned: Nowadays Technology is changing, and most of the reputed companies are looking out to recruit people who meet their requirements or at least who can nearly reach their requirements. According to the industry requirements the needs or changes in technology were included in our Curriculum which will be designed accordingly. Our organization tries to fulfill the gap through

many value-added programs like Guest Lectures, Seminars, Workshops, and Orientation.

4. Job offers by Alumni: Most of the alumni are in Lead positions in reputed companies. So many-a time alumni themselves are part of the placement finalizing groups, and some of them are established as entrepreneurs and offer jobs and internships to the junior students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

MICT is a self financing co-educational private engineering college. It is managed by the Devineni Venkata Ramana & Praneetha memorial trust and follows guidelines from UGC, AICTE, APSCHE, and its affiliating university, JNTUK.

Vision

To nurture excellence in the field of Engineering by imparting quality technical education, inculcating core values with skills, knowledge, and behavior to the learners, promoting research and technical services with global competence to the societal requirements.

Mission

- To provide the state-of-the-art infrastructure and instruction preparing the students professionally deft and intellectually adept.
- To provide qualified and experienced teaching faculty to mold the learners to compete in the contemporary technological world.
- To provide socio-ethical exposure and holistic attitude in preparing responsible and informed citizens to build the nation.
- To provide international standards in conducting research, offering technical services by cutting edge technologies to meet the current and future challenges of technological developments.

The Vision and Mission statements define the Institute's distinctive characteristics in addressing the needs of stakeholders. In adherence to the Institute's Vision and mission, the Governing body was constituted as per the norms of regulatory bodies. The Management and Principal actively participate in governing body to ensure policy statements and action plans are designed to achieve the Institute's mission. The Members of the Management, Principal and other officials are always available to present their views and ideas to the faculty. The opinions of Faculty and staff will be considered positively for evolving policies. The Principal is the key person who frames the rules and regulations after consulting governing body and academic council. Heads of the departments are responsible for ensuring effective teaching-learning methodology and monitoring systems. Non statutory committees are headed by senior faculty members who assist the Principal both in administration and academic activities. Faculty play a proactive role in the academic and administrative activities of the Institution. The freedom of action motivates Faculty to creative and innovative practices, coordination and teamwork.

MICT, an Autonomous Institute, fully embraces the essence of the National Education Policy 2020

(NEP) by integrating its goals into the curriculum. The Institute promotes interdisciplinary education through mandatory open electives starting from the fifth semester. It also introduces employability enhancing courses like Python programming in the first year. The revamped evaluation method emphasizes continuous assessment, incorporating course projects across all subjects in the new curriculum.

The MIC follows democratic (participatory), de-centralized, and transparent governing approaches. It actively involves all stakeholders for smooth functioning of the college. It constitutes various academic and administrative committees like Academic Council (AC), Board of Studies (BOS) and Heads of various. Academic/Administrative committees through the contributions of senior faculty. The heterogeneous committees are formed to monitor the institute progress towards realizing its vision, mission while adhering to quality policy. The MIC monitors and controls the activities through the Institute Quality Assurance Cell (IQAC) for enhancing quality. Thus, the MIC adopts good governing policies to monitor and ensure participative and productive involvement of various stakeholders to promote the growth of the College.

File Description	Document
Upload any additional information	View Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

MICT is a distinguished institute established under the aegis of the Devineni Venkata Ramana & Praneetha memorial trust, in 2002. The Board of Governors, with experts from various fields, including officials, educators, and industrialists, shapes the institute's growth rooted in core values, exemplifying its distinguished stature within education.

MICT's core commitment lies in providing exceptional education. Its holistic pedagogy integrates scholastic, co-curricular, and extra-curricular activities, fostering social, cultural, and intellectual growth. This cultivates versatile, ethics-driven individuals prepared for prosperous careers. Associations, clubs, and societies facilitate captivating co-curricular events, enriching student experiences.

The institute's remarkable growth reflects unwavering stakeholder commitment in governance and operations. A meticulously structured administrative and academic framework ensures strategic plan realization, relentless excellence pursuit, and core value adherence under defined governance policies.

Administrative Setup: The institute's management is thoughtfully designed to prioritize transparency, yielding optimal outcomes. A hierarchical framework is established, delineating roles, responsibilities, accountability, and levels of authority.

Organizational Structure: Transparency, excellence, participative leadership, and delegated authority are pivotal tenets of the organization's values. An intricately designed governance and management organogram prioritizes stakeholder involvement, with a special focus on students, facilitating a resilient administrative framework.

Roles of Key Institutional Bodies: The management periodically evaluates the institute's developmental requisites, playing a pivotal role in designing, sanctioning, and executing quality policies and plans. The management oversees the institute transparently, actively engaging all stakeholders.

The management directs the Principal to achieve the institute's goals. The society's secretary, acting as the executive, arranges regular meetings of the governing body to assess institute activities and provide direction on policy implementation.

The Management extends necessary support for policy and planning, informed by needs analysis and stakeholder consultations. Feedback from students, alumni, industry partners, and professional bodies is consistently gathered and scrutinized, contributing to the realization of the institute's vision. The Principal, in consultation with department heads and faculty in charge, devises policies and plans, subject to the governing body's approval. Service Rules, Policies, and Procedures: The institute adheres to its own service rules, guidelines, policies, and procedures for effective operation. These align with state government regulations, as well as with regulatory bodies like AICTE and UGC, and the affiliating university JNTUK. The management committee periodically adapts and adopts these rules and policies to suit the evolving needs of the institute.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All 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:

The institute has a Performance-Based Appraisal System to assess both teaching and nonteaching staff. This system offers valuable insights to faculty, staff, and management about changing student needs. Faculty members follow guidelines to submit self-appraisal forms, promoting excellence in teaching, learning, and research. The appraisal process rates employees' yearly performance in academics, research, and other activities, including interactions with students and colleagues. The forms, in a specific format, are reviewed by the Head of the Department and the Principal. The comprehensive report is further examined by the chairman of the governing body, and the final performance status is confidentially recorded within the institute.

For Teaching Staff, it encompasses four components to optimize individual contributions to institutional performance:

Feedback System: This includes direct, indirect, and result-based feedback, aiding in holistic evaluation.

Academic Performance Indicators: These indicators cover teaching-learning activities, faculty attributes, and academic extension efforts.

Co-Curricular, Extension, and Professional Development Activities: Social responsibility initiatives, workshops, seminars, and conferences are considered.

Research, Publication, and Academic Contributions: This segment evaluates research publications, consultancy, awards, fellowships, and patents.

The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression The college takes care of its employees very well. It provides several

welfare measures for the teaching and non- teaching staff. The college uplifts various welfare schemes to all the teaching and non-teaching staff to elevate the quality of work life of the employees and make them to motivate and work effectively. It also encourages the employees to utilize the welfare measures accordingly.

The following are the welfare measures extended to the teaching and non-teaching staff of the Institute:

Accidental Insurance: Teaching and non-teaching staff are covered under health and accidental insurance schemes.

Employee's Provident Fund (EPF): Regular staff are entitled to EPF contributions.

Transport Facility: Subsidized transport rates are extended to staff members.

Canteen Facility: Hygienic refreshments are offered at subsidized rates.

Purified Drinking Water: Supplied through in-house mineral water plants.

Health Centre: Staff has access to qualified medical professionals and facilities.

Maternity Leave: Maternity leave granted to women staff as per eligibility.

Encouragement for Higher Studies: Staff is supported in pursuing higher studies and attending relevant programs.

Overseas Collaborations: The institution fosters collaborations for enriched learning experiences.

Training Programs: Various training programs cover stress management, computer skills, motivation, and more.

Furthermore, the institution offers avenues for career development and progression:

- **Initiation and Training:** Newly recruited staff undergo initiation and training programs.
- **Various Training Programs:** Tailored programs for different staff categories, including research projects and operational training.
- **Seed Money for Research:** Encouraging research projects by providing seed funding.

File Description	Document
Upload any additional information	View Document

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:** 0.3**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	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/workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 48.15**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
134	113	85	83	67

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 (data template)	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
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

MICT is a self-finance institute, where the funds generated through collection of Tuition Fee is the main source of Institute's income. These funds are utilized for all recurring and non-recurring expenditure. The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development.

The Governing Body approves the Budget of various departments and sections of the institution for the Financial Year. Audit is performed periodically to ensure whether the budget is optimally utilized or not. There sources in the form of facilities and equipment are maintained to ensure optimum performance. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. The requests are consolidated and reviewed by the Administration team and funds are allotted. Utilization of allocated funds are monitored periodically and reviewed at the end of the Financial Year.

Optimum utilization of resources: The departments and other functional bodies prepare their respective estimates and based on this estimates budget is prepared annually to make sure that optimum utilization of financial resources. The budgeted amount will be pursued by the Managing Committee/ Board of Governors and will be sanctioned. Income and expenditure statements are prepared on monthly basis. Audit is performed periodically to ensure that the budget is optimally utilized for the purpose it is intended. The resources in the form of facilities and equipment are maintained to ensure optimum

performance.

All the major financial decisions are taken by the Institute's Governing Body. All the major financial transactions are analyzed and verified by the governing body under different heads. It clearly indicate that the management has the social commitment of serving the society and thus sincerely contribute to the mission of the state government and partnered in the progress of the state in a little manner through empowering the young mind.

1. Institute adheres to utilization of budget approved for academic expenses and administrative expenses by the management.
2. After final approval of budget, the purchasing process is initiated by the Development and Purchase committee which includes all the Heads of Departments and the Accounts Officer. Accordingly, the quotations are called for and purchase orders are placed after the negotiations. 3. The payment is released after delivery of the respective goods/items as per the terms and conditions mentioned in the purchase order.
4. Respective lab-in-charge shall ensure the purchase of suitable equipment/machinery with correct specification.
5. All transactions have transparency through bills and vouchers. The bill payments are passed after testing and verification of items. Only authorized person operates the transaction through bank.
6. The entire process of the procurement of the material is monitored by the Development and Purchase committee and the principal at institute level along with all the Heads of Departments and the personnel of accounts department.
7. Financial audit is conducted by a certified Chartered Accountant at the end of every financial year to verify the Compliance.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 21.2

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.495	0.7	0	0	20

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The Institution conducts internal and external financial audits regularly. As part of this mechanism, College conducts internal financial audit by presenting outcome budget, Income and Expenditure details, Receipts and Payments, Budgetary obligations in College Management Committee for discussion and communications.

The internal auditors audit quarterly and submit reports to the management. The financial transactions are settled as per the recommendations of the management along with the suggestions of the auditors.

The audit objections, if any will be discussed in the CMC. CMC will be conducted once in three months. College conducts external financial audits regularly and the copies of audited statement will be published in college website. The external audit is conducted once in a year

The Objective of Internal & External Audit

The primary objective of conducting Internal and External audit is to identify the discrepancies in the accounting process. The in-house team, consisting of two members, conducts the internal audit twice in a year and registered Chartered Accountants conduct the external audit once in a year. The departmental budget is followed and the optimal utilization of funds and the monitoring of the budget are done through Internal and External Audit. After locating the discrepancies in the internal audit, a report is submitted to CMC members and then submits the report to Principal. The Principal directs the Accounts Officer to make the necessary corrections on internal audit. The Accounts Officer rectifies the identified

discrepancies and submits the corrected audit report to the Principal. All the financial rules that are implemented in the college take place through No-Cash transaction to the extent possible. Payment of fees is also done through online transaction. An effective Financial Management System is followed which takes utmost care to follow the best accounting practices which give no chance for financial mismanagement. External Auditors who are certified Chartered Accountants prepare the Audited financial statements including Income and Expenditure details, Audited Reports and then the same is filed in the Income-Tax Department.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

At MICT, education centers on the student, emphasizing methods that encourage hands-on learning. The institute's approaches have nurtured essential skills like critical thinking, creativity, and a scientific temper in students. With the support of technology and excellent teaching, these strategies, overseen by the Internal Quality Assurance Cell (IQAC), highlight interactive, collaborative, and self-directed learning, assuring a student-centered education. The institute disseminates academic schedules, teaching outlines, class plans, and assessment methods, matching them with program and institutional objectives. Students are motivated to take part in project centered learning, creating case studies, and simulating real-world technical situations with advanced software tools. Both faculty and students undertake certification programs on platforms such as Coursera, NPTEL/MOOCs,

Practice-1: Student Centered Education

MICT uses a proactive academic governance method to regularly enhance curricula in collaboration with various Boards of Studies. This approach enhances student-centered learning by incorporating feedback, including input from students, to enhance teaching. The inclusion of co-curricular activities, guest lectures, internships, workshops, and interactions with industries shapes critical thinking and a scientific mindset. Furthermore, MICT has an Entrepreneurship Development Cell (EDC) to nurture entrepreneurial abilities, providing programs focused on innovation and business. The Alumni Association also plays a role in enabling the exchange of experiences and creating opportunities for employment. The faculty's engagement in Faculty Development Programs (FDPs), workshops, and training programs enhances their competence and supports student-centered learning. IQAC's close oversight of faculty publications ensures they remain well-versed in the latest technologies and contribute effectively to the education process.

Practice-2: Campus Recruitment Training and Practices

The institute adopts Campus Recruitment Training (CRT) to prepare students for placement processes. This program enhances aptitude, communication skills, and analytical abilities through regular training and mock interviews. Continuous assessment ensures that students are well-prepared for jobs that are changing over time. Following stakeholder feedback, minor and honor degree programs in emerging technologies, Artificial Intelligence, Machine Learning, Internet of Things, Cyber Security, and Data Science are introduced.. The Training and Placement Office works closely with companies to understand what skills are needed and provides appropriate training. Events where industry and the institute meet help people learn throughout their lives. Feedback from companies helps the institute get better. MICT's central library helps learning with modern technology. Online access to research and information makes learning better. Tools like videos, projectors, and Wi-Fi make learning more exciting. In short, MICT is all about helping students succeed in their careers and keep growing. The institute always tries to do better and prepares students well for their careers and lifelong learning.

File Description	Document
Upload any additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Practice-1: Implementation of Pedagogical Initiatives and Various Instructional Methods The IQAC of MICT plays a crucial role in enhancing education quality. Its primary objective is to identify gaps in curriculum, teaching methods, assessment strategies and bridge them through effective initiatives. Through frequent reviews of teaching-learning processes, MICT ensures the upkeep of high educational standards, solidifying the institute's reputation as a symbol of quality education. The

following practices exemplify the institution's commitment to quality education.

Academic Calendar: MICT prepares well-structured academic calendars that accommodate various teaching-learning processes, curricular events, and co-curricular activities such as seminars, guest lectures, workshops, and internships. This meticulous planning ensures a holistic learning experience.

Experiential Learning: Active student involvement is fostered at MICT via group discussions, internships, projects, and collaborative endeavors. Case studies nurture critical thinking, linking theory with practical application.

Evaluation Methodologies: MICT employs a robust feedback system to assess teaching methodologies and their outcomes. Continuous evaluation, including internal tests, assignments, group discussions, and seminar presentations, helps identify students' strengths and weaknesses.

Outcome-Based Education (OBE): The institute is dedicated to outcome-based education, ensuring measurable and observable learning outcomes for students. OBE aligns educational objectives with industry requirements, and the assessment mechanisms precisely gauge these outcomes for continuous improvements.

Student Learning Outcomes: The IQAC closely monitors student performance through various assessments, including midterms, continuous evaluations, and semester examinations. Further, the institute provides lecture notes through online portals, timely grievance redress and extra classes for academically struggling students.

Result Analysis: The IQAC continuously monitors results analysis of the students to understand progress of the students comprehensively.

Practice-2: Curriculum Development/Innovative Teaching-Learning

Practices/Internships IQAC's commitment to maintaining educational excellence is exemplified through its rigorous oversight of curriculum development, faculty development, and various student-centric activities:

Curriculum Development: IQAC ensures that the curriculum remains up-to-date by continuously monitoring the development process through various Boards of Studies (BoS). It aligns curricula with emerging technologies to equip engineering students with the skills needed to thrive in the industry.

Faculty Development: MICT encourages faculty to participate in diverse development programs such as training, Faculty Development Programs (FDPs), seminars and orientation sessions. This ensures faculty members remain abreast of the latest pedagogical techniques.

Activity-Based Learning: The institute fosters interpersonal skills among students by engaging them in case-study-based learning. This approach enhances students' ability to apply technical knowledge in the real-world scenarios.

Enhancing Employability Skills: Through dedicated units like Training and Placement Office and Industry Institute Cell, MICT equips students with employability skills and bridges academia-industry gap for career development. In-House Projects: MICT's research commitment is reflected in the research

fund, aiding students and faculty in in-house projects for cutting-edge knowledge enrichment. In short, MICT's consistent improvement in teaching, learning, curriculum, and faculty training underscores its commitment to quality education. IQAC's proactive role equips students for academic and industry success.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more 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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

MICT, the renowned institution, is actively fostering gender equity through various leads.. It has firmly committed itself to creating an environment where individuals, regardless of gender, can thrive and reach their full potential. These initiatives span various facets of the institute's operations, reflecting a comprehensive approach to gender equity

The college, in its commitment to women's empowerment, ensures a gender-inclusive workforce by hiring women in various teaching and non-teaching roles. This approach aims to foster equality, providing women with equal opportunities to showcase their capabilities and contribute to the institution's advancement. The institution is dedicated to empowering women faculty, offering them opportunities to assume leadership roles as Heads of Departments. Additionally, women faculty members are entrusted with coordinator ship responsibilities for various activities, demonstrating the college's commitment to stimulating gender inclusivity and professional growth. MIC is committed to promoting gender equality by actively working to eliminate discrimination and biases based on gender differences. The overarching goal is to cultivate a society where everyone, irrespective of gender, has equal access to resources, shares responsibilities equitably, and has a fair voice in decision-making processes. This dedication to gender equality is not a global aspiration but also firmly recognized as a fundamental human right. In implementing specific measures, the institution actively promotes gender sensitivity. Female students are actively encouraged to participate in both technical and non-technical clubs, with opportunities for leadership positions. Each classroom section maintains a balance with both male and female class leaders. Recognizing the influential role of faculty in students' lives, counselling sessions on gender equality, including seminars and role-switching activities, are conducted to instil these values

The college places a strong emphasis on the well-being and safety of its female students by conducting regular counselling sessions through the women's grievance cell, led by experienced senior female faculty members. In line with promoting empowerment, female students are actively urged to engage in and take leadership roles in a variety of co-curricular and extra-curricular activities. A notable annual event is the celebration of Women's Day, where distinguished personalities are invited to share their life experiences, to inspire and motivation the students. This commitment creates a nurturing and inclusive atmosphere within the college community. In terms of safety and security, the institution has implemented a range of measures. Specially designed waiting areas for female students to offer a pleasant atmosphere with comfortable furnishings and excellent ventilation. Furthermore, there's an allocated section in the canteen solely for girls, and a specialized hostel is provided to meet their accommodation requirements.

Ensuring the well-being of female students is a top priority on campus, demonstrated through regular counselling programs led by both the Internal Complaints Committee (ICC) and the women's grievance cell. To bolster security, the campus and hostel are under constant surveillance using high-resolution CCTV cameras strategically placed at key locations. The on-campus control room orchestrates distributed recording, effectively monitoring and deterring the entry of unwanted elements. Finally, comprehensive safety measures create a secure and supportive environment for female students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

MIC demonstrates a robust dedication to waste management, emphasizing the prudent use of resources, particularly natural ones, to minimize waste generation. The organization is actively engaged in overseeing the entire lifecycle of waste, from its creation to its ultimate disposal, as part of its commitment to environmental conservation. The institute is proactively championing waste segregation at the source within its campus premises. MIC cafeteria actively encourages and promotes the use of reusable items and promotes the adoption of biodegradable alternatives. This involves efficiently sorting solid waste into distinct categories such as canteen leftovers, paper, and food waste. Dedicated bins strategically placed throughout the campus ensure the proper disposal of these segregated wastes. The waste generated is managed by the housekeeping staff, who collect it in movable containers and carts. Before transporting the waste to the dumping yard, the staff diligently segregate it to ensure proper disposal and recycling.

As part of its eco-friendly initiatives, the institute adopts a routine of daily waste deposition into an on-campus pit, complemented by regular Municipal Corporation collections every day. The canteen waste undergoes a transformation into compost, showcasing the institute's commitment to sustainable practices.

MIC dynamically strives to reduce the usage of single-use plastic by conducting awareness campaigns driven by NSS. The campus is equipped with water refilling stations strategically placed to minimize the disposal of single-use plastic bottles. Water conservation is actively practiced through measures such as closing taps after use, vigilant monitoring of supply system valves, and routine maintenance to prevent leaks. Within each department, liquid waste from sanitary fittings is systematically collected through a closed drainage system, channelling it into septic tanks. Every building is equipped with septic tanks dedicated to the collection and treatment of liquid waste. Additionally, sewage is efficiently collected and directed to nearby public open drains during periods of rainfall.

Besides, the institute is actively enforces system for solid waste management on campus to uphold cleanliness standards. In this relation NSS organizes various programs and events to raise awareness about waste management. Notably, liquid waste is recycled for purposes such as sanitation and gardening, contributing to the overall environmental consciousness of the institution. Two plants, each with a capacity of 30,000 liters, effectively manage wastewater with a minimal wastage of 50%. The surplus water is stored in sumps and tanks, subsequently utilized for irrigating plants and meeting washroom needs. Recognizing the importance of sustainability, the campus places a strong emphasis on efficient e-waste management.

Strategies are implemented to extend the longevity of electronic devices, reducing the necessity for e-waste disposal. The campus systematically stores discarded electronic waste before conscientiously transporting it to urban e-waste management facilities. Moreover, in the Chemistry lab, the used concentrated acids are collected in specialized containers. Subsequently, a neutralization process is conducted before disposing of these substances, ensuring the safe and environmentally responsible management of chemical waste. It's worth noting that the campus does not generate any radioactive waste. This underlines a commitment to environmentally friendly waste management and promoting green initiatives like plantation.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

MIC has cultivated a verdant atmosphere to establish an environmentally sustainable and eco-friendly campus. These initiatives are driven by the goal of minimizing the ecological impact of the campus, instilling environmental consciousness, and nurturing a sustainable culture among students, faculty, and staff. Green landscapes are created and maintained on campus, including gardens, and natural areas, to enhance biodiversity, provide recreational spaces, and contribute to a healthier environment. Environmental Education is incorporated as part of NSS curriculum to raise awareness and educate students about environmental issues and the importance of natural practices. Our college has set goals and strategies to reduce and offset carbon emissions, ultimately working towards achieving carbon

neutrality on campus. Student are involved in the planning and implementation of green initiatives, encouraging student-led sustainability projects, and fostering a sense of environmental responsibility.

MIC implemented cutting-edge energy-efficient technologies on its campus. This includes the widespread adoption of LED lighting, energy-efficient appliances, and smart building systems. These initiatives are strategically designed to significantly reduce overall energy consumption, aligning with MIC's commitment to environmental responsibility and resource efficiency.

MIC has established a dedicated entry route exclusively designed for college buses, staff cars, and motorcycles, both for internal staff and external visitors. This deliberate arrangement aims to manage and control vehicle access to specific zones. These initiatives are adopted to address issues like traffic congestion and environmental pollution for encouraging the adoption of eco-friendly transportation alternatives. Through the regulation of automobile entry, the college has improved public spaces, mitigated air quality concerns, and helped us to promote sustainable modes of transportation to reduce overall energy consumption on campus.

At MIC College, we are committed to fostering an environmentally conscious and sustainable campus. To uphold these principles, we have implemented a comprehensive ban on the use of plastic within our premises. This initiative reflects our dedication to reducing environmental impact, promoting eco-friendly practices, and creating a healthier and cleaner campus environment.

The ban on plastic encompasses single-use plastic items such as bags, bottles, utensils, and packaging materials. We encourage the MIC community, including students, faculty, and staff, to embrace alternative, more sustainable options. Reusable containers, eco-friendly packaging, and other environmentally responsible alternatives are readily available and promoted across our campus facilities. The ban aligns with our broader goals of minimizing waste generation, supporting recycling initiatives, and contributing to the overall well-being of our local and global environment. We believe that by eliminating the use of plastic, we not only take a significant step towards a greener campus but also in still a sense of responsibility and environmental stewardship among our college community.

As part of this initiative, we have implemented educational programs to raise awareness about the environmental impact of plastic use and to encourage the adoption of more sustainable habits. We invite all members of the MIC community to actively participate in and support this endeavour, contributing to a plastic-free and environmentally conscious campus for the benefit of present and future generations. Students are encouraged to gift plants.

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

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability 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
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

MIC stands out not only for its academic excellence but also for its unwavering commitment to inclusivity and accessibility. We firmly believe that education should be accessible to everyone, regardless of physical abilities. This commitment is reflected in the creation of a disabled-friendly and barrier-free environment that ensures equal opportunities for all. Beyond infrastructure and services, MIC has fostered a culture of awareness and sensitivity among its community. Faculty and staff are trained to understand the diverse needs of students with disabilities and are committed to creating an inclusive and supportive learning environment. The emphasis on fostering a culture of understanding and empathy ensures that individuals with disabilities feel valued and integrated into the fabric of the MIC community.

For the disabled the availability of human assistance aligns to foster a culture of empathy, understanding, and inclusivity. By providing human assistance, MIC aims to create an atmosphere where everyone, regardless of their abilities, can fully participate in the academic and social aspects of campus life. Though we do not have students of disabled at times when our college is given as a centre for competitive exams we help as scribes and readers.

MIC's commitment to inclusivity extends to the realm of academic resources. Understanding the diverse needs of its student body, the institute has implemented measures to enhance accessibility to course materials. One significant initiative is the provision of soft copies of reading materials. This forward-thinking approach not only aligns with modern educational practices but also serves to accommodate the varied learning styles and needs of students.

By offering soft copies of reading materials, MIC empowers students to customize their learning experience. By reducing reliance on traditional printed materials, the institute minimizes its ecological footprint and embraces an eco-friendlier approach to education. Moreover, the availability of electronic resources promotes independent learning for individuals with visual impairments. Screen-reading software, when coupled with well-structured digital content, allows students to navigate through texts, access information, and engage with course materials on their own terms. This not only enhances the learning experience but also cultivates a sense of autonomy and self-reliance and students can participate fully and excel academically.

In addition to offering soft copies of reading materials, MIC remains proactive in exploring and implementing cutting-edge assistive technologies. This ensures that the institute stays at the forefront of creating an inclusive educational experience, embracing innovations that support diverse learning styles and needs as an integral part of its commitment for providing quality education for all. Top of Form

MIC stands as a beacon of inclusivity in the academic landscape. The commitment to a disabled-friendly and barrier-free environment extends beyond compliance to embody a genuine dedication to providing equal opportunities for all. Through thoughtful infrastructure, assistive technology, and a supportive culture, MIC is not just an educational institution; it is a community that embraces diversity and ensures that every individual can pursue education and personal growth without limitations. As a model for inclusive education, MIC exemplifies the transformative power of creating environments where everyone can thrive.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

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

Response:

The institution has successfully nurtured an inclusive environment, fostering coexistence among individuals from diverse cultural, socio-economic, regional, and religious backgrounds. Noteworthy initiatives have been implemented to promote peace, tolerance, and harmony among both students and faculty members. For example the college mandates a course, namely "Essence of Indian Traditional Knowledge" for all undergraduate level engineering students with an object of this understanding.

The college prioritizes transparency in its admission process, admitting students based on merit from various districts. Students, driven by a passion for knowledge, actively engage in debates, discussions, and arguments on academic, scientific, technological, and research issues with the guidance of faculty

Dedicated to creating a pragmatic teaching-learning environment, the college views education as a catalyst for social, economic, and cultural change. This approach ensures a fair representation of talent from different regions. Moreover, the institution encourages faculty and students to engage in community services, fostering a holistic environment that extends beyond the campus boundaries.

Central to the college's philosophy is the belief in equality across all traditions, evidenced by the absence of discrimination based on regions, religions, or castes. The institution deliberately avoids segregating students on socio-economic grounds, emphasizing equal opportunities for all. Special days and festival celebrations are integrated into the college's culture, cultivating attitudes of respect, empathy, responsibility, and service among students.

Furthermore, the college actively participates in various national programs, including Fresher's Day, Youth Day celebrations, Flag Day, Yoga Day, Fit India, Women and Child Welfare, Gandhi Jayanthi, Constitution Day, Anti-ragging activities, Health camps, Blood donation camps, Voter awareness, plantation and environmental awareness, Traffic awareness, Anti-drug abuse, awareness rallies, special camps, and household surveys at the adopted village Perkallapadu. Charity programs for community welfare and other initiatives of national importance are also organized.

The institution maintains a strong connection with its alumni, who contribute in various ways to the progress of the college. Students' clubs organize diverse festivals, cultural activities such as Sankranti Sambarrallu and Bathukamma, as well as literacy activities on different occasions, showcasing the active participation of staff and students from diverse backgrounds.

An annual highlight, MICFEST is a vibrant manifestation of the institution's commitment to celebrating

and preserving cultural and regional heritage. This meticulously planned event provides students with a platform to immerse themselves in diverse dance forms and musical traditions, emphasizing the importance of cultural preservation and appreciation.

MICFEST transcends mere entertainment; it serves as a dynamic educational experience allowing students to delve into the intricate nuances of various cultural expressions. The festival fosters an environment where students can explore, appreciate, and engage with their cultural and regional heritage, gaining a deeper understanding of the significance of diverse artistic expressions and their role in preserving cultural legacies.

The organization of MICFEST underscores the institution's broader commitment to fostering unity in diversity. By showcasing and celebrating multifaceted cultural identities, the institution promotes an inclusive atmosphere where individuals from various backgrounds come together to share unique traditions and appreciate the rich tapestry of human heritage.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

MIC is dedicated to fostering comprehensive development among its students and staff, placing a significant emphasis on instilling Constitutional and Social responsibilities. The process of sensitization begins within the classrooms, where education is recognized as a transformative tool. The institution has mandated two courses, Constitution of India and Essence of Indian Traditional Knowledge at the undergraduate level across all engineering disciplines. Through the incorporation of these themes into the curriculum, MIC ensures that students cultivate a social conscience, comprehend their roles and responsibilities as citizens, and develop a profound awareness and appreciation for the principles enshrined in the constitution.

Recognizing social responsibility as a major priority for both students and employees to learn ethical values and responsibilities, the institute actively promotes community service as a mandatory program. This initiative aims to instill a sense of social responsibility and provides a platform for self-learning and group learning mechanisms for future life. In addition to the obligatory "Constitution of India" course in

all undergraduate programs, the college organizes seminars and guest lecturers to raise awareness about constitutional provisions among students and faculty. Regular competitions are conducted among students to shape them as responsible citizens. The annual celebrations of Republic and Independence Day include addresses by the Principal on constitutional obligations and student responsibilities.

MIC is dedicated to creating an inclusive environment where students and employees immerse themselves in an atmosphere of social responsibility and civic consciousness. By seamlessly infusing constitutional values into both academic and extracurricular activities, the institution aims to nurture individuals who are not only technically proficient but also ethically sensible. Students actively engage in activities such as blood donation camps organized by the NSS unit and participate in plantation and cleanliness programs within and near villages, considering it the responsibility of every citizen. Additionally, both students and faculty contribute financially to assist those affected by natural calamities.

Furthermore, MIC recognizes the evolving landscape of the global community and aims to prepare students for active participation in the interconnected world. By fostering a nuanced understanding of international perspectives through collaborative initiatives and global exposure, the institution enhances its students' ability to navigate diverse cultural contexts. This broader dimension aligns with MIC's commitment to nurturing not only academically proficient individuals but also globally aware citizens, reinforcing the institution's role in shaping future leaders with a comprehensive understanding of their roles in a rapidly changing and interconnected world.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

TITLE OF THE PRACTICE - 01: Institution social responsibilities through students' partnership for societal betterment.

1. OBJECTIVES OF THE PRACTICE

- Nurture students to understand themselves in relation to their community in which they work.
- Develop among themselves a sense of social and civic responsibility.
- Impart values of compassion and empathy among students.
- Promote community engagement, collaboration, and creative social work.
- Identify the needs and problems of the community and involve them in problem-solving.

2. THE CONTEXT

MICT offers holistic education that trains students to excel in their careers and become compassionate

leaders. Its social initiatives and outreach programs, instill empathy and altruism in students and shape their all-round character.

3. THE PRACTICES

MICT institute adopted a village, Perakalapadu and working towards its development through several special medical camps, reconstruction of roads, drainages and awareness programs to villagers and developing MPUP School in the village, besides offering succor to the needy during natural and man-made calamities.

The institute also organizes various programs on Health Awareness, Environmental Awareness, Voter Awareness, International Yoga Day, Joy of Giving Week, Concert for a Cause, Youth Festival, Women and Girl Child Welfare, Mega Blood Donation Camps, Plantation, Health Camps, Visit to Orphanages & Old Age homes, Swachh Bharat, and Charity Activities at different places

4. EVIDENCE OF SUCCESS

The above mentioned programs engaged numerous students and fostered their holistic development and leadership skills, benefiting their careers. Students also actively took part in charitable initiatives, such as Swachh Bharat Summer Internship, distributing sanitizers and masks, and reducing single-use plastic in villages during the Covid-19 pandemic. The institute was involved in activities like web casting general elections. In a single Mega Blood Donation camp – a whopping number of girls & boys participated and donated blood. Five Students from our institution participated in National Integration Camp at National level events.

5. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

5.1 Problems

- Logistics: Challenges in managing coordination and arrangements.
- Time Management: Ensuring timely execution of activities because of the hectic academic schedules.
- Lack of cooperation and coordination among villagers, residents and program beneficiaries.
- Students lack a clear grasp of societal needs and are hesitant to remain after class hours.

5.2 Resources Required

- Mobilization of volunteers as per requirement
- Mobilization of financial resources
- Infrastructure facilities
- Boarding and lodging at the place of the program (if required).
- Transport facility

TITLE OF THE PRACTICE - 02: Fostering Innovation through Industry- Institute Collaborations

1. OBJECTIVES OF THE PRACTICE

- Promote student research initiatives by creating a curriculum that aligns with industry needs and

offers support through projects.

- Foster joint research projects between students, faculty and industry experts for applied research and development.
- Provide industry exposure through internships and training for employment.

2. THE CONTEXT

This is the age of startups and enterprises driven by young engineers who wish to create jobs instead of being a mere employee. And so MIC offers ample of opportunities on campus to help the budding entrepreneurs develop into full-fledged entrepreneurs through programs like ISB-TEP, VDC etc. MICT emphasizes innovation via industry- institute collaborations, aligning education with market needs and fostering practical skills. Internships, customized curriculum, entrepreneurship programs, presence of active innovation council foster innovation and equip students for employment.

3. THE PRACTICES

The institute motivates students & faculty fostering their academic, personal, and professional growth through a range of practices:

A. Institution Innovation Council

Ministry of HRD, Govt. of India established Innovation and Incubation Center (MIC) in year 2018-19 to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years.

B. Entrepreneurship Development Cell

EDC prepared a module on Entrepreneurship Development in consultation partnering various Govt. and private agencies. And organizes talks & guest lectures by successful entrepreneurs, a way of motivating young entrepreneurs.

C. Cultivating Research-Oriented Thinking and Curriculum Refinement

The Board of Studies (BoS), consisting of faculty members, industry experts, academic professionals, and alumni, works in collaboration with industry partners to continually refine and tailor the curriculum to align with current industry requirements and academic standards.

D. Innovation through Skill Development Center

After identification of industry-relevant skills that keep students and faculty up-to-date. Seminars, Workshops, boot-camps, and guest lectures are conducted by experts from outside.

E. Industry - Academia Exchange programs

Industry-academia partnerships and MoUs with IBM-Skill Build, ICT Academy, Cisco Networking Academy, Oracle Academy, APSSDC, CM Center for Excellence, Indian Telecom Innovation Hub – Technology Business Incubator (ITIHTBI), BSNL, National Highways Authority of India, South Central Railway and many more provide students with vital skills, certifications, and practical exposure

for diverse fields.

F. Placements & Internships:

At MIC, the department of Training & Placement has been consistently successful in maintaining high placement statistics over the years despite the various trends in the industry. Our students get placed successfully, year after year, in various MNCs and it bears witness to the 'training culture' we have nurtured over the years.

4. EVIDENCE OF SUCCESS

The on-going implementation of the above initiatives has a positive impact on the institute and our students.

- The revised curriculum aligned with industry demands equipping students with relevant and up-to-date knowledge and skills.
- Workshops, internships, and research projects with industry professionals provided practical experiences and insights into real-world challenges.
- The Idea Incubator Club fostered entrepreneurship and innovation among students.
- Exchange programs and MoU's with industry partners offered global exposure and networking opportunities, enhancing students' career prospects.

With a proactive approach to industry-academia collaboration, the institution successfully bridged the skill gap and prepared students for success in the competitive job market.

5. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

5.1. Problems Encountered

The institute has encountered several challenges in:

i. Difficulty in achieving seamless communication among team members.

ii. Curriculum and skills updates:

- Keeping up with industry changes is difficult.
- Keeping up with ever changing technology is difficult.

iii. Student Career uncertainty

- Motivation issues.
- Not so clear career expectations and unrealistic goals

iv. Industry

- Industry demands misunderstood.
- Need for effective counseling and guidance.

v. Time Constraints: Balancing regular academic commitments with additional training or exam preparation.

5.2. Resources Required

Fostering innovation through IIC requires a combination of resources, some key aspects are

- i. More Financial Support for research projects and student-led initiatives.
- ii. Additional Budget for collaborative events, seminars, and workshops.
- iii. Advanced technology laboratories and prototyping facilities.
- iv. Collaborative spaces for idea exchange clubs.
- v. Industry mentors for practical insights.

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:

The institute was established in the year 2002 with a vision to nurture excellence in the field of engineering by imparting quality technical education.

Learning is something beyond classroom at MIC which includes:

- a) Institute's Innovation Council (IIC) was established as per the norms of Innovation Cell, MHRD. "A" grade was given by MHRD for IPR workshops.
- b) ICE (Initiative for Co-curricular and extracurricular activities)
- c) NSS wing inculcates individual social responsibility
- d) Women Empowerment Cell focuses on social upliftment of the female students
- e) Entrepreneurship Development Cell (EDC) strengthens entrepreneurial quality
- f) Aagama - A National level technical paper contest
- g) Annual working models exhibition
- h) Student chapters- NPTEL, CSI, ISTE, IETE, IEI, ASME
- i) START-Ups, Internships, Hackathons and many more.
- j) The project 'Power Packed Bicycle' was selected and presented in 'Husky Challenge' organized by Northeastern University, Boston, USA, as a part of i2E program.

NPTEL & MOOCs:In the NPTEL online courses 10 faculty received gold medals, 7 faculty stood in the top 5 and 3 faculty stood in the top 1 in their respective subjects across the country. 1000+ Students have successfully completed various NPTEL courses in the last 5 years. It has become a habit now for students of MIC to take NPTEL & MOOC Courses.

CRDC:The College Research and Development Cell (CRDC) provides supportive research environment with special incentives. To keep the abreast of the latest trends in industry the college has initiated various programs and tie-ups.

Excellence in Academics& Sports:

KoneruGreeshma(17H71A0473) Topper in ECE received Prof.V.V.L Rao Memorial Endowment Cash Prize from JNTUK, Kakinada.

Extensive playgrounds support sporting activity which resulted in winning gold and silver medals in JNTUK Inter university tournament gold, silver and bronze medals in central tournament prizes in JNTUK 'C' zone tournament gold, silver and bronze medals in state and national level tournaments in Volleyball, Kabaddi, Kho-Kho, Cricket, Badminton, Athletics, Taekwondo and Weightlifting.

Skill Orientation:

The goal of education is all about preparing students towards employment. While bookish knowledge helps them understand the topic, it is only when they apply that knowledge to a specific trade that they will shine in their jobs. Skill-based training, not only enhances employability but also drives the competencies in students to try their hand in various disciplines. Our Curriculum encourages Skill-enhancement among students.MOU's with various organizations like ICT Academy, Oracle Academy, IBMSkillBuild, AP Skill Development cell etc, are made to enhance the skillset of the student.

To achieve this MIC has collaborated with EduSkills to provide industry Internships to students from different corporate academies like AWS, Blue Prism, Juniper, Alteryx, Microchip, Celonis, Fortinet etc.

In the last two years more than 2500 students have successfully registered & completed Virtual internships from these corporate academies. Because of these efforts, Eduskills awarded MIC College a 36th National rank out of 1000+ colleges in the academic year 2022-23.

Value Based Education:

Value-based education aims at training the student to face the world with the right approach, attitude and values. It is a process of overall personality development which will ultimately help them get ready for career and life. Programs by famous inspirational speakers like Rajesh Murthy, *Squadron Leader Jayasimha*, YendamuriVeerendranath and Dr. Pattabhiraman are frequently conducted to students of MIC.

Mentoring:

Mentoring isn't mere sharing of knowledge. Mentors help Mentees identify their own strengths and weaknesses by doing SWOT/SWOC Analysis. They help the Mentees identify their SMART (Specific, Measurable, Achievable, Realistic and Time-bound) goals, encourage them, and guide them in the

process of achieving their goals, or help them understand ways and means of solving any challenges that might come along the way.

Mentees/Protégés benefit from mentorship programs by:

- Identifying their own strengths and opportunities.
- Weakening their weaknesses and converting them into strengths.
- Making use of opportunities to their advantage.
- Understanding threats/challenges/fears/anxieties and overcoming them.
- Setting realistic goals.
- Receiving constructive feedback.
- Checking the progress regularly, and
- Being open to fresh ideas to accomplish their goals.

Mentorship is an art in itself: it is not everyone's cup of tea. It takes skill, precision, caring attitude, and amiable nature to make someone a good Mentor. Mentorship is one of the most personal and relationship-building learning experiences.

- A few members of the faculty are identified to Mentor the students of the department. Each one of them has to take care of 20 students. Once a Mentor is allotted 20 Mentees to his/her care, it becomes his/her responsibility to travel with them, understand their needs and goals and channelize their energies in the way they wish to go. 'Helping the Mentees tread the path they wish to tread' is the primary duty of a Mentor. 'Together we can' is the guidance force of mentorship at its best.

Problem Solving Methodologies:

When life throws a challenge, many succumb to pressure. The students at MIC are trained to handle stress-filled situations by making use of various problem-solving methodologies that are in vogue. MIC Students are trained by in-house faculty & various external corporate agencies.

Entrepreneurship Programs:

This is the age of startups and enterprises driven by young engineers who wish to create jobs instead of being a mere employee. There are ample opportunities on campus to help the budding entrepreneurs develop into full-fledged entrepreneurs through programs like ISB-TEP, VDC etc.

Information & Communications Technology:

Traditional methods of teaching have become obsolete. Instead, the use of ICT in education improves engagement and knowledge retention: ICTs are used in education in two general ways: to support existing 'traditional' pedagogical practices (teacher-centric, lecture-based, rote learning) as well as to enable more learner-centric, 'constructivist' learning models.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In over two decades of excellence in providing quality education in Engineering and Technology, MIC has set the benchmarks and created a legacy of sorts for others to emulate.

The academic and administrative practices followed in MIC have been recognized by various bodies from time to time. Due recognition was accorded to MIC College and was accredited by NBA up to 2022-23 academic year for 3 courses. Now, we are in the process of applying for Tier – 1 NBA accreditation to more easily tie-up with Global universities for twinning programs as well as apply for various research grants. We are Autonomous institution till academic year 2027-28.

MIC also understands the importance of collaborating with Industry to foster the skillset of the students and expose them to the business world. To do this, MIC has collaborated with various MNC's. MIC has MoU's with Oracle Academy, IBM Skill-Build, ICT Academy, Blue Prism Academy, AWS Academy, Palo-Alto Academy, Fortinet NSE Training Institute through EduSkills, NHAI, BSNL & Unacademy etc., to name a few.

Concluding Remarks :

The evolution of MIC from its humble beginnings in this rural Mandal of Kanchikacherla to its present status of being an illustrious institution pioneering education in the sphere of Engineering speaks volumes of the value-based commitment to providing quality education.

To conquer the tide and make an indelible impression on the future, one needs to change with the changing times. Only those impact-creating institutes and proactive people can act as the catalysts of the change. So, to keep up to the change MIC is looking forward to become a University and serve the people of our rural area.

Continuing its steadfast and unwavering commitment to being a stakeholder-oriented institution, the College transformed itself, over the years, by providing facilities to suit the modern methods of pedagogy thus leaving footprints on the sands of engineering education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :87</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>498</td> <td>404</td> <td>399</td> <td>379</td> <td>361</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>439</td> <td>373</td> <td>349</td> <td>371</td> <td>361</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>498</td> <td>404</td> <td>399</td> <td>420</td> <td>441</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>498</td> <td>404</td> <td>399</td> <td>420</td> <td>441</td> </tr> </tbody> </table> <p>Remark : DVV has made thenchanges as per the prescribed data shared by the HEI, DVV has downgraded the value because the actual seats were exceeding the seats earmarked for reserved category</p>	2022-23	2021-22	2020-21	2019-20	2018-19	498	404	399	379	361	2022-23	2021-22	2020-21	2019-20	2018-19	439	373	349	371	361	2022-23	2021-22	2020-21	2019-20	2018-19	498	404	399	420	441	2022-23	2021-22	2020-21	2019-20	2018-19	498	404	399	420	441
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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498	404	399	420	441																																					
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p>																																								

	<p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 2116 Answer after DVV Verification: 1782</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years. Answer before DVV Verification : 1398 Answer after DVV Verification: 10</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by the HEI</p>
3.2.3	<p>Percentage of teachers recognised as research guides as in the latest completed academic year</p> <p>3.2.3.1. Number of teachers recognised as research guides as in the latest completed academic year: Answer before DVV Verification : 14 Answer after DVV Verification: 9</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified since we have considered as per year of recognition as research guide</p>
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 281 Answer after DVV Verification: 276</p> <p>Remark : DVV has made the changes as per the supporting documents shared by the HEI.</p>
3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 41 Answer after DVV Verification: 38</p> <p>Remark : DVV has considered the prescribed data shared by HEI, DVV has not considered the one which do not have ISBN no.</p>
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized</p>

forums including NSS/NCC with involvement of community year wise during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	24	13	20	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	18	9	17	17

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified since the day specific events have not been considered

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

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

Answer before DVV Verification : 981

Answer after DVV Verification: 631

Remark : DVV has made the changes basis the supporting shared by HEI

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
823.29	503.67	249.69	530.66	580.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
455.94	47.68	35.36	17.77	14.79

Remark : DVV has made the changes basis the supporting shared by the HEI

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	18	22	8	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	19	0	8	11

Remark : DVV has made the changes basis the supporting shared by the HEI

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:

2022-23	2021-22	2020-21	2019-20	2018-19
133	136	129	80	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	1

Remark : DVV has made the necessary changes basis the supporting shared by HEI

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	148	166	86	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

134	113	85	83	67
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Remark : DVV has made the changes basis the supporting shared by HEI, DVV has removed the duplicate cases

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>176</td> <td>194</td> <td>228</td> <td>228</td> <td>189</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>194</td> <td>228</td> <td>228</td> <td>189</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	176	194	228	228	189	2022-23	2021-22	2020-21	2019-20	2018-19	162	194	228	228	189
2022-23	2021-22	2020-21	2019-20	2018-19																	
176	194	228	228	189																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
162	194	228	228	189																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 279</p> <p>Answer after DVV Verification : 294</p>																				
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1157.50</td> <td>747.91</td> <td>387.98</td> <td>979.65</td> <td>1071.98</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>827.51</td> <td>523.91</td> <td>250.98</td> <td>545.89</td> <td>623</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1157.50	747.91	387.98	979.65	1071.98	2022-23	2021-22	2020-21	2019-20	2018-19	827.51	523.91	250.98	545.89	623
2022-23	2021-22	2020-21	2019-20	2018-19																	
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