SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MOTHER TERESA INSTITUTE OF SCIENCE & TECHNOLOGY

SANKETIKA NAGAR, SATHUPALLY, KAHMMAM (DIST.)

507303

http://mistech.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1.EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mother Teresa Institute of Science and Technology (MIST), Khammam -

was established in 2001. The college is an ISO 9001:2008 certified institute and is permanently affiliated to Jawaharlal Nehru Technological University, Hyderabad.

Mother Teresa Institute of Science and Technology (MIST) was founded through MCM Educational Society in 2001 by eminent philanthropist,industrialists and schloars , MIST aims at co-creating value-based technical excellence, which ultimately leads to the development of the rural area where the college is situated. From a modest intake of 180 students across 3 engineering programs in B.Tech, namely ECE, CSE, and IT, MIST, in less than 2 decades, it has grown into an institution of gigantic proportions with massive infrastructure, besides multitude of students, faculty & staff. At present, we offer 6 B.Tech programmes in CSE, ECE, EEE, ME, CE, MNG., 5 M.Tech programmes such as CSE, Power Electronics and Drives ,ECE,Advance Manufacturing Systems,Structural Engg. in addition to M.B.A programme as first shift and introduced 2nd shift diploma in A.Y:2009,with the Branches CE,EEE,ME,ECE and Mining. MIST has a vibrant campus spread over 30 acres of serene and natural surroundings with plenty of greenery in SATHUPALLY, Khammam District, Telangana. It has world class infrastructure in all its academic departments, besides an asthetically-designed administrative block. The major facilities include e-class rooms, well-equipped laboratories,seminar halls ,well stocked library,WI-FI enabled campus,Backup power supply,Canteen etc. MIST was approved by All india Counsil for Technical Education AICTE New Delhi, Affliated to Jawaharlal Nehru Technological University Hyderabad , JNTUH and State Board of Technical Education and Training SBTET Recognized by Govt.of Telangana, UGC under Section 2(f) and 12(B) and Accrediated by NAAC with 'B' Grade.

MIST has been recognized as a remote center of IIT BOMBAY and KARAGPUR for organizing FDP'S ,WORKSHOPS,QIP'S for students and faculty.We pride ourselves as an institution with a large pool of well-qualified and experienced faculty who not only enrich our teaching-learning sphere but also contribute to the R&D ecosystem. The promoters of the MIST started the college with a vision to empower students to become technologically vibrant, innovative and emotionally matured to face the dynamic challenges of a quality-conscious global economy. They are socially-conscious and respond proactively to the needs and requirements of this region on a continuous basis. The managing trust is involved in many charitable activities to help the needy and the poor of this region, thereby contribute towards social development of the region.

VISION

To provide the society with center of learning that motivates, supports and encourages the youth to involve into dynamic professional with a social commitmenty.

MISSION

We dedicate and commitment ourselves to achieve, sustain and   foster unmatched excellence in technical education. To this end, we will pursue continuous development of infrastructure and enhance state of the art equipment to provide our students a technology up to date and intellectually inspiring environment of learning, research, creativity, innovation and professional activity, inculcate in them ethical and moral values. The institute is committed to build a better nation through quality education with team sprit. Our students are enable to excel values of life and become good citizens. We inspire the system, infrastructure and services to satisfy the students, parents, industry and society.

2.PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Mother Teresa Institute of Science & Technology
Address	SANKETIKA NAGAR, SATHUPALLY, KAHMMAM (DIST.)
City	HYDERABAD
State	Telangana
Pin	507303
Website	http://mistech.ac.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email

Status of the Institution

Institution Status	Self Financing

Type of Institution

By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution

If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	

University to which the college is affiliated

State	University name	Document

Details of UGC recognition

Under Section	Date	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/App roval details Inst itution/Departm e nt programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	
Is the College recognized for its performance by any other governmental agency?	
If yes, name of the agency	
Date of recognition	

Location and Area of Campus

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programm e Level	Name of Programm e/C ourse	Duration in Months	Entry Qualificati on	Medium of Instruction	Sanctione d Strength	No.of Students AdmittedS anctioned Strength

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Assistant 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/Soci ety or Other Authorized Bodies	0				57				151			
Recruited	29	9	0	38	33	24	0	57	79	72	0	151
Yet to Recruit	0				0				0			

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

Technical Staff

Technical Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				
Recruited				
Yet to Recruit				
Sanctioned by the Management/Society or Other Authorized Bodies				
Recruited				
Yet to Recruit				

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	total
D.sc/D.Litt/ LLD/DM/MCH										
Ph.D.										
PG										
M.Phil.										
UG										

Temporary Teachers

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	total
D.sc/D.Litt/ LLD/DM/MCH										
Ph.D.										
M.Phil.										
PG										
UG										

Details of Visting/Guest Faculties

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					
			PG		

Provide the Following Details of Students admitted to the College During the last four Academic Years				
Programme	Year 1	Year 2	Year 3	Year 4

EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	
Computer Science And EngineeringFile Description	
Department Of Management Studies	
Electrical And Electronics Engineering	
Electronics And Communication Engineering	
Information Technology	
Mechanical Engineering	

Institutional preparedness for NEP

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
12	8	7	7	10

1.2

Number of departments offering academic programmes

Response:10

2

Students

2.1

Number of students year-wise during last five years

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
3865	3684	3635	3440	3157

2.2

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

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
928	873	552	498	475

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

FileDescription	Document
Institutional data in prescribed format	

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

2.4

Number of revaluation applications year-wise during last five years

FileDescription	Document
Institutional data in prescribed format	

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

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

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
775	677	580	609	707

3.2

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

FileDescription	Document
Institutional data in prescribed format	

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

3.3

Number of sanctioned posts year-wise during last five years

FileDescription	Document

Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
246	234	231	239	254

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
1149	978	1067	1051	1048

4.2

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

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
364	377	354	384	407

4.3

Total number of classrooms and seminar halls Response: 73

4.4

Total number of computers in the campus for academic purpose Response: 1818

4.5

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

FileDescription	Document
Institutional data in prescribed format	

2020-21	2019-20	2018-19	2017-18	2016-17
1910.58	1798.45	1717.51	1584.52	1285.66

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**
> **Response:**
> **+**

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

Response:8uy

Mother Teresa being an autonomous HEI, has ensured a systematic procedure for the design, development, implementation and revision of its curricula as aligned to the institutions vision and mission. All departments with their respective vision and mission have established their corresponding Program Educational Objectives (PEOs), defined Program Specific Outcomes (PSOs) and using the Program Outcomes (POs) of NBA, prepared PO-PEO matrix to ensure that POs facilitate realization of PEOs. Selected the number of credits for the program based on AICTE and UGC norms and decided distribution of credits. Identified the courses and defined respective course outcomes (COs), in line with Blooms Taxonomy levels, in particular, the Higher Order

Thinking Skills (HOTS), meeting the stated POs and PSOs and prepared PO/PSO-CO matrix:

While preparing the curriculum and subsequent revisions (once in two years), each BoS gathers extensive inputs from all stakeholders, namely, industry, R&D establishments, members of professional bodies, alumni, faculty, government and community. Each BoS also considers impetus given to infrastructure sector, GDP earned from various sectors along with the manpower requirements, and Governments directives towards "Make in India" as also Aatma Nirbhar Bharath.

Curricula are approved by the Academic Council, with due deliberations on their relevance, for further revision, if any, so that Institution's vision and mission are reflected in each program offered by the institution.

Courses are broadly classified into:

•Core: Basic/Engineering Sciences, Humanities, Social Sciences and Engineering.
 •Electives: Professional Electives which enrich students with technological advancements, and Open Electives which promote philosophy of liberal education.
 •Value added courses: to enhance employability, creativity, innovation, team-work, communication, problem solving ability, Logical reasoning, environmental aspects for sustainability, professional ethics and integrity, Project management and finance, Design Thinking, Internship, projects/ seminars, entrepreneurship insights, value education, citizenship roles, catering to the local, regional and global needs.

All the above provide the students with liberal and holistic education with experimental and experiential learning through simulation and hands-on operations, to be globally competitive:

As per NEP 2020, multi-disciplinary choices are available for learners, through a plethora of courses across departments, under the Choice Based Credit system (CBCS) and value added courses on usage of

modern tools as adopted by industry, promoting analytical thinking, creativity and innovation, and building a culture of innovative spirit, thereby transforming the learners to be industry-ready, relevant and build an attitude of serving the society towards sustainable development:

The following are some notable courses introduced in the corresponding revisions:

2016-18:
•Computational Mathematics with lab
•Actuarial Statistics
•Banking and Insurance
•Foreign Language

- Hybrid Electric Vehicles
- Nano-materials and Technology
- Pavement analysis and design with lab
- Earth Retaining Structures

2018-20
- Deep learning
- Electronic Sensors
- IoT

Courses with hands on lab exercises:

- Artificial Intelligence
- Machine Learning
- Operations Research
- Blockchain Technologies
- Data Analytic
- Project-orientation
- IT workshop including Sci-lab

2020-21

- 5G mobile communications

- Six English courses (Three new)

- IoT analytics
+
- Six English courses (Three new)

- Computational Intelligence

- Quantum Computing and Cryptography

Courses with hands on lab exercises:

- Statistics for Machine Learning

- Digital Forensics

- Wireless sensor networks

•Smart Sensors and Instrumentation

•Design Thinking

FileDiscription	Document
Any aditional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Aditional information	

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response:545

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response:rshhyu

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response:rdshdg

FileDiscription	Document
Minutes of relevant Academic Council/BOS meeting	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Details of program syllabus revision in last 5 years(Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response:21

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year- wise during the last five years
+

2019-20	2018-19	2017-18	2016-17
677	580	609	707

FileDiscription	Document
Programme / Curriculum/ Syllabus of the courses +	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf

MoU's with relevant organizations for these courses, if any	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information +	

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response:5475

1.2.1.1 How many new courses are introduced within the last five years

Response:reyute

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response:triuyt

FileDiscription	Document
Minutes of relevant Academic Council/BOS meetings	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response:2512

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

Response:tduyte

FileDiscription	Document
Minutes of relevant Academic Council/BOS meetings	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.3 Curriculum Enrichment
+

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

Response:698769
Human Values and Professional Ethics

Mother Teresa believes that its graduates/post-graduates have a responsibility to their Profession and the Organization that they serve. Every employer expects a certain set of skills, knowledge, inputs and attitude in an employee. Attitude normally gets reinforced through the three Es: Education, Environment, and Experience. Therefore, our Institution takes adequate care to infuse a positive attitude in our learners by giving relevant inputs, which touch human lives at large. Courses such as Human Values and Professional Ethics, Business Ethics, Construction Management, Estimation and Costing, Engineering Economics and Accountancy facilitate development of a holistic perspective among students towards life, profession, empathy and happiness, based on the right understanding of the purpose of human existence, inculcating self-actualization, the highest of the Maslows pyramid of hierarchy of needs. Such a holistic perspective forms the basis of value-based education and quality of college life provided at Mother Teresa.

Students are sensitized to Professional Ethics, through various activities organized under the students clubs so that as they graduate, they are able to discharge their professional responsibilities with integrity, dignity, fairness and courtesy. They are also sensitized to avoid activities which may lead to conflict with colleagues and/or organizations, not accept any financial/contractual obligation on behalf of his/her employer/client without due authority, treat colleagues and co-workers fairly and not misuse the advantage of their hierarchical position

Gender equality and Sensitization:

For students to demonstrate sensitivity with regard to gender issues, particularly on biological changes with age, showing empathy and practicing healthy socialization is imminent for both the genders.A course on Gender Sensitization introduced in the curriculum is implemented through activity-based learning. Gender issues are also discussed in courses, namely, Human Resource Management and Indian Constitution. For promoting Gender Sensitization, several activities are organized in the institution which include, Gender Equality - Its importance, Women in Nation Building, Training on self-defense techniques, Health and Hygiene and Impact of gender violence on society. They are also sensitized to respect women and their contribution to the economy and development of the society and practice
gender equality by sharing domestic duties and the like.

Environment and Sustainability:

To create awareness about the environmental impact on society due to urbanization and industrialization, courses on Environmental Studies, Green Buildings, Global Warming and Climate Change, Renewable Energy Sources, Energy Conservation Management, Environmental Engineering, Air Pollution and Control are included in the curriculum, which facilitates students to understand the ecosystem, its functions, and acquire knowledge about the different types of natural resources, namely, land, water, minerals, non-renewable energy, their excessive usage leads to detrimental effects on the environment is realized by understanding the different types of pollution, their impact on global environment and ways of controlling them. Campaigns on Dust and Pollution Free Environment, Haritha Haram (tree plantation), Swachh Bharath, are conducted with participation of students to promote ecological balance for sustainable development.

FileDiscription	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response:584

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	8	7	9	7

FileDiscription	**Document**
List of value added courses (Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Brochure or any other document relating to value added courses	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response:585

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

2020-21	2019-20	2018-19	2017-18	2016-17
713	1202	1190	1264	1068

FileDiscription	**Document**
List of students enrolled	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response:54

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response:fehegsfd

FileDiscription	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni		
Response:585		
FileDiscription	**Document**	
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf	
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf	
URL for stakeholder feedback report	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf	
Link for Additional Information		

1.4.2 The feedback system of the Institution comprises of the following :		
Response:5458		
FileDiscription	**Document**	
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf	
Link for Additional Information		
URL for stakeholder feedback report		

Criterion 2 - Teaching-learning and Evaluation
2.1 Student Enrollment and Profile

+

2.1.1 Average Enrolment percentage (Average of last five years)
Response:33
2.1.1.1 Number of students admitted year-wise during last five years +

2020-21	2019-20	2018-19	2017-18	2016-17
1055	1057	987	1024	976

2020-21	2019-20	2018-19	2017-18	2016-17
1038	1080	1014	1098	1164

File Description +	Document +
Institutional data in prescribed format(Data Template) +	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information +	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for additional information +	

2020-21	2019-20	2018-19	2017-18	2016-17
357	357	370	355	384

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

"Response: 361321

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

File Description +	Document +
Institutional data in prescribed format +	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information +	

2.2 Catering to Student Diversity

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

Response:89Mother Teresa understands that most obvious characteristic of a slow learner, a limited attention span compared to other learners. To keep these slow learners actively engaged in the learning process, requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (videos, workbooks, co-operative activities, simulations, etc). Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), difficulty in comprehending abstract ideas, and most disconcerting is, unsystematic and less careful work habits.

Keeping these in view, our faculty monitor students performance during regular class activities, lab work, tutorials, assignments, mentoring, midterm and results of semester end examinations.

In addition, of late, we have been administering psychometric tests. Students secured <50% of marks in midterm examinations, not able to participate enthusiastically in tutorials, unable to submit assignments in time, showing lack of interest with irregular attendance, not coping up with laboratory exercises are identified as slow learners. This exercise is carried out course-wise.

Remedial Teaching: In addition to the regular classroom teaching, remedial teaching is conducted for slow learners through the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example, deficiencies in basic mathematical skills are reduced or eliminated by re-teaching the content that was not learned earlier. Sub-divide topics by reordering them so that students get multiple exposure of the topics facilitating better learning. Conventional instructional techniques such as drill and practice are also employed.

Slow Learners are given separate learning materials through reinforcement of small segments of learning and are associated with a peer who is an advanced learner. Further, emphasizing on frequent assessment of the student progress, mentoring with close monitoring is conducted, parents are informed, is found to be reasonably effective.

Additionally, based on the content of courses, faculty provide compensatory teaching, use ICT methodologies (pictures/animations/videos) and supplements it with additional learning resources and activities (through laboratory exercises and simulations, group discussions and co-operative learning, mini and major projects by forming a group of students, one each of advanced learner and slow learner).

Advanced learners are encouraged to take up more challenging tasks. They are given additional training on value added courses ranging from advanced to highly advanced programming skills, Business English

Certificate, additional training to participate in Hackathons, project exhibitions, facilitating them to build prototypes, participate in coding competitions, etc.

All learners are given training on Logical Reasoning, improving Vocabulary, Verbal Reasoning, and Quantitative aptitude, situational writing etc. to get through preliminary test conducted by various companies for placements as well as preparation towards CAT/GRE/IELTS/TOEFL and other Public Sector Undertakings.

In addition, 14 student professional bodies and 07 student clubs conducted several co-curricular activities wherein, all learners participated, which is a regular exercise.

All learners are given career guidance, creating awareness on plethora of opportunities in terms of medium to highly paid jobs, pursue post-graduation etc.

File Description +	Document +
Link for Additional Information +	

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)	
Response:323	
File Description	**Document**
Link for Additional Information	

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
Response:6886Mother Teresa is committed to enhance the learning experience of its students, and follows a rigorous system of student-centric learning methods to inculcate and augment various skills among the students. Curricula of all programs include 30% of practicals, hands-on and activity-oriented courses.

Experiential Learning: The college practices the Learn as you do method of learning through laboratory exercises, mini and major projects, design thinking, activity-oriented courses/internships/industry visits and Hackathons which facilitate the development of Problem-Solving Skills, through Project-Based Learning, in which various abilities such as creative designing of a system, applying an abstract concept or idea to a real-world problem, visualization of product design and realizing it, preparing an appropriate technical report and presenting it to a technical audience are achieved.

In a few cases (02), emanating from such experiential learning, prototypes were developed by students and submitted for patenting or published as a patent. In few other cases (20), the ideations and applications
were presented at Hackathons, which have won them laurels and awards/prizes (17). Every year, projects are exhibited at Exhibitions organized by the college and elsewhere, wherein, invited industry experts assess and identify some as suitable for product development, and reward them (03).

Collaborative and Cooperative Learning is facilitated through peers wherein students discuss ideas with classmates, engage in subject-specific discussions and get feedback from classmates thereby augmenting mutual teaching-learning, assimilating multiple views to deepen the knowledge, promoting critical thinking and mitigating learner isolation. This has also led to inculcating effective teamwork and communication (including interpersonal and cross-cultural awareness), skills fostering individual accountability within the team, resulting in developing independent learning strategies.

Group and participative learning towards development of Professional Competencies:

Students take up course-based group projects, discuss ideas and develop ways to solve identified problems for specific applications, develop prototypes for further recognition and incentivization.

Students discuss topics on emerging trends, innovative business ideas, prepare technical articles, business reports, present them at seminars/symposia. This promotes students sensitivity towards the feelings of other team members in the group, help to develop listening skills, to be open to others ideas, and look for opportunities to work collaboratively thus adding value to their profession and person, both, academically and socially.

Learning through value added courses: Students develop hands on skills on advanced/emerging tools gaining adequate exposure to modern tool usage. During the last five years 43 value added courses have been offered and 5437 students have been the beneficiaries.

Interactions with various external experts: Students are exposed to elite Guest Lectures, Industrial Visits, and Field trips, making them familiar with occupational environment, develop an ability to understand: what engineers do, the language and process of engineering design, and its economical aspects. They also understand the non-technical yet essential other side of engineering: its importance and impact on societal development and environmental issues for sustainability.

Aside of the above, during the last five years, our students have taken up several Massive Open Online Courses (MOOCS) and such others (776).

File Description	Document
Link for Additional Information	

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.Response:97Faculty at Mother Teresa use appropriate ICT-enabled tools for effective teaching-learning and evaluation processes in the following ways: ICT-enabled tools used for Teaching-Learning:

Our faculty is quite savvy with the use of ICT-enabled tools for Classroom teaching-learning practices. Using Digital writing pads, preparing relevant power point presentations and videos, augment student learning experiences. Real time simulation exercises and virtual lab exercises adopted by teachers help in student-friendly demonstrations of complex concepts so that students comprehend/demystify them with ease and are able to understand the nuances of the exercises better. Such efforts have borne fruit in terms of not only better understanding by the Learners but also enhanced their long-term knowledge retention abilities. Students and Faculty have unlimited access to the institutional Wi-Fi network and digital library, for protracted ICT-enabled teaching-learning.

Apart from the above-mentioned classroom and laboratory practices, our teachers are proficient in engaging the students through virtual modes using several platforms such as Google Suite, GoToMeeting, Microsoft Teams, Zoom and Cisco Webex. Need-based online teaching-learning practices which was mandated during the recent pandemics has now become a dual mode of teaching-learning apart from regular classroom practices. Guest lectures, Remedial classes, value added courses, orientation/induction programs, and a few virtual industry visits (held only during the pandemic), has widened the academic horizon of both the faculty and the students.

WhatsApp/Telegram groups, Gmail groups, and email groups with Mother Teresas domain name have been shared amongst the faculty and students, to ensure interactive and collaborative work as also exchange of content between teachers and students. Such interactive sessions are closely monitored by the respective mentors, for surety of academic exchanges and discussions.

Learners have been able to get an opportunity to work on live projects with other learners in and beyond/outside the college, interact with experts from other Institutions/organizations, resulting in not only a qualitative improvement of the TeachingLearning Process but also ushering an awareness and abilities for collaborative working and mitigating learner isolation.

Use of ICT in Remedial Teaching

Remedial Teaching using ICT through video lectures (144) prepared by teachers, facilitates flexibility to learners to learn at their own pace and seek help from the teacher as and when required. URLs of animated videos and faculty lectures captured are uploaded onto YouTube (144).

Use of ICT in Evaluation has facilitated quicker assessment and feedback within a short duration of administering the tests/examinations.

Virtual Laboratories available on MHRD website, extensively used both by teachers and students provides better insight, experience and real time value addition to the academics, especially while studying the influence of a variable or a component on the performance of a system.

Use of ICT for enhancing soft skills among students through video lectures, remote live sessions on programming skills, value added courses, aptitude skills (Quantitative, logical, reading comprehension, vocabulary, situational writing etc.) has enhanced their Thinking and Reasoning, improved comprehension capabilities, speed of reading and vocabulary, thus helping in their career progression and employability.

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

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

"Response:3235

2.3.3.1 Number of mentors

Response:987

File Description	**Document**
Upload year wise, number of students enrolled and full time teachers on roll	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Circulars pertaining to assigning mentors to mentees	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institutionResponse:897Mother Teresa meticulously plans and executes all academic, co-curricular and extra-curricular activities through a well-conceived and executed academic calendar.

The Academic calendar for each program is prepared by the Dean, Academics in consultation with HoDs, Controller of Examinations and Principal. Based on this each HoD in consultation with in- charges/coordinators enumerates various academic, co-curricular and extra-curricular activities in each semester/year. These are collated into a detailed academic calendar, reviewed by the College Academic Committee, and presented to the Academic Council, which approves with or without modifications. This is then circulated to all concerned well in advance and hosted on the website.

Six to Eight weeks prior to the commencement of each semester, HoDs elicit course options from the faculty members which they would like to teach in the ensuing semester. The course options are given in such a way that each faculty member has at least one course with an associated laboratory component. Courses are allocated to the faculty based on their experience and expertise. When the number of sections is more, the senior most among the faculty teaching the particular course is designated as the course coordinator, who in association with others teaching the same course prepares the lesson plans for the course, specifying the array of activities, for the particular semester. They also prepare a course file by specifying the objectives of the course along with expected Learning Outcomes (LOs) and methods for assessing the Course Outcomes (COs).

The course objectives specify the role it plays within each Program, its uniqueness within the Program and its relationship with other courses, as also the essential knowledge or skills likely to be gained from pursuing it, prerequisites for this course and its outcomes.

Laboratory instructions are planned such that students acquire a thorough understanding of scientific methods/inquiries through problem solving, which include identifying and defining a problem, formulating the hypotheses, designing relevant experiments, collecting data through observations and experimentation, interpreting data and drawing conclusions. Subsequently, a report on the outcomes and their implications is prepared.

Tutorial sessions are conducted by both teachers handling the course, through involved discussions and interactions with Learners and achieving solutions to problems.

Teaching diary is maintained by each teacher detailing the topics discussed during each session, along with the record of students attendance.

Weekly report is maintained by each department for each section with track of the number of sessions engaged for each course along with the topics discussed and this is monitored by the Head of the Department and Dean, Academics.

Course Coordinator monitors the progress of the course from time to time during each semester and communicates the same to the programme coordinator who advises other teachers teaching the same course appropriately.

Programme Assessment Committee (PAC) reviews the progress of various courses and suggests appropriate revisionary measures.

Various committees (both statutory and non-statutory) constituted for periodical reviews monitor the progress of curricular, co-curricular and extra-curricular activities. Academic committee, Academic council and Governing Body meet at stipulated intervals and review the activities at the institutional level.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years Response:2314	
File Description	**Document**
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
List of the faculty members authenticated by the Head of HEI	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

2020-21	2019-20	2018-19	2017-18	2016-17
60	54	46	33	33

File Description	**Document**
Institutional data in prescribed format (Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)
Response:3164

2.4.3.1 Total experience of full-time teachers

Response:98798

File Description	**Document**
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

2.5 Evaluation Process and Reforms

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

51.79	40.57	18.14	35.7	58.5

File Description	Document
Institutional data in prescribed format (Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

2020-21	2019-20	2018-19	2017-18	2016-17
446	658	569	598	678

File Description	Document
Number of complaints and total number of students appeared year wise	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution
Response:987
Mother Teresa has adopted a comprehensive EMS facilitated through IT integration and backed by a state-of-the-art hardware and software systems. This has tremendously reformed the examination procedures and processes including the CIA.

As per the academic calendar exam branch issues notifications related to Midterm examinations, Semester end examinations through college portal, WhatsApp groups and group mail.

The following operations pertaining to conduct of examinations are automated

Comprehensive student profile database
Sending appointment orders to external examiners
Student registrations for semester end (Regular & Supplementary) examinations Generation of hall tickets
Student seating plan generation
Barcoded answer booklet generation and printing with student photo and signature for end semester exams
Attendance sheet generation
Scanning, coding and decoding of answer booklets
Digital evaluation facilitating remote evaluation for both CIE and SEE
Result processing (with built-in Grafting and Moderation as per affiliating university guidelines)
Publication of results
Generation of
Memorandum of marks with SGPA and intermittent CGPA up to the end of corresponding semester
Consolidated memorandum of marks with SGPA and CGPA Provisional Certificate with student photo
Transcripts
Result analysis, branch wise, year wise, course wise and overall

Examination Procedure

Midterm examinations: Two midterm examinations and one make-up test are conducted For each theory course there is an internal evaluation for 30 marks.
Reforms in midterm examination:

1.Two sets of question papers, are set by a team of internal examiners, headed by the course coordinator. The question paper is then evaluated by a department question paper evaluation committee comprising senior faculty members of the department and a member from other department to verify whether
The question paper tests students higher order thinking skills, wherever feasible Balanced question paper covering all outcomes is given
Question paper is adhering to various levels of Blooms taxonomy, with more questions pertaining to higher levels for third and final year courses, and lesser number of questions for second and first year courses.

Proforma for evaluating quality of the question paper in midterm examination is enclosed as additional document.

Semester End Examination: Panel of examiners for preparation of question papers and evaluation of the answer scripts, chosen from various autonomous colleges and universities of repute, duly approved by the

Board of studies of the concerned department.

Guidelines are given to examiners with regard to the levels of Blooms taxonomy that shall be used in the preparation of question papers.

Examiners are also provided the syllabus copy along with the structure of the question paper. Multiple question papers are elicited and the best question paper in terms of adherence to quality, higher order thinking levels and highly balanced one is selected for the examination purpose through scrutiny of the Question paper which shall be carried out by the Chairperson of Board of Studies, along with a senior faculty member/chief examiner (subject expert/course coordinator).

Evaluation:

1.For the purpose of evaluation of semester end examination answer books, evaluators who have taught the course for a minimum of 5 times are invited and chief examiner conducts a meeting

with them, explains scheme of evaluation.
2.The chief examiner randomly verifies at least ten percent of the evaluated answer books for consistency and correctness of evaluation, choosing a third each from the ten percent of the highest, moderately and least scored respectively. If the chief examiner is not satisfied with the evaluation methodology adopted by the evaluator, another 10% of the scripts are again evaluated by the chief examiner in manner similar described above. If the chief examiner is still not satisfied with the evaluation, the matter is escalated to the controller of examinations for further action. The controller of examinations shall then arrange re-evaluation of the scripts either by the same evaluator or a different evaluator.
3.No evaluator shall be given more than a bundle (60 answer booklets) in a day.

All the above reforms have resulted in improving quality of the examination system, ensuring confidentiality in evaluation and bringing transparency in the process.

File Description	Document
Number of complaints and total number of students appeared year wise	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
Response:546Mothertherisa has adequate measures to communicate the COs, both to the teachers and students well in time ahead of the beginning of the Course work, in the following manner:

Following are sample Course Outcomes of UG program of each department:

1.B. Tech Civil Engineering and B. Tech Mechanical Engineering:

Course: Engineering Mechanics-I

1.Describe position, forces, and moments in terms of vector notation in two and three dimensions.
2.Draw free body diagrams accurately and write appropriate equilibrium equations from the free body diagram, including support reactions.
3.Apply concepts of equilibrium to analyse systems that include frictional forces.
4.Calculate centroids and centres of mass for discrete particles.
5.Calculate moments of Inertia for standard sections and composite sections.

2.B. Tech Electrical and Electronics Engineering and B. Tech Electronics and Communication Engineering

Course: Digital Design

CO1. Perform conversions from one number system to another.

CO2. Simplify switching functions using Boolean minimization theorems, map method and tabulation method.

/r/nCO3. Analyze and design combinational logic circuits and the effect of Static Hazards on these circuits.+
CO4. Synthesize symmetric functions using relay contact networks.

CO5. Design switching circuits using threshold elements.+

 CO6. Analyze and Design Sequential logic Circuits

B.Tech Computer Science and Engineering, B.Tech Computer Science and Engineering (Emerging Areas of Specializations) and B. Tech Information Technology

Course: Data Structures

CO1. Explain the basic concepts of Abstract Data Types, Linear and Non-Linear Data structures.+

CO2. Calculate the performance of the different algorithms in terms of time and space.
CO3. Write programs in C for different data structures like stacks, queues, linked lists (singly and doubly).

CO4. Select appropriate data structure for a given problem.

CO5. Write C programs for various searching algorithms, sorting algorithms and nonlinear data structures such as trees and graphs.

3.M. Tech Computer Science and Engineering

Course: Machine Learning

CO1: Understand the concepts of computational intelligence like machine learning

CO2: Ability to get the skill to apply machine learning techniques to address the real time problems in different areas

CO3: Understand the Neural Networks and its usage in machine learning application.

CO4: Student should be able to understand the basic concepts such decision tree and neural networks. CO5: Ability to formulate machine learning techniques to respective problems.

4.MBA

Course: Marketing Management

CO1: Understanding the concepts of Marketing Management. CO2: Analyze markets.

CO3: Design customer driven strategies.

CO4: Communicate the decisions towards business development with superior customer value.
CO5: Know the concepts of pricing decisions and concepts of personal communication.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for Additional Information	

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.
Response:54

Mother Teresa follows all the norms of the Statutory Regulatory Authorities in evaluating/measuring theattainment of both Program Outcomes (POs) and Course Outcomes (COs):

Procedure for measuring attainment of COs:

1.CO attainments are calculated by considering marks obtained in each question of all the students who attend mid-term (CIE) and semester end examinations (SEE).
2.For Objective Paper of mid-term examinations, Assignments and Tutorials, overall CO attainment is calculated, which is made applicable to all COs.
3.For measuring the attainments of COs of a theory course, the targets fixed are:

Mid-Term Subjective: 60% of maximum marks related to each CO Assignments and Tutorials (if any): 60% of maximum marks
Mid-Term Objective: 60% of maximum marks
Semester End Examination: 60% of maximum marks related to each CO

1.Attainment levels are calculated as follows:

Semester End Examination (SEE)
Levels for CO attainment measurement
Level 1> or = 40% and <50% of Students attain the target Marks
Level 2> or = 50% and <60% of Students attain the target Marks
Level 3> or = 60% of Students attain the target Marks

Mid-term Exams Subjective, Objective, Assignments and Tutorials (CIE)
Levels for CO attainment measurement

Level 1> or = 60% and <70% of students attain the target
Level 2> or = 70% to <80% of students attain the target
Level 3> or = 80% of students attain the target

Indirect attainment Course End Survey, CRC and TLP feedback

Levels for CO attainment measurement
Level 1> or = 60% and <70% of feedback score
Level 2> or = 70% and <80% of feedback score
Level 3> or = 80% of feedback score
1.In the case of Either-or question, maximum marks scored by student is considered for CO attainment.
2.Direct and indirect measurements for CO attainment:
2.1Weightage for Direct measurement: 60% for SEE , 40% for CIE
2.2Direct Attainment of CO = 0.2* Mid-term Subjective + 0.1* Mid-term Objective + 0.05* Assignment + 0.05* Tutorial + 0.6* SEE.

2.3Indirect Attainment of COs through feedback = 0.4* TLP+ 0.4* CRC + 0.2* CES
2.4Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level
3.For practical examinations (CIE and SEE), 60% of maximum marks are kept as target for attainment. Distribution of marks: SEE-70, CIE-30(Mid-Term-15, Day to day-15)
3.1CO attainment levels:
80% for Level3, 70% for Level2 and 60% for Level13.2Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment3.3Similar procedure is adopted for Projects, Seminars, Mini Projects, and Internships.Procedure for measuring the attainments of POs and PSOs:75% of weightage is given for the Direct attainment of that PO/PSO obtained in terms of Levels 1,2 and 3, which is the weighted average of all the COs related to that PO/PSO and25% of weightage for Indirect measurement includes:Exit feedback on POs/ PSOs (10%) Alumni Survey

File Description	Document
on POs/ PSOs (10%) andCo-curricular and Extra-curricular activities (5%).	

File Description	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

"Response:5654

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf
Link for the annual report	

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process
Response:985

File Description	Document
Upload database of all currently enrolled students	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-10_08_43_22.pdf

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented.
Response:

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
URL of Policy document on promotion of research uploaded on website	

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response:654

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
18.343	36.776	21.512	32.032	16.526

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

File Description	Document
List of teachers and their international fellowship details	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
e-copies of the award letters of the teachers	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2020-21	2019-20	2018-19	2017-18	2016-17
10	3	0	0	5

3.2 Resource Mobilization for Research

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

Response:573

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

File Description	Document
List of project and grant details	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
e-copies of the grant award letters for research projects sponsored by government and non- government	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2020-21	2019-20	2018-19	2017-18	2016-17
11.68	14.953	32.89	4	1.5

3.2.2 Percentage of teachers having research projects during the last five years

Response:

678

3.2.2.1 Number of teachers having research projects during the last five years

2017-18	2018-19	2019-20	2020-21
30	60	50	90

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Link for additional information	
3.2.3 Percentage of teachers recognised as research guides **Response:6463**	**3.2.3.1 Number of teachers recognized as research guides** **Response:hdhju**

3.2.4 Average percentage of departments having Research projects funded by government and non- government agencies during the last five years

Response:43

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

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

File Description	Document
Supporting document from Funding Agency	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
List of research projects and funding details	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link to funding agency website	

2017-18	2018-19	2019-20	2020-21
2	2	4	4

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:763

File Description	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link for additional information	

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response:65

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

File Description	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link for additional information	

2017-18	2018-19	2019-20	2020-21
111	41	41	98

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence ofEthics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response:763

File Description	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Link for additional information	

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response:43463

3.4.2.1 How many Ph.Ds are registered within last 5 years

3.4.2.2 Number of teachers recognized as guides during the last five years

Response:gxhdj

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
URL to the research page on HEI web site	

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

Response:756

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc **\r**	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
URL to the research page on HEI web site	

2017-18	2018-19	2019-20	2020-21
111	41	41	98

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response:454

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

	Document
List books and chapters in edited volumes / books published	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2017-18	2018-19	2019-20	2020-21
25	13	35	17

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:867

File Description	Document
Bibliometrics of the publications during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h- index of the Institution

Response:436

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response:454

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

File Description	Document
List of consultants and revenue generated by them	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2017-18	2018-19	2019-20	2020-21
6	6	3.7	0

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response:546

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
List of facilities and staff available for undertaking consultancy n	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2017-18	2018-19	2019-20	2020-21
0	14.537	0	0

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

File Description	Document
Upload Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link for additional information	

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response:5466

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

2017-18	2018-19	2019-20	2020-21
5	6	5	8

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

Response:78

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

File Description	Document
Reports of the event organized	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2017-18	2018-19	2019-20	2020-21
16	22	22	20

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response:54

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

File Description	Document
Reports of the event	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Average percentage of students participating in extension activities with Govt or NGO etc	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2017-18	2018-19	2019-20	2020-21
1512	1661	1989	1552

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work	
Response: **587**	

File Description	Document
Number of Collaborative activities for research, faculty etc	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Copies of collaboration	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)
Response:54354
3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

2017-18
2018-19

2019-20	
2020-21	
4	
11	
14	
14	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:5775

Response:

Mother Teresa has a lush green campus of 13.5 acres, with aesthetically designed buildings, which has been providing notable academic ambience, conducive for Quality Teaching-Learning. The college has adequate infrastructure facilities for Instructional delivery and services as denoted below

Infrastructure facilities available for Teaching-Learning

Physical Facilities	Total Number Area	Area (in Sqm.)	No. added during the ensuing A/A period
Classrooms	70	5098	12
Laboratories	87	7019	19
Workshops	06	1469	01
Computer Centres	02	326	01
Drawing Hall	02	343	-
Seminar Rooms	03	687	-
Library	01	1064	-
Language Laboratories	02	137	-
Research Laboratories	03	323	01
Examination Center	01	280	-

* Expanded Examination center

All the classrooms are equipped with LCD Projectors, and have Wi-Fi connectivity. In addition, air-conditioned seminar halls have public address systems for optimum acoustics. College provides special facilities for differently-abled persons, viz., Lifts, Ramp/ Rails, and wheel chairs. College has adequate power backup and UPS facilities. Electrical load of the college supported through two transformers of 200kVA and 125kVA with contract load of 160kVA and 100kVA respectively. Backup is provided through two Kirloskar diesel generators of 200kVA and 380kVA, to ensure un-interrupted power, for academic activities. Personal cabins for Deans, HoDs, Professors and Associate Professors with computer and printer facilities are available. Additional Discussion rooms and Meeting rooms are available for anytime interactions with the students.

Laboratories are adequately equipped and many have been established with industrial collaborations, viz., IBM, Redpine signals, Smartbridge and CDAC at a cost of Rs 53.98 lakhs. Centre of Excellence with Virtusa is established in specialized areas to provide domain-specific training to students. All the laboratories are supported through UPS with a total capacity of 680kVA. College also has installed a Solar power plant with a capacity of 250kw which is connected to the grid. Fire extinguishers are placed in each floor of every high-rise building for the safety of students and faculty. All laboratories are provided with required operating manuals for their smooth functioning. Laboratories are also kept open beyond working hours as per the requirement.

In addition to the central Library which has a rich knowledge resource, of the institution, each department has a separate library with good collection of textbooks. Digital Library resources are accessible on LAN (Intranet) to all students and faculty. Library server has a large collection of learning material.

Computing Equipment

Description	Available Number	Till 2020-21 Added during the ensuing A/A du ratio
Desktop Computers	1818	1547*
Servers	05	01
Laptops	14	02
Printers	84	26
LCD Projector	48	27
Exclusive Scanners	02	--
Internet	1000 Mbps	952 Mbps
WiFi	Reliance Jio and Stand-alone Devices	Reliance Jio and Stand-alone Dev ices
Firewall	02	--
Writing Pads for Online classes	46	46

* 1276 old desktop computers were written off

FileDescription	Document

Upload Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
paste link for additional information	

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)
Response:57

Mother Teresas conviction is, the college years are crucial in students cognitive, emotional, moral, and social development. Their involvement with peers in various co-curricular and extra-curricular, sports and cultural activities, influence development of their cognitive skills, identity, self-concept, self-esteem, values and attitudes, behavior patterns, and personality. They come across people who see the world differently than themselves and hear a lot of ideas/perceptions, contrary to their own, which they may not agree with. This experience enables them to keep an open mind, respect others views and try to understand, even if one does not agree with them.

Towards the above, college with its sprawling, lush green open-air Auditorium having 3000 seating capacity provides abundant space, facilitates a number of events. Notable among them are: Graduation Day, Traditional Day, Orientation Day for First Year students, Bathukamma, a flower festival, Earth Day, College Day celebrations, Music, Singing, Dance, Rangoli, Skits, and Photo Exhibitions. Active participation of students in various events, facilitate development of Creativity, Innovative thinking, Leadership, and Emotional Quotient in them.

The college has six blocks for instructional purposes and associated co-curricular, extra-curricular and cultural activities.

Block-I has a 250-seater, Air-conditioned Seminar Hall, used for practicing singing, skits, dancing etc.

The portico of Block II, overlooking an aesthetically laid out garden is the stage for smaller events, namely, Fashion Shows, Dance Competitions, Painting Exhibitions etc.

In Block III, the 100-seat Seminar Hall facilitates conduct of cultural events with limited gathering. The grounds in front of Block-III houses Basketball Court.

Block-IV is furnished with a 400-seat Air-conditioned Seminar Hall, used for performing dance, musical programs, etc.,

Table-tennis, carroms and chess games are facilitated in the games room of Block V. To the right of Block V, houses Cricket net practice sessions.

Yoga sessions are conducted on the lawns of the Open Auditorium and Seminar Halls.

The open lawns facilitate the following:
- •College day: VIBGYOR, VIBES

- •Yoga

- •Regional and National festivals of importance
- • Alumni association meet
- •Mother Teresa family get together

- •Football practice

Institution allocates one/two-hour time slots in Timetable encouraging students participation in sports thereby inculcating sporting spirit in them and they understand that winning & losing are part of life. Transportation is arranged for students participating in sports and games beyond working hours to reach their homes. Its the institutions conviction that holistic development of a student is only possible, when students participate in several cultural, literary and sports activities over and above their academics. Mother Teresates won several laurels in State Under-19 competitions in many sports events in the past few years.

Details of the facility created/r/n

Facility	Year of creation	Area in Sqm	Year facility enhanced
Volleyball	2005	162	
Basketball	2005	436	
Throwball	2005	222	
Cricket	2005	3600	2016
Kabaddi	2005	130	2020
Cricket-net practice	2020	74	
Indoor Sports (Carroms Table-Tennis, Chess etc.)	2005	219	2020
Yoga center	2016	89	
Open-air Auditorium	2005	3310	
Block -1 (II-floor) Air conditioned Seminar Hall)	2006	263	2019 (Modernized)
Auditorium Air-conditioned	2019	287	
Block -3 Seminar Hall	2018	137	
Foot Ball Ground	2005	4050	2020

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:57

FileDescription	Document
Upload Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Geotagged pictures	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link for additional information	

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

Response:655

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: juf

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link for additional information	

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

Response: 435

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

2017-18	2018-19	2019-20	2020-21
399.68	368.29	485.06	359.52

FileDescription	Document

Upload Details of Expenditure , excluding salary during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Upload audited utilization statements	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Link for any additional information	

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

+ Response:78

4.2 Library as a Learning Resource

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

4.2 Response:78

Mother Teresa has a spacious central library in an independent building with an area of 1064 Sqm. spread over two floors. Ground Floor is accommodating OPAC, periodicals, News Papers, digital library, thesis, reprography and special reference. First floor is accommodating circulation, references, periodical back volumes, computer centre etc. It is having a modern infrastructure with a seating capacity of 250 students.

Central Library is fully automated with Integrated Library Management Software, Ez School version

10.0.9.22 and On Edu software used for circulation, procurement, Online Public Access Catalogue (OPAC). All library documents are bar-coded and books are issued to users by scanning the barcode of the document

Library & Information Centre provides uncompromising information and intellectual requirements to its students and faculty with user-friendly approach. It offers a fully integrated and dynamic environment for conducting academic study. Library is fully computerized with bar-coding system

•Name of the ILMS software: Ez School Software and OnEdu Software

•Nature of automation (full or partial): Fully Automated/r/n

•Version: Ez School software 10.0.9.22 and OnEdu software/r/n

•Year of automation :2009

The College has a Digital Library with 100 systems, connected to the colleges intranet, providing services, such as digitalized versions of question papers, syllabus, Articles of National and International standards, e-lectures of faculty of IITs, NPTEL, Textbooks, CD/DVDs, videos of

Spoken English, video Films, Britannica Encyclopaedia, books for preparing towards GATE, GRE, TOFEL, CAT etc.

Reference Section has various books including Personality Development Books and other books useful for student professional and career development.

The Library has an Electronic Resource Centre (ERC) which provides access to vast stores of electronic information of IEEE, DELNET and unlimited number of digital, online open resource journals of Engineering, Applied Sciences, Management and other Internet-based service to its readers.

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste Link for additional information	

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response:754

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Details of subscriptions like e-journals, e-books , e- ShodhSindhu, Shodhganga Membership etc	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

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

Response: 454

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

2017-18	2018-19	2019-20	2020-21
17.87	17.94	20.66	16.6

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Audited statements of accounts	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

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

Response: 435

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

Response: hju

File Description	Document
Details of library usage by teachers and students	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

4.3 Infrastructure

n
4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

Mother Teresa considers that in the current information age no organization can survive without extensive use of IT. Towards this, the college has developed an IT policy encompassing all IT/IT enabled services used in the campus, ensuring smooth functioning with adequate security to all users connected to the campus network.

Based on the laboratory and other requirements, every year college allocates budget for updating its IT facilities for procurement of computer systems and other IT related equipment including software.

Every user in the campus is provided access to the campus network as well as internet.

48 LCD projectors have been installed in class rooms and labs with wi-fi/internet connectivity.

All students and faculty are given email accounts with college domain name through GSuite. The college has installed two firewalls in order to protect all its internal systems from cyber attacks.

The college also installed CISCO switches for monitoring traffic in the campus network.

The details of up-dation as follows:

AY 2020-21

1. Procured 320 Lenovo computers of core i5 of 16GB RAM, 1TB HDD.
2. Provided ICT Facilities in 06 class rooms
3. Internet facility was upgraded from 210 Mbps to 1000 Mbps with two distinct service providers.
4. ACT (Atria Convergence Technologies Ltd) Fibre (500Mbps).
5.D-Vios Communications Pvt Ltd.(500Mbps).

AY 2019-20

1. Provided ICT Facilities in 04 class rooms
2. Established Robotics Learning and Development Centre Lab in collaboration with Smart Bridge Educational Services Pvt. Ltd.
3. Procured 256 Acer computers of core i5 of 8GB RAM, 1TB HDD.
4. Installed Firewall Sophos XG Firewall for exam branch.

AY 2019-20

1. Provided ICT Facilities in 04 class rooms
2. Established Robotics Learning and Development Centre Lab in collaboration with Smart Bridge Educational Services Pvt. Ltd.
3. Procured 256 Acer computers of core i5 of 8GB RAM, 1TB HDD.
4. Installed Firewall Sophos XG Firewall for exam branch.

AY 2018-19

1. Installed Firewall "Sonicwall NSA 3600 for securing campus network.
2. Provided ICT Facilities in 09 class rooms
3. Established one more Computing centre with 100 systems each.
4. Increased number of computer systems in existing Computing centre from 48 to 100.
5. Anti-virus: Quick Heal Seqrite EPS antivirus software (500 Users) has been installed for all the systems with Windows OS.
6. Procured 216 Acer computers of core i3 with 4GB RAM, 1TB HDD and 60 Lenovo Computers of core i3 with 4GB RAM, 1TB HDD.
7. Internet facility was upgraded from 132 Mbps to 210 Mbps with two distinct service providers.

AY 2017-18

1. Procured 72 Acer computers of core i5 with 4GB RAM and 1TB HDD, 151 Acer computers of core i3 with 4GB RAM, 1 TB HDD and 170 Assembled computers of Dual Core with 4GB RAM, 1 TB HDD.
2. Internet facility was upgraded from 48 Mbps to 132 Mbps with two distinct service providers.
:
AY 2016-17

1. Intra-net connectivity is provided on the campus with 20 Gbps fibre-optic cable over and above the Reliance Jio campus wi-fi for daily usage of 1GB/User.
2. Established IBM Software Lab for Emerging Technologies in collaboration with IBM.
3. Procured 302 Assembled computers of Dual Core with 2GB RAM, 500GB HDD.

Year wise Allocated Budget for IT facilities:

Budget allocated for IT facilities	2016-17	2017-2018	2018-2019	2019-2020
	50,45,018	96,97,574	79,75,787	89,95,799

File Description	**Document**

Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Paste link for additional information	

4.3.1Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities Response:756	Budget allocated for IT facilities	2016-17	2017-2018	2018-2019	2019-2020
			50,45,018	96,97,574	79,75,787	89,95,799

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

Response:654

File Description	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Student - computer ratio	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

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4.3.3 Bandwidth of internet connection in the Institution.

Response:758

File Description	Document
Details of available bandwidth of internet connection in the Institution	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

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4.3.4Institution has the following Facilities for e-content development

1.Media centre
2.Audio visual centre
3.Lecture Capturing System(LCS)
4.Mixing equipments and softwares for editing

Response: 57

File Description	Document
Upload Additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

4.4 Maintenance of Campus Infrastructure

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

 Response: 542

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

2017-18	2018-19	2019-20	2020-21
791.57	786.41	837.98	841.97

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf
Audited statements of accounts	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_11_50_54.pdf

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

Response:66

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

Response:66

 The Maintenance Cell of the college ensures proper functioning of all civil, electrical, water, sewage, environment, and other facilities through frequent inspections and need-based maintenance works. A central complaint register is maintained, and the maintenance cell attends to those complaints on a priority basis. A vast majority of minor and major repairs are carried out internally, while some major repairs are outsourced. The maintenance cell is headed by the Registrar/Dean-Administration. The other members of the cell include Administrative Maintenance in-charge, Head of EEE department, and two senior faculty members, one each from Civil Engineering and Mechanical Engineering departments. The members of the cell meet based on the need and review the requirements to chalk out further action to be taken. The cell also arranges to conduct energy audit. Staff belonging to the maintenance cell perform routine cleaning of the water tanks, water coolers, filters, etc. as per schedule. Preventive maintenance of the equipment is a regular practice in all laboratories apart from breakdown maintenance. Gardeners and janitors conduct regular cleaning of the campus premises and restrooms twice a day.

The regular maintenance of all the seminar halls of the institution, Open air auditorium, Portico of Block-2, open air grounds, playground etc. are supervised by the Administrative Officer. The Faculty/students put a letter in the prescribed format (mentioning the date and time of requirement) seeking the allocation of the required physical facility for the respective events to be organized. After the allocation as per the availability, such information is entered in a register kept with the Administrative officer.

All OHP/LCD projectors in the institution, furniture available in the classroom, faculty/staff rooms are regularly monitored on a fortnightly basis for maintenance.

Each laboratory maintains a stock register for detailing the proper lab records. The lab stock register holds

the complete details of lab equipment, new arrivals, replacements of old equipment, maintenance details, license details etc. Each lab is associated with a qualified Technical Staff for maintenance of all lab equipment. Any major repair of equipment beyond the scope of technical staff is outsourced. Obsolete and irreparable equipment is weeded out on regular basis. A register for Lab equipment Repair/ Maintenance is kept in each lab to track the breakdown time of equipment and the maintenance details. A minimum of 20% to 30% of unutilized lab slots per week are allotted for regular maintenance works of the laboratories.

The college has a central computing facility located in the library building, which is also used for browsing and accessing electronic content of learning resources.

The institution has established a separate maintenance cell, responsible for the maintenance works of computers, Hardware and software installations/up-gradations, wi-fi and internet

maintenance. The cell is chaired by a senior faculty from Computer Science Engineering department who supervises the supporting staff required for this purpose.

File Description	Document
Paste link for additional information	

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 767

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

FileDescription	Document
upload self attested letter with the list of students sanctioned scholarships	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

1674	1931	1926	1969

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

Response:475

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

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

2017-18	2018-19	2019-20	2020-21
874	815	211	434

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) 4. Awareness of trends in technology

Response: 755

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 693

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

FileDescription	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

2017-18	2018-19	2019-20	2020-21
1231	687	1253	642

5.1.5 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: 36

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Details of student grievances including sexual harassment and ragging cases	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

5.2 Student Progression

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

Response: 98

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

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Self attested list of students placed	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Details of student placement during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

2017-18	2018-19	2019-20	2020-21
390	458	478	553

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response:75

5.2.2.1 Number of outgoing student progressing to higher education.

Response: rey

FileDescription	Document
Upload supporting data for student/alumni	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Details of student progression to higher education	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

Response:545

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

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

FileDescription	Document
Upload supporting data for student/alumni	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Number of students qualifying in state/ national/ international level examinations during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

2017-18	2018-19	2019-20	2020-21
30	28	78	105

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

30	28	78	121

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.
Response:68

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

FileDescription	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
e-copies of award letters and certificates	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

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

Response:867

Mother Teresa has a Student Council (SC) comprising nine members. In addition, various bodies constituted by the College also has student representatives. The SC under aegis of Dean, students affairs plans and organizes various co-curricular and extra-curricular activities of the college in association with the college academic committee. Towards this end, various designated committees, viz., Organizing committee, Reception committee, Hospitality committee, Technical Events committee, Campaigning/Public Relations committee, Discipline committee, Cultural programmes committee, Sports committee, Prize Distribution committee, Magazine committee and such others are involved in the organization of Orientation programmes, Freshers Day, Alphamatica, Bhaswara, Vaisheshika, Vibgyor and Vibes. In each committee, at least two student representatives/volunteers attend meetings as and when called for. In addition, Mother Teresa celebrates regional, national and international commemoration days and festivals wherein, SC members are involved in the smooth conduct of the events.

SC also contributes to the enhancement of the learning experiences of students through various clubs, namely, Literary, Science, Coding, Mathematical, Fine arts, Photography, Solar, Robotics, Environment, and Srujanastra. Each club is managed by students with the help of a faculty advisor. Various events pertaining to the concerned club are organized after the college hours on regular working days, as well as on Saturdays. In addition, it also facilitates organization of various technical activities through professional bodies namely, Computer Society of India (CSI), Institute of Electrical and Electronic Engineers (IEEE), Institute of Electronics and Telecommunication Engineering (IETE), Indian Society for Technical Education (ISTE) and Society for Automotive Engineering (SAE).

The SC assists in organizing NSS activities of the college, which include conducting various health camps, distribution of school uniforms, books etc for needy children of nearby villages, distribution of various items at old-age homes, facilitating training for development of vocational skills in the people in nearby places, etc.

In addition to the above-mentioned activities, the SC provides necessary help by reaching out appropriate tutorials to the students studying in nearby schools. It also organizes awareness programmes on health, education and environment. In association with NGOs, the SC facilitates conduct of cataract surgeries, organizes blood donation, health/dental camps and distributes medicines. As part of environment campaign, Handmade paper bags were made and distributed, making them aware of the hazards of plastic usage and its consequent disastrous effects on environment. Towards the promotion of Green revolution, every year, SC organizes tree plantation programmes in the nearby villages.

Student representatives are also nominated on the anti-ragging committee, grievance redressal cell and women protection cell. The Entrepreneurship development cell also has SC members with a faculty advisor, to organize various events under the National Entrepreneurship Network (NEN).

IQAC has a representative each from students and alumni. BoS of each department consists of Alumni members.
Class Review Committees also have student representatives for obtaining feedback on the Teaching- Learning process.

On the whole, the Students Council is a dynamic Body that contributes a great deal to the development of students and institution alike.

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Paste link for Additional Information	

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 453

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

FileDescription	Document
Upload any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Report of the event	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Number of sports and cultural events / competitions organised per year	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:24

* Alumni members are made members of Boards of Studies of various departments. They contribute in the curriculum design. They examine the current curriculum and give suggestions vis-a-vis the industry-institution interface requirements.
* They also give advice on the establishment of laboratories, which involve experiments using modern tools for improved employability of students.
* Alumni members are invited to deliver technical talks and provide career guidance to the students. Alumni members help the students in establishing a network of support for their professional career progression, namely, higher education in India and abroad, internships and placements.
* Alumni working in various industries connect the placement cell of the college to their respective industries, thereby, facilitate the college with opportunities for internships and placements of students.
* In addition, they also connect the industry-institute interaction cell of the college, facilitating industrial visits, internships for students and resource persons for student development and faculty development programs.
* Alumni promote the college at various fora, thereby serving as brand ambassadors of the college, by making the audience aware about the salient features of the college as well as important developments that have been taking place in the college over the years.
* Alumni working in various R & D establishments connect the faculty of the college to their professional seniors, facilitating testing requirements of, as part of research carried out by faculty, and also in the preparation of research proposals being submitted by the college for various funding agencies.
* Alumni, who pursued higher education abroad, help the students in securing admissions in the universities, where they have studied, through preparation of statement of purpose, research projects and funds available with various professors in universities. This information is extremely useful for students, since, they can approach the professors by explicitly mentioning their research interests, which may perhaps improve their chances of securing scholarship with full or partial tuition fee waiver.
* Alumni of the college have donated certain resources/facilities to college for students use.

FileDescription	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link for additional information	

5.4.2 Alumni financial contribution during the last five years (in INR).

Response:75

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:89

Mother Teresa has an Organizational Structure ensuring good governance, reflective of both, an Effective Leadership as also in tune with the Institutional Vision and Mission.

Vision:
Mother Teresa visualizes dissemination of knowledge and skills to students, who would eventually contribute to the wellbeing of the people of the nation and global community.

Mission:
To impart adequate fundamental knowledge in all basic sciences and engineering, technical and inter-personal skills to students.
To bring out creativity in students that would promote innovation, research and entrepreneurship
To preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.

Colleges vision envisages that its graduating students contribute to national development and to the well- being of the global community.

The mission is to produce graduates possessing sound knowledge in basic sciences and technical skills, human values, a strong zeal to serve community, leading to realization of the institutions vision, which calls for good governance, requiring establishment of structures and processes, designed to ensure accountability, transparency, responsiveness, equity, empowerment, and participation. In line with these, and as per UGC guidelines for autonomous colleges, following statutory committees, namely, Governing Body, Academic Council, Boards of Studies, Finance Committee, and Women Protection Cell (now renamed as Internal Compliance Committee), are constituted, ensuring participation of teachers in decision making, proper management of academic, financial, and administrative matters of the college.

Further, several non-statutory committees comprising faculty, staff and students are also operative, assisting in the overall governance of the college. College promotes a culture of decentralized and participative management, extending down to Assistant Professor.

The Principal, as head of the institution is vested with overall responsibility to plan, organize, and control all activities, empowering Deans, Heads of Departments (HoDs), committees and in-charges of sections, carrying out institutions day to day functions by delegating authority. Duties and responsibilities of Principal and other personnel are well laid and spelt out clearly in Roles and Responsibilities handbook of the institution.

College organized its structure into departments/sections, and groups/divisions within departments. To

assist Principal, Deans and HoDs, in the performance of their functions, many committees, namely, Planning and Monitoring Board, Grievance Redressal Committee, Admissions Committee, Examinations Committee, Student Welfare Committee, Anti-ragging committee, Library Committee, Extra-curricular activities Committee, Academic Audit Committee etc. are formed at institutional and department level, comprising faculty/staff at all levels. Committees are empowered to deliberate independently, investigate, and recommend actions on various issues, referred to them.

Institutions perspective (Strategic) plan is developed by the Planning and Monitoring Board, in consultation with the Governing Body. Strategic plan is aimed at achieving short, medium and long-term goals of the college, aligning with its Vision and Mission. The strategic plan is translated into operational goals and plans for departments, facilitating achievement of targets giving a detail of time schedules along with resources required over the plan period.

All the above clearly ensure participative management at every level of the institution facilitating development of potential leaders in the college, a clear reflection and demonstration of effective leadership of college.

FileDiscription	Document
Any aditional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

6.1.2The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Mother Teresa College of Engineering and Technology has a well laid practice of decentralization and participative management. Different committees, councils and cells are constituted viz., College Academic Council, Board of studies, Program Assessment Committee, College Academic committee, Research Committee and IQAC Cell etc. The roles and responsibilities of each committee/cell bearers and authorities and the structure of such organisational units are defined at the time of formation. A case study showcasing the practice of decentralization and participative management in the development of Course Outcomes, Course delivery methodology, Course attainments and Program Assessment is discussed below:

The objectives are accomplished with the participation and coordinated functioning of the faculty at different levels, their roles being as follows:

1.Program Assessment Committee (PAC)

PAC consists of Head of the Department (Program Coordinator unless the department offers more than one program) as the chairperson and Senior faculty members. The committee meets at least once in each semester to review the progress of the program.

The committee monitors attainment of Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) with the major focus being the cumulative learning of the students undergoing the program.

1.Program Coordinator- In association with senior faculty, oversees all the courses offered by the department;
   * Appoints Course Coordinators for each course offered and administered by the department; Reviews the performance of students undertaking courses offered by the department; o Ensures Institution's quality assurance processes for assessment in courses along with Academic Regulations, are implemented;
2.Course coordinators - Discusses the course and its relationship to other courses within the program with the Program Coordinator
   * Develops course outcomes for the course
   * Schedules and conducts an orientation to the course for faculty, particularly who are new to the course.
   * Develops a meaningful and well-connected topic sequence and schedules the same in consultation with other course instructors involved in the course and ensures adhering to the same.
   * Develops valid and reliable methods to evaluate student learning outcomes

3.Class Advisers (Section Advisor) - Discusses all potentially significant issues and establishes good communication with the students thereby making them fully aware of their responsibility to meet performance standards.
   * Conducts weekly reviews with Counsellors, monitors student progress and documents reviews to establish a record of trends in overall class performance.

n4.Question Paper Evaluation Committee It consists of HoD, a few senior Professors Department IQAC representative and an invitee from other department. Chaired by the HoD, the committee examines the following:
   * Mapping of course outcomes to Program outcomes vis--vis the questions Blooms Taxonomy level

   * Discriminating power to distinguish bright and average student
   * Specific and precise nature of questions as well as uniform coverage of the content.

All the above clearly indicate decentralization at the department, wherein, faculty members participate not only in administering, monitoring the Teaching-Learning process, but also, in the evaluation and assessment of COs, POs and PSOs.

FileDiscription	Document
Any aditional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link for additional information	
Link for strategic plan and deployment documents on the website	

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:54

A progressive institution is always one that has its Perspective Strategic Plan effectively designed, and deployed. Mother Teresa has put in place a feasible Institutional Perspective Strategic Plan and out of which one academic activity -Problem/Project Based Learning (PBL) is presented below as an example:

Mother Teresa strongly believes in what Benjamin Franklin has said, Tell me, I forget; teach me I may remember; involve me, I learn. Our conviction is that perceivable learning happens only by doing, which is etched for eternity. Since personal experiences are far more interesting, enjoyable and involved, they are long-lasting and of utmost satisfaction. Mother Teresa visualized that Project-Based-Learning is a significant feature of Education 4.0, to make the students get deeply involved in their learning. This significant learning while doing is invaluable in providing economically-feasible solutions to imminent societal problems leading to and thereby ensuring environmentally-sustainable development.

Keeping this in view, Mother Teresa deputed 16 teachers from various departments to KLE Technological University, Hubli for a period of three days in November 2019 facilitating them towards PBL. Thereafter, Mother Teresa entered into an MoU with the Viswanekathan Group of Institutions, Khalapur, Maharashtra, for training faculty at Mother Teresa on PBL.

Step I: Introductory workshop on PBL was conducted during January 04-05, 2020. Fifty-five faculty drawn from different departments attended were trained to get sensitized in the identification of problems for a given course. Faculty prepared a problem canvas categorizing different aspects of the identified problem and presented their work.

Step II: Course level PBL orientation Workshop, was conducted for same faculty during January 24-26, 2020. Aspects of implementation of PBL for a particular course were introduced; faculty of each department identified two courses for PBL implementation, learnt the concept of storyboard for a course. Course-level PBL canvas helped faculty to identify and create a clothes-line model for a particular problem.

Subsequently, resource persons interacted with students of first/second/third year, oriented them to adapt PBL into their learning and enabled them to be future ready.

Step III: Course Level PBL (CLPBL) implementation

In continuation to the first two PBL workshops, all departments identified the courses and the respective faculty for implementation of PBL. During March 04-05, 2020, resource persons from Vishwaniketan interacted with our faculty, CLPBL presentations were reviewed, feedbacks were received and incorporated into action plans for implementing the same. Resource persons also reviewed final year projects for business viability through bootcamp, had another interaction with students to orient them towards PBL.

OUTCOME: Tutorial on IEEE HYDCON on PBL and Course level PBL

The IEEE Hyderabad section organized a conference Industry 4.0, with emphasis on PBL as the

educational approach for students to be industry-ready, conducted tutorial session on PBL for the participants, and our faculty demonstrated our strategically developed CLPBL as a feasible example for implementation, and this was highly appreciated.

This experience and strategic action plan have rendered Mother Teresa to successfully implement PBL, in eighteen courses across various departments culminating in the development of critical thinking and interpersonal skills in students.

FileDiscription	**Document**
Link for Strategic Plan and deployment documents on the website	Link for additional information

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

Response:755

Mother Teresas organogram depicts its organizational structure

Governing Body, the apex statutory body, monitors the reflection of the institutions Vision, Mission and quality policy in all activities of the HEI, gives direction to various constituents and monitors its performance.

The institution is organized into Academic, Examinations and Administrative units with Principal as Head of the Institution. Other statutory bodies of the college include, Academic Council (AC), Boards of Studies (BoS), and Finance committee, while, non-statutory committees, Planning & Monitoring Board, Library,

Examinations, Grievance Redressal, IQAC, Internal compliance committee (Women Protection Cell), Anti- Ragging, and Canteen, constituted as per the norms of the Autonomous status of the college.

Dean, Academic, Prepares Academic Calendar detailing various activities, monitors progress of class work, student counseling/mentoring, directing and supervising student activity programs.

The Registrar, along with Dean, Academic and college academic committee assists Principal in administering and leading the college within the policy framework developed by AC.

Controller of Examinations coordinates with external examiners, affiliating university officials and with all concerned in the college, ensures smooth conduct of all examinations evaluation and timely declaration of results.

Dean, RD&C formulates research and consultancy policies of the institution, processes research and patent proposals submitted by faculty, recommends internal seed money and other assistance for projects, if any, and identifies areas/institutions for collaborative purposes and rendering consultancy services.

Dean, Students Affairs facilitates/coordinates student council formation, maintains discipline, supervises anti-ragging committee and arranges to conduct extracurricular activities.

Coordinator, Industry Institute Interaction, develops industry linkage, facilitates MoUs.

Coordinator, computing services, oversees and facilitates IT infrastructure requirements, arranges for smooth conduct of IT activities of the institution.

Coordinator, IQAC, initiates and administers quality initiatives of the college. Arranges conduct of internal/external academic and administrative audit.

Dean, TPCP, oversees/administers career guidance and development programs facilitating students acquire employability and career progression skills.

Coordinator, EDC, conducts entrepreneurial development programs., promoting entrepreneurship.

Coordinator, IC, nurtures seed of creativity and innovation, fostering a culture of product development through prototypes, resulting in entrepreneurship through a start-up, inviting and involving venture capitalists.

Dean, School of Computer Science and Informatics, oversees smooth functioning of CSE/IT/ CSE (Emerging Areas) departments ensuring optimal utilization of their resources.
Dean, School of Electrical and Communication Engineering, oversees smooth functioning of ECE and EEE departments, ensuring development of quality initiative measures for improving employability of students in core sectors.

HoD, administers smooth conduct of academic and administrative activities of the department. In association with senior faculty members promotes scholarly activities of faculty and students.

AO, assists Registrar in all administrative activities including operations, maintenance of facilities, safety
and security of all. Also maintains AICTE/UGC/Government correspondence.

Accounts Officer, in association with Registrar, assists Principal in the preparation of budget and maintaining records of all accounts, and facilitating audit of the same.

Establishment section, maintains personal files of all employees of the college updates their leave status from time to time

FileDiscription	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link to Organogram of the Institution webpage	
Link for additional information	

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

FileDiscription	Document
Screen shots of user interfaces	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
ERP (Enterprise Resource Planning) Document	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link for additional information	

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:4557

Mother Teresa is more than sensitive to reaching out welfare measures to both, our Faculty and the administrative/support Staff. The following welfare schemes/benefits are offered by the institution:

* Financial incentives are given for faculty for research publications and Books/Book chapters :

* Full financial support for filing patents
* Free Medical facility at the institution
* Free transport to administrative staff.
* Vehicles, and bus passes to Messengers.
* Public transport bus passes to all drivers.
* Need Based financial assistance to staff.
* Cell-Phones and Laptops to HoDs for better connectivity and networking.
* CLs, HPLs, CCL, Medical Leave and Examination Leaves as per their eligibility.
* Paid Maternity Leave for female employees.
* Special leave to staff on the occasion of their marriage.
* Health Awareness camps within campus and Free Medical Check-ups.
* Uniforms, washing allowance for Attendants, Ayahs and Drivers.
* Paid leave @ one day/Week as incentive to faculty pursuing part-time Ph.D and conducting consultancy
* Study/sabbatical leave for faculty pursuing full-time Ph.D.
* Paid leave for faculty attending MOOCs certification examination and reimbursement of examination fee.
* Paid leave with registration fee to attend FDPs/Conferences.
* Supporting faculty pursuing research through Creation of required facilities as per their request.
* ESI benefit to attenders, Ayahs, drivers, gardeners, and admin assistants.
* Salary advances for faculty and staff in times of need.

FileDiscription	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link for additional information	

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

Response:563

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

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

Response:543

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

2017-18	2018-19	2019-20	2020-21
12	15	9	12

FileDiscription	Document
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

Response:353

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2017-18	2018-19	2019-20	2020-21
48	102	128	126

FileDiscription	Document
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link for additional information	

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

A: Internal financial audit: The college constitutes an internal committee for conducting verification of assets/capital equipment as well as financial audit. The committee checks financial reporting compliance with policies as well as compliance with respect to legal aspects including applicability of the trust/society. The internal audit also verifies the achievement of operational goals and objectives, safe guarding of assets, effective and efficient use of resources.

Audit of assets and capital equipment are conducted through stock verification by the committee and based on shortages reported, if any, action for write-off is taken with the approval of the competent authority and such items are removed from the asset registers. Similar action is taken in respect of books/journals/documents.

The internal audit committee, besides inspecting the books of account and records maintained by the finance department, evaluates internal control system, particularly, in respect of purchases, scholarships etc. The audit report is submitted to Principal/Chairman and subsequently Principal directs departments to take follow up action for closing the deficiencies and making changes in systems and procedures as called for.

B: External financial audit: Mother Teresa arranges to conduct external financial audit every year by an external auditing agency named Haribabu and Associates, a registered financial auditing company, located in Hyderabad. The same auditing agency has been conducting external audit since the inception of our college, i.e.,2005. The auditors verify the financial statements and books of accounts to certify the truth and fairness of the financial position and operating system prevalent. The auditors employ internal check by verifying arithmetical accuracy of books of accounts, authentication and validation of transaction and also checking the proper distinction between capital and revenue nature of transactions. Except for transactions involving petty amounts, all other payments are made by way of issuing account payee cheques, demand drafts and using the fund transfer facility of banks such as NEFT/RTGS, to maintain transparency and to minimize errors may likely to occur due to cash transactions. This makes the job of our auditor simple and more easy. The audit observations submitted to the management by the audit company are examined carefully and corrective actions taken, if any, wherever required. At the end of every financial year, IT returns are filed to income tax department. These include, income and expenditure statements audited by a chartered accountant.

All the audit reports have been found to be in order. However, prior to external audit an internal audit is conducted through a Chartered Accountant (CA). In case of any errors. identified by CA, they will be rectified by the internal accounts staff as per the suggestion by the CA. These minor errors, if and when crept in, due to any oversight by accounting personnel, is verified and rectified, resulting in strengthening of the financial accounting and budgetary control systems.

FileDiscription	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

Response:4533

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

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

FileDiscription	Document
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Annual statements of accounts	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Link for additional information	

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources Response:
Resource Mobilization Policy and Procedures

The policy of Mother Teresa with regard to mobilization of funds is as follows:

Internal: Tuition fee, NBA fee, Training fee, transport fee and other miscellaneous fees collected from students.

External:

Procedure: The accounts section of the college prepares, month-wise cash flow statements, at least two months in advance. The cash outflow statement is based on institutional budget estimates and additional inputs form departments for unanticipated major expenses, and contingency expenses. The cash inflow (income) statement is prepared based on the schedules for admissions, commencement of classes indicated in the Academic calendar, and examination time tables. The Accounts department notifies the fee payment schedules to students to align with cash requirements as per projected cash inflow statement. If there are indications of fee collection being short of estimates, vigorous efforts are made through academic department staff and fee counselor to increase the receipts. The gap between the actual income and the estimated expenses is bridged through loans from banks/non-bank financial institutions as per the policy guidelines.

Periodically, a review of the adequacy of limits for term and operational loans sanctioned by banks is carried out by the college management and the Principal. If the sanctioned limits are found to be inadequate, the banks are approached for enhancement of the sanctioned limits, with proper justification.

FileDiscription	Document
Link for additional information	

6.5 Internal Quality Assurance System

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

Response54

Internal Quality Assurance Cell (IQAC) of Mother Teresa has been in operation since 2012, initiating and conducting several activities to improve quality of both academic and administrative functions, in order to provide quality educational and service and experience for students, faculty and staff. During the last 5 years it has had 20 meetings and 80 resolutions. Among the practices initiated by IQAC, the following two have contributed to the quality enhancement.

Practice No. 1: Promoting research culture among faculty leading to increase in number and quality of publications/Patents:

IQAC in association with the R&D Cell, has been organizing FDPs/Seminars/Webinars/workshops on research methodology, IPR, creativity and innovation (during the last five years, 12 events were held), as well as encouraging faculty to attend such events conducted elsewhere (all put together 129 faculty participated). College also has been giving one day off per week for faculty to work on their PhD, based on the progress of their work.

Senior and experienced faculty with doctorate degree discuss with junior faculty, on the importance of obtaining doctorate for their career development, AICTE and UGC mandates for PhD degree, and subject- related research ideas and methodologies.

As a result of these initiatives of IQAC, during the last five years, 71 faculty members have registered for part time PhD. In addition, 8 more have registered for full time PhD. Faculty pursuing PhD as well as others about to register for PhD, have been working actively, on identified areas of research and this has paved way for an increase in the number of publications from 321 to 734 and Patents published from zero to 55. Eight teachers have obtained Ph.D degrees while working in the college.

Practice No. 2: Reforms in the Midterm examination question papers and assessment as per the Blooms Taxonomy levels:

Towards this, IQAC has initiated a process to assess the quality of midterm examination question papers and made significant improvements in the assessment of students aligning with the teaching-learning process and outcomes. Each department constituted a committee comprising the HoD/Program Coordinator, three senior faculty, course coordinator and one senior faculty from outside the department to look at various parameters in order to ensure that balanced question papers were prepared facilitating appropriate measurement of outcomes. IQAC designed a structured questionnaire in the form of a checklist (attached as additional document), and oriented faculty on the preparation of question paper and assess students performance in fitment to the levels of Blooms Taxonomy. Guidelines were also given in regard to these levels for each of the four years of the BTech program as well as the PG programs. This has improved the quality of question papers and faculty are well acquainted on the appropriate implementation of OBE with usage of appropriate verbs vis--vis Blooms Taxonomy levels. This entire process has enabled better assessment of course outcomes, resulting in improvement of program outcomes, which is perceivable in the performance of graduates pursuing higher education and securing placements with higher pay packages.

FileDiscription	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

Response:67

A detailed academic calendar that includes all academic activities is prepared much before commencement of each semester. Course allocation is done based on the expertise of the faculty. Timetables are prepared with dedicated time slots for regular class work/tutorials/remedial classes/seminars/mentoring/Training and Placement activities, and such others.

Faculty prepare Teaching plan indicating topics with correlation to Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs).

All faculty submit Course files detailing various aspects including Lesson and Laboratory plan for conduct of theory and laboratory sessions in a well-defined format as specified by IQAC.

I.Implementation of Teaching-Learning reforms as initiated by the IQAC

Mother Teresas conviction is that the course purpose induces students to deeply involve in their learning, which would lead to quality educational experiences, that would pave way in their professional career development. Towards this, IQAC prepared a detailed questionnaire for improving the quality of course file, giving utmost importance about the purpose of the course.

Accordingly, IQAC has ensured that the following are described in course files:

 * The role course plays within the Program, its uniqueness vis--vis other courses.
 * Essential knowledge/skills student gains from the course that would help to perform well in future classes/Higher Education progression/Jobs.
 * Prerequisite(s) for the course and specific knowledge/skills students need to know for their future career progression.
 * Unique contributions of the course to students learning experience there by enriching the quality of the program, in particular, how students attitudes and higher-order thinking skills are developed.

In the laboratory course, scientific enquiry and problem-solving skills are developed, which include:

 * Defining a problem Formulating hypotheses
 * Designing, conducting experiments Collecting, interpreting data Testing hypotheses, if any,
 * Drawing inferences from conclusions
 * Communicating processes, outcomes and their implications

Prepared lesson plans are discussed with other faculty teaching the same course during Course Coordinators meetings. Curriculum is enriched with guest lectures, industrial visits and Internships. Students attendance and performance, continuously monitored by class adviser, mentor and faculty teaching various courses and students are apprised of the same during lectures, lab sessions, mentored and cautioned, whenever necessary.

IQAC verifies the above through minutes of meetings of:

* CRC, Course Coordinator with faculty, Mentor-Mentee.
* Quality of Guest Lectures etc.

A continuous internal examination and evaluation system is in place.

In tune with the outcome-based education approach, the question papers for the internal class tests prepared are evaluated by a question paper evaluation committee, following Blooms taxonomy, uniform distribution of questions vis-a-vis syllabus, enabling assessment of the attainment of Course Outcomes for each course.

Parents are informed about their wards attendance on a daily basis and performance in examinations.

Student feedback on TLP is taken twice a Semester, one immediately after three weeks of commencement of semester, final, just before conclusion of semester by IQAC through a structured questionnaire. It is reviewed by HoD, Dean, Academics and Principal, communicated to faculty. Faculty member with <70% feedback is counseled for improvement. On an average, 35-40 faculty have been mentored in each semester.

II.Institutional review - Internal and External Academic and Administrative Audit

Mother Teresa strongly believes that peer review of our programs through feedback and audit (internal and external) help in strengthening our programs. Hence, feedback on several aspects is collected, analyzed and appropriate measures taken. Institution also conduct audit of our programs at the end of each academic year to sustain quality.

Towards this, our IQAC has designed a meticulously planned framework detailing various processes starting from course allocation, preparing course file, teaching diary that contains record of classes conducted, topics discussed, student attendance record, mentoring book, weekly reports, class review meetings, and course coordinators meetings with faculty teaching same course to various other sections, guidelines for designing experiments, conduct of laboratory sessions, allocation of student projects and preparing question paper, minutes of Question Paper Evaluation Committee, Program Assessment Committee, etc.

College Academic Committee periodically evaluates the effectiveness of TLP, pedagogical practices and processes outlined by IQAC. Students learning in the form of knowledge absorption and content assimilation is regularly monitored by IQAC through an internal audit process:

A. Internal Academic Audit

All faculty members maintain academic record book (attendance register of students) and record daily

lectures delivered, tutorial sessions, if any, practical/laboratory sessions conducted and other such activities performed. The academic record is periodically monitored by Course Coordinator/Group Head/HoDs by checking topics covered by faculty member. On the basis of this report, if syllabus coverage is not progressing satisfactorily as per schedule, the concerned faculty is advised to take extra classes to cover syllabus in time, which is ensured. The Head of the Department reviews various academic activities during department meetings, guides faculty members accordingly.

IQAC has prepared a format to conduct internal academic audit across various departments after the conclusion of each academic year. The internal audit is conducted through senior faculty drawn from cross/ inter-departmental to evaluate efficacy of institutions TLP and associated administrative aspects and reports on the findings of the committee are submitted, which are

forwarded to the departments for taking necessary action. Departments subsequently submit Action Taken Report (ATR) to IQAC, which verifies against the findings submitted earlier, and if found satisfactory, files it, or else, departments are informed to take appropriate corrective measures.

B. External Academic Audit

The colleges IQAC has started administering external audit since the academic year 2018-19 by inviting senior academicians, with one for each department from other autonomous reputed colleges. Over and above, a former Principal/Dean of a reputed college is invited as the chairperson of the external audit team. External expert team visits all departments conducts audit for one complete day on the performance of the colleges TLP and associated administrative aspects as per the given format, shared at least a few weeks prior to the visit of the team. The team submits its report and departments take appropriate action on the findings of the report by submitting compliance.

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

Response:67

FileDiscription	Document
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification
Response:65

FileDiscription	Document
Upload e-copies of the accreditations and certifications	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Institutional data in prescribed format	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any additional information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Paste web link of Annual reports of Institution	

Link for additional information	

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:543

Mother Teresa has zero tolerance to any kind of discrimination and follows an inclusive policy in all its endeavors, without any bias to gender, caste, religion, language and any such others.

A. Activities to promote Gender Equity and gender sensitization:

The Institution has defined procedures for promoting gender equity and sensitization both, in curricular, co curricular and extra-curricular activities. Towards this, annually, several programs/activities are conducted:

1. Curricular and Co-curricular activities:

a. During their entire programme, students are sensitized to the behavioral nuances of working with the opposite gender. Girl students are empowered by taking up additional responsibilities as class representatives as well as executive members in the Student Council. About 4000 students including girls and boys have been sensitized on gender issues through these activities and are advised to maintain a healthy relationship so that women are not embarrassed at any point of time. Further, students are also counseled not to discuss topics that may have gender bias leading to any untoward/unpleasant situations

b. 'Gender Sensitization' has been introduced as a mandatory audit course to all undergraduate students and is a part of our curriculum. Interactive sessions of this course spreading over an entire semester, amply emphasize the theme and promote the goal. As part of our academic requirement and practice, being a co educational institution, students of both the genders participate in various curricular, namely, laboratory work, internships, mini and major projects, technical and project seminar, wherein, they cooperatively and collaboratively work together. The institution treats their participation with due consideration for gender equity and equality.

2. Extra-curricular activities:

Students participate in various extracurricular activities such as 36-hour Hackathons, IEEE's 24-hour programming contest, project exhibitions, paper and poster presentations etc. In all these activities,students form groups involving both genders, which facilitates them in understanding the sensitivities of working together and without any bias to the opposite gender

3. Activities under other gender-specific bodies:

a. IEEE Women in Engineering (WiE), an affinity group established in the college in 2016. Through WiE, college is promoting Gender equity and sensitization, and has organized twelve (12) awareness programs since 2016-17.

b. Women Protection Cell (WPC): WPC, a UGC mandate, has been in existence since 2015.WPC comprises twelve faculty members with a Presiding Officer, one external member and ten members, with

representation from all departments of college and is reconstituted every two years.WPC periodically

meets and reviews the complaints received from Lady faculty and students (if any), in particular, cases

involving harassment of women and addresses such cases, if any, as per statutory norms. WPC also

conducts awareness workshops on preventive measures and has conducted sixteen (16) programs including

eight (08) on preventive measures since 2016-17.c. Safety and Security of women: Women security personnel are recruited to support women faculty, staff

and students. All prominent locations of the campus are under CCTV surveillance. Women have been provided with separate waiting rooms/sick rooms and telephone numbers of SHE-TEAMS of Hyderabad

police, supporting them to instant/necessary help as and when needed.

FileDiscription	Document
Annual gender sensitization action plan	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information/r/n/r/n	

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

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

Response:57

FileDiscription	Document
Geotagged Photographs	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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)

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:454**

Solid waste management

Liquid waste management

Biomedical waste management

E-waste management

Waste recycling system

Hazardous chemicals and radioactive waste management

Response: 454

Mother Teresa college of Engineering & Technology (GCET) believes in "Let's go green and keep our

campus clean". GCET's essential operations are highly sustainable and its efficient waste management

processes ensure that generation of waste is kept to a minimum. Environment consciousness is embodied

in the heart of the College by activities such as tree plantations from NSS/ NCC/Environmental Club

volunteers every year. It not only maintains the aesthetics of the college but also promotes the vital motive

of the management to provide a friendly atmosphere for the academic and non-academic activity. GCET is aware of and sensitive to segregating waste and proper disposal as per the mandated norms.

The institute's operations result in the generation of waste which can be broadly classified as:

1.Solid Waste

2.Liquid Waste

3.E-Waste

There is no generation of Hazardous chemicals and radioactive waste.

Sanitary Incinerators are installed inside the campus to promote hygiene.

The institution's practices with regard to storage and disposal of waste are described below:

Solid Waste Management:

The solid waste generated in the institution includes rubber tyres, metal scrap, paper, old newspapers, used

papers and journal files: These are segregated, stored separately and given away to scrap

dealers/vendors/recyclers. Apart from dry solid waste, food waste from canteens is collected by authorized

agents for use as cattle feed. All the waste is disposed off in a safe and eco-friendly manner.Color coded

waste collection Bins are placed on the college premises to collect solid waste.

Liquid Waste Management:

The liquid waste generated in the institution includes laboratory, and canteen effluent wastes. These are

drained to a pit in distant open land. The laboratory waste water does not contain any hazardous chemicals.

E-Waste Management: Electronic waste as created when an electronic product is discarded after the end

of its useful life, which includes obsolete electronic devices, such as computer systems, servers, monitors,

compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc.is handed over

to an agency. The institution has adopted the following with the objective of creating an eco-friendly

environment in the campus:

1.Major E-waste such as written off computers, CRTs, printers are to be collected for safe disposal.

2.All the miscellaneous e-waste such as CDs, batteries, PCBs, mice, key boards, printer cartridges are

also collected for safe disposal.

3.Re-filling of printer cartridges is carried out in a safe manner.

4.UPS batteries are periodically inspected and recharged or repaired as necessary. Once they are dead, they are collected for safe disposal.

Waste Recycling

Old newspapers, used papers, journal files are collected by an agency which in turn recycles the waste

paper for further use.

File Description	Document

Relevant documents like agreements/MoUs with Government and other approved agencies	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Geotagged photographs of the facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Geotagged photographs of the facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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:3736

File Description	Document
Geotagged photographs / videos of the facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

7.1.5 Green campus initiatives include:

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

Response:53

File Description	Document
Various policy documents / decisions circulated for implementation	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Geotagged photographs / videos of the facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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

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

Response:76

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Certification by the auditing agency	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Certificates of the awards received	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response:543

File Description	Document
Policy documents and information brochures on the support to be provided	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Geotagged photographs / videos of the facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Details of the Software procured for providing the assistance	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance
and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities
(within 500 words).Response: 7432

It is our conviction that curricular, co-curricular and extra-curricular (Games, sports, and cultural) activities

play an important role in the emotional, cognitive and social development of the student community.

Towards this end, Mother Teresa organizes several such events to promote various skills among students,

awareness and importance of empathy-oriented compassion, cultural, regional, religious, linguistic and

communal tolerance needed for practicing in a highly pluralistic society which ultimately has widespread

socio-economic ramifications. Despite the individual characteristics and reservations that students may

have, such events organized by the institution, strengthen unity among students and help in developing a

spirit of consensus and cooperation through dialogue and team-activities.

Mother Teresa has established several student clubs which have been promoting various activities to sensitize

and play a vital role in promoting and building an inclusive environment in the institution.

Fine arts club of Mother Teresa conducts Music competitions (both vocal and instrumental) for students.

Music lovers among students with proficiency in Western, Classical (Carnatic and Hindustani) participate

in these events, which facilitate harmony among students, respecting each other, also curates their

associated culture. Students play skits and enact dramas with various themes such as mythological,

historical and social. These activities conducted in different languages, and themes have been facilitating

students to be aware of Indian, Western and other mythologies, history and socio-economic aspects,

thereby developing a sense of tolerance towards various cultures across the globe.

Students of Photography club of Mother Teresa exhibit their skills and talent displaying photos they have

shot, depicting not only nature, but also the socio-economic divide between rural and urban India, as well

as the huge chasm among people living in under-developed and developed countries. Such photographs

and interactions facilitate students to enhance their emotional quotient and compassion leading to self actualization.

Mandatory courses in the curriculum, namely, Environmental science, Human Values and Professional

Ethics (HVPE) help students in understanding the importance of environmental awareness, a deep rooted

commiseration towards underprivileged sections of society leading to strong empathy facilitating sustainable development.

Environmental club of the institution has been acting as a catalyst in furthering and promoting protection

of environment, leading to peace, harmony and prosperity in the immediate society.

Traditional days are observed in celebration of India's diverse culture, wherein, faculty, staff and students

wear traditional attire, symbolizing their home state, promote awareness of various cultures prevalent in

Indian society and thus promote tolerance, inclusivity and cooperative living.

Through its NSS unit, Mother Teresa celebrates National Festivals, Independence Day, Republic Day and

commemoration days of eminent personalities by conducting Blood Donation camps, Orientation

Programs, explaining the importance and benefits of community service involving faculty, staff and

students. College also conducts several games, sports, debates, essay writing competitions on important

National days, signifying their importance, wherein students participate in large numbers.

Through all these activities, students are nurtured to exhibit tolerance and harmony towards various

cultural, regional, linguistic, and communal diversities, and develop esprit de corps with compassion on

socio-economic factors for a harmonious, peaceful and prosperous society, paving way for sustainable

development

File Description	Document
Policy documents and information brochures on the support to be provided	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Geotagged photographs / videos of the facilities	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

Details of the Software procured for providing theassistance	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens (within 500 words).

Response: 75

Mother Teresa strongly believes in Maslow's theory of motivation, which at its highest level of pyramid

specifies "Self-Actualization", that the purpose of human existence is to serve mankind. Towards this, we

consider education in general, higher education in particular, should facilitate realization of human

potential by making students, teachers, and higher educational administrators, conscious of human values

and societal development, so as to transform them into future ready global citizens.

Mother Teresa involves students in activities pertaining to strengthening core values, making them aware of

their rights, duties and responsibilities and help them in becoming responsible citizens.

/r/n

Values: /r/n

Towards this, Mother Teresa has been organizing blood donation (611units of Blood), free vaccination and

medical camps through student volunteers, giving infrastructural support for the physically challenged

(through ramps, lifts, large washrooms, wheel chair facility etc).

We believe that human values may be innate as well as acquired. When we have love, compassion and a

willingness to sacrifice our interests for others, it becomes a service. Values are to be learnt through

practices. Hence, Mother Teresates are made to remind that they are being watched and observed by peers and

conduct themselves as role models for others. Inculcation of Human Values is demonstrated first by

teacher, later imbibed by students. Faculty participate in Universal Human Values programs

sponsored by
AICTE.
Courses on "Human Values and Professional Ethics" and "Indian Ethos" delivered through YouTube
videos, real life examples, case studies and anecdotes are presented giving rise to various perspectives on
situations in life, creating an everlasting impression on student's mind, touching student's heart, bringing
a paradigm shift in their thought process towards life. They are largely instrumental in bringing integrity,
competence and building a stronger character
Rights, Duties and responsibilities of citizens:
/r/n
The college offers a mandatory audit course on Indian Constitution which deals with fundamental rights
and responsibilities of citizens. College organizes programs which drives home the point that rights are
always associated with responsibilities and are mutually linked to one another.
Formal and informal, co-curricular and extra-curricular activities facilitate students to assume higher
responsibility, thereby rising to the occasion with goals oriented towards societal development. Students
develop an attitude to look at every challenge as an opportunity to improve or innovate for societal benefits.
Student mentoring is a well-designed and planned activity wherein the student is continuously supported
and guided focusing on building student's character, with an objective of making student behave as a
responsible citizen.
The college has been facilitating holistic development of students towards a more balanced life, profession
and happiness, by encouraging them to interact with a galaxy of personalities from various walks of life.
We have been organizing technical symposia, project exhibitions, activities through student clubs, celebrations of national and international commemorative days, events and festivals promoting holistic
development of students thereby making them become not only technically sound professionals contributing to technological advancements, and growth of the economy, but also become "Good Global
Citizens" promoting peace and harmony in the Society for sustainable development of mankind /r/n

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	Details of activities that inculcate values; necessary to render students in to responsible citizens
file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf	Any other relevant information

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

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

Response:
78

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Code of ethics policy document	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

7.1.11 Institution celebrates / organizes national and international commemorative days, events and

festivals (within 500 words).

Response: 453

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

Response:453

The vibrant student clubs, and other units of the college celebrate several National and

International

commemorative days, events and festivals. The gaiety of all Festivals, both National and

International are

celebrated enthusiastically keeping in mind the traditions of the Indian Diaspora and Environmental

Protection. The jubilations encourage in sensitizing the young minds to foster a spirit of Multiculturalism.

Snippets of a few events celebrated are given hereunder:

A: International-level commemorative days celebrated:

World Environmental Day(June 5). The Environmental Club of the college systematically hosts programs to enlighten the students about restoration and protection of Nature for environmental sustainability through Tree Plantations and "Save Energy" campaign. Special drives, namely, Haritha

Haram, making Eco-friendly Vinayaks, Earth Day etc. are organized. Young engineers share their thoughts

in Debates, Essay Writing, Group Discussions, Poster Presentation and Slogan Writing Competitions held

during these celebrations.

International Women's Day(March 8). The tremendous Women Power is honored on International Women's Day in tune with the global celebrations. Students are sensitized to "Gender equality" through

some short video presentations. Successful women from all fields are invited to inspire the young minds.

International Yoga Day(June 21). Students are motivated to live up to the legacy of our culture. Eminent

Yoga instructors are invited to guide the participants to practice the asanas and lead healthy and joyful life.

Yoga competitions are conducted for faculty and students.

World Photography Day(August 19). The Photography Club of the college plays an active role in organizing this day annually. The budding engineers share their best photographic shots and celebrate this

day by exhibiting the same.

B: National-level commemorative days celebrated:

Independence Day(August 15) and Republic Day(January 26). The campus echoes with music professing the sacrifices made by our freedom fighters to instill and ignite a spirit of patriotism in the

young minds. Tributes are paid to people behind the framing of our Constitution and its ethos are shared

through some inspiring speeches and celebrations. We conduct events commemorating sacrifices of great

personalities.

National Science Day (February 28). Vaisheshika - Science Day is celebrated to pay homage of

our

country's first Nobel laureate in Science, Sir CV Raman, to inculcate the scientific temper in young minds.

To this end, an exhibition is conducted, wherein, students participate in large numbers and demonstrate

Working/Demo Models, Poster Presentations, etc.

National Mathematics Day (December 22). Commemorating the birth anniversary of mathematical legend Sri Srinivasa Ramanujan to promote analytical and logical reasoning skills, quizzes, Advanced

Sudoku, Rubik's Cube competitions are conducted.

Teacher's Day (September 5). The Birth Anniversary of Dr. S. Radhakrishnan, is celebrated as Teacher's

Day, with great enthusiasm. Students express their deep sense of gratitude on Teachers' contribution for

the cause of education through anecdotes.

Engineer's Day (September 15). The Birth Anniversary of Sir Mokshagundam Vishveswaraya is celebrated as Engineer's Day. Various competitions are held for students offering an opportunity to

showcase their Engineering Skills through the Projects they have executed. The philosophy is to motivate

young budding Engineers to emulate Sir Vishveswaraya, lauding his service to our city-Hyderabad/r/n

File Description	Document
Geotagged photographs of some of the events	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf
Annual report of the celebrations and commemorative events for the last five years	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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:787

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format

provided in the Manual.

Response:

Best Practice No. I:

Title of the practice:

"Reduced class strength for improved student learning and employability"

Objectives of the PracticeResponse:787
Enhance student-teacher interactions in labs/classes
Quicker feedback as faculty devote more time assessing students' assignments, laboratory/project work/tutorials for improved performance.
Enhanced learning experience through increased one to one participation among students and with
faculty, especially in labs/tutorial sessions
More opportunities to learn from peers, augmenting collaborative and cooperative learning
More discipline and control over the class leading to increased student engagement
With increased interaction among classmates, students gain quality learning experience.
Facilitate:
Comfortable seating arrangements
Improved Elbow-room to better manoeuvrability
Improved personal space
Better Student to Faculty ratio
enabling higher levels of student focus, eventually leading to improved performance.
The Context/r/n
"When classes are small enough to allow individual student-teacher interaction, a minor miracle
occurs: Teachers teach and students learn"
– Lou Anne Johnson, teacher whose life inspired the movie,
"Dangerous Minds"
Of late, it has been observed that students' focus and attention span is waning due to various factors:
digital media/technology, nuclear families leading to majority of students needing personal attention and
many such others.
Further, adolescence, acting as a catalyst, has necessitated need for ebhanced individual attention.
In this context, faculty need to understand student psychology, enable learning through close monitoring,
actively engaging, promoting originality/creativity, innovation, inculcating high-level analytical/logical
thinking skills, leading a path to exploration and providing quicker feedback on learning. This also

facilitates learner-centric approach, can be better put into practice, with smaller class sizes than larger ones.

Incidentally, effective mentoring of student can be conducted making student realize his/her true potential

leading to higher levels of performance.r/n

The Practice/r/n

A few of our faculty who have studied and worked in universities abroad, have experienced that coursework in a class with smaller number of students is congenial for reaching out to the needs of

students, ensuring greater individualization of instruction, better classroom control and, thus, better

learning ambience. Instructors have individual interactions with students, consulting with parents, giving

greater attention to students' work. Class size is an important determinant of student outcomes.

Keeping this in view, in CSE and ECE classes, each section having 240 students, we have reduced the

class strength to 45-48 students per section instead of the normal 60 -66 students.

Towards this, departments have identified the requirement of additional faculty and infrastructure facilities.

Accordingly, the institution has recruited more faculty, and increased infrastructure facilities. This practice

has been adopted starting with the admitted batch of 2016-17 academic year soon after the college was

granted autonomous status.

Our classes have three-seater benches with six rows and four columns, capable of accommodating 72

students. However, we have ensured that the middle seat in each bench is kept vacant ensuring that

students have a more comfortable seating comfort needed since students spend nearly 6/7 hours a day. This

also ensures adequate social distancing, especially required during the pandemic and beyond. It also

reduces cross-talk, thereby noise in the classroom, thereby ensuring better class-room

management. Reduced class size also benefits slow learners and disadvantaged students hailing from rural

background/r/n

Consequences:/r/n

Nearly 25% of faculty have been increased in CSE and ECE departments and the expenditure on salaries

also have increased by 1.5 crore rupees/year. Over and above, operational expenditure on labs, in terms of

consumables, equipment maintenance and repair, and electricity charges has

increased.Expenditure on

civil infrastructure and class room furniture also increased, for which budgetary provisions have been made

and approved by the college.

Evidence of Success

Ever since the academic year 2016-17, class size kept as 45-48, our graduate outcomes have improved. More students have been participating in co-curricular activities, namely, Project/Problem-based learning, paper/poster presentations, creative/innovative activities, Hackathons, programming contests and student club activities leading to increased campus placements with higher pay package.

Students have designed and built several prototypes, developing collaborative/cooperative learning in

groups, discussing ideas, exchanging views/thoughts and listening to ideas of others with open mind

resulted in Mother Teresa securing a rank of 4 STAR in MHRD-IIC, EXCELLENT band in ARIIA and few

start-ups.

Reduction in class size also facilitated reduced workload on teachers as they need to mentor, assess

lesser number of students' work, resulting in teacher spending quality time ensuring better and improved learning experience for students leading to enhanced graduate outcomes and employability.

Problems Encountered and Resources Required

Implemented smaller class sizes in CE, EEE and ME, also for one academic year. Unfortunately, admissions in these are low in first year. However, lateral entry students join in second year, filling vacant

seats of first year. While reducing class size, increasing sections in second year, distribution of students in

order of merit/skills into another section needed students grouped earlier to be divided further. Parents and

students complained as students by then have developed rapport/friendship with some and were reluctant

to move. Hence, discontinued this in these disciplines.

Identifying and recruiting senior teachers, especially, domain experts in emerging areas of CSE, as several

colleges simultaneously started the same. Requires extensive training of existing faculty as well as recruiting faculty available.

More Infrastructure, more faculty required, especially, senior teachers for second- and third-year classes

requiring more financial resources. Unfortunately, additional faculty salary is not considered while

fixing
tuition fee by Government./r/n

Notes (Optional)
It is suggested that other colleges may choose to adopt this practice in a stepwise manner, initially in the
departments in which strong faculty are available, carving a niche for the department, and then extend it to
other departments as this practice not only enhances overall skill set of students but also promotes a culture
of innovative spirit which in the long run may result in the establishment of many start-ups for promoting
Atmanirbhar/Make in India movement for sustainable development./r/n/r/n
Best practice No. II:
Title of the practice
Decentralized departmental administration for improved scholarly academic/research
Objectives of the Practice/r/n
Mother Teresa passionately believes that faculty is at the heart of all its Teaching-learning operations.
Attitudes of the teachers lie at the epicenter of significant innovation in education. The beliefs, assumptions, and feelings of our teachers are the crux of our learning environment, thereby determining the
quality of life for students:Faculty development through a healthy mentor-mentee relationship
More learning opportunities for faculty, facilitating career progression
Ease of administration and functioning of department through decentralization
Establishment of second rung leadership in various specializations
Quality learning experience for students and faculty with satisfaction
Better resource managemen
The Context
Higher pay packages in industry luring the cream of young talent resulting mostly in less talented professionals opting for teaching. Further, enormous increase in number of institutions, increased divergency in many fields, resulting in more super specializations due to fast changing technological
advancements, lead to requirement for creation of good talent among professionals opting for teaching, by
nurturing them on nuances of teaching, being creative, innovative and updating themselves through
research. Meeting these challenges, Mother Teresa has structured each department into four/five specializations with one senior faculty, a few more middle level faculty as mentors and four/five junior
faculty as mentees. In doing so, addressed a few teething problems.
Time constraint: Each faculty member has fixed workload. Fruitful discussions between mentor mentee, call for allotted common free time during/after working hours making this an onerous task.

Apprehensions of faculty regarding exposure of their weaknesses, if any:

The Practice

Each department is structured into four/five groups as per specializations.

Each group is led by a professor (Group Head) in the corresponding specialization, with 2/3 well experienced faculty identified as lead faculty.

Group Head along with lead faculty act as Mentors for other faculty of the group, interacting closely,

guiding them in their academic and research pursuits.

Facilitating quality teaching/r/n

Group head along with lead faculty meets mentee faculty at least twice a week and discusses with them on

preparation of a good lesson plan, establishing creative and innovative experiments, projects,

giving hands on exposure to students, conduct of student mentoring and use of modern tools, to name a few. Group head

also suggests faculty to attend FDPs/FIPs/workshops, Lectures of eminent teachers within/outside the

college in order to understand and practice various pedagogies.

Curricular development

Group head and lead faculty during their close interaction, identify overlapping components in the curriculum pertaining to their group and recommend for merger of courses, if any, as well as introduction

of new courses including electives in emerging areas to the Board of Studies. Identify emerging trends in industry, propose value-added courses for students to improve their skills.

Inculcating an improved research culture

Group head motivates junior faculty to pursue research, connects them to a network of researchers encourages to present seminars on research topics pertaining to the group by updating themselves, thereby,

facilitating in the identification of research guides, platforms for publication of research and establishment of research culture within the group

Group head helps faculty in implementing group's long range plan in the development of "Courses with diversity/multidisciplinary competence.

Global awareness and predicting technological advances, if any.Also suggests mentees to conform to international standards of all course offerings pertaining to the

division. Helps them in the identification of high-end equipment, hardware/software for procurement.

Identifying talent and development of leadership qualities

It has also been facilitating in the creation of a fairly good talent pool and establishment of a second rung

leadership in various specializations of the department providing value added teaching learning process

and inculcating research culture, also enabling smooth administration/functioning of the department.

Junior faculty have also been able to associate themselves with all departmental/college's cultural, and

other activities promoting a healthy collegial spirit among themselves, thereby facilitating the administration in the development of potential leaders and identification of talent

Evidence of Success

The above structure, kept in place since January 2017, has been bringing incremental improvements in the

teaching-learning process of theory courses, laboratory instruction, project/problem-based learning, student

participation in coding competitions, Hackathons and project exhibitions leading to development of prototypes. Faculty research publications and patents filed also improved.

This structure has been promoting a healthy mentor-mentee relationship among faculty, providing more learning opportunities for junior faculty

/r/n

S.No.	Item/AY	2016-17	2017-18	2018-19	2019-20

Problems Encountered and Resources Required/r/n

No takers for certain specializations and few specializations have high demand.Attaching mentees to mentors based on research interests/specializations is increasingly becoming a tough

task, making some faculty members feeling jittery.Also sometimes resulting in unavailability of mentors in some specific areas/specializations, although more

junior faculty showing keen interest to pursue their research/offering courses in those specializations. It's

because research areas of some mentors are not in emerging areas. Also, many group heads/senior faculty are bogged down with administrative responsibilities.

Resources required

Competent faculty working in emerging areas

Adequate discussion rooms for each department

Seminar halls and research labs for each specialization/department

Adequate transportation facilities for faculty working late hours.

Recruitment of faculty and staff with administrative experience involving accreditations/affiliations to reduce administrative load on group heads for increased mentor-mentee interaction for further improvement of publications, patents and quality learning experience for all

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Notes (Optional)

This practice adopted by Mother Teresa can be replicated in other institutions as well.

Whenever parent institution finds itself relatively weak in some areas,may choose networking with

other institutions where strong mentors with proven credentials are available.

This facilitates organization of FDPs/FIPs, collaborative research proposals, doctoral research guidance,creative and innovative projects by students and sharing of resources for a mutually beneficial outcome.

When this sort of networking takes place between institutions it can also facilitate several other activities,adoption of procedures and other institution's best practices making both the institutions flourish. A group

of institutions may also come forward by networking together forming a consortium of institutions for enhancing faculty competences

File Description	Document
Best practices in the Institutional web site	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

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:

242Facilitating training for improved Placements:

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words
Response:242

The first PEO of all programs of Mother Teresa is gainful employment or pursuit of higher education.Gainful employment is essentially facilitating students in securing a good job while studying in college, which we

are coining it as 'Campus Placements'. This is an area of utmost priority for any professional college and so is the priority for Mother Teresa. In this context, Mother Teresa has been doing exceedingly well in terms of

getting the students placed in many IT and IT-enabled service (ITES) companies, namely, TCS, Wipro,Cognizant, Accenture, and others.

Any parent and his/her ward always look for quality education coupled with a good placement. Mother Teresahas, therefore, designed its curricula, adopted teaching learning process, has been executing a meticulouslyplanned and structured training program, with a sharp focus on improving not only the number ofplacements but also quality of placements, particularly in terms of the salary package and reputation of thecompany, which is, Mother Teresa's thirst and thrust.

Keeping this in view, skills namely, problem-solving, critical-thinking, logical-reasoning, programming,creativity, innovation communication and interpersonal skills, which employers look for in freshengineering graduates. College has undertaken several initiatives to impart these skills to students. Apartfrom strengthening the core teaching-learning process, which is the backbone of any college, Mother Teresahas been continuously striving in facilitating and supporting in the honing of the following skills among
students:

Basic programming skills

Advanced programming skills

Quantitative aptitude development

Critical thinking and logical reasoning

Verbal ability, creative and situational writing

Soft skills

Even though students of all engineering branches study Programing and Problem-solving using C language during their first year of engineering, non-CSE (ECE, EEE, ME, CE) students tend to lose touch with programming as they progress in their respective branch of engineering since they do not apply and use programming to solve problems pertaining to their engineering courses. As programming is now considered not only a necessary skill to be employable, but also a life skill, Mother Teresa has been encouraging faculty and students of all engineering branches to integrate programming into their regularlaboratory work and assignments in various courses, wherever possible.Mother Teresa has associated with professional third-party vendors to facilitate students with the necessary programming skills, mainly planned for targeted improvement of their employability opportunities.

Students from all branches of engineering, eligible for placements, are given training to refresh and enhance their programming skills. This usually takes place during the sixth (6th) semester and following summer vacation, just before the placement season begins in the first semester of their final year.It is observed that focused training in programming, sometimes designing and scheduling a mock placement drive for a specific company, has immensely helped students to get placed in higher numbers.

It is heartening to note that Mother Teresa has consistently done well in terms of placements in IT and ITES companies, with pay packages varying between 3.6 LPA and 4.5 LPA. However, the number of placements with product-based companies, wherein the pay packages are 5LPA – 10LPA and above is viewed as the hallmark of any good college. Keeping this in view, and with the strong placement record in IT and ITES companies, the next logical step is to aim at helping the students to develop the necessary skills to get selected in such companies that offer much higher pay packages. Most product-based companies, in addition to testing the students in their aptitude, also examine their higher order programming and problem-solving skills. Consequent to this thought process, we roped in

another third party premier training organization with proven track record, to impart necessary skills to get a job in product-based companies such as Amazon, Microsoft, DE Shaw etc., to train around 150 students, selected out of nearly 800, and started enhancing their advanced data structures, algorithms and problem solving skills since the academic 2020-21. The impact of this

advanced training program is clearly visible in the increased number of placements for the 2021 and outgoing batches in product-based companies. For the 2023 outgoing batch of students, the training has commenced in their Third year second semester in order to provide ample time to hone their skills and also practice a large number of problems long before the placements season begins in July, 2022.

Some companies like Cognizant and Virtusa for example, have started hiring fresh engineering graduates in specialized roles such as Data Scientist, IoT Engineer, full Stack Developer and UI developer, Cloud Engineer etc. The students are expected to demonstrate significant skills in those areas at the time of recruitment.

Even though the current curriculum of CSE and IT branches provide for these areas, it is felt that PBL as a co-curricular activity would also help the students in enhancing their skills in emerging areas such as AI &

ML, Data Science, Cloud Computing, IoT and Cyber Security. We have entered into an association withSmartBridge and Cantilever labs, who offer externship programs designed to provide skills matching the needs of IT companies to our students at the end of their second year itself

Batch	2018-22	2017-21	2016-20	2015-19

As can be seen from the table, the total number of offers has increased from 547 to 1400, in the last threeyears (2018-19 to 2021-22). This significant growth, has resulted in a quantum jump in the number ofoffers in the Rs.4-5 LPA range as well as Rs.6 LPA and above. In the context of this perceptibly large improvement in the total number of offers over the years, this can be construed and even attributed to the training program imparted, which in our perception is not only highly desirable but also a distinctive practice of this growing institution.

File Description	Document
Any other relevant information	file:///C:/Users/my%20pc/Downloads/pdf_2022-10-11_12_37_44.pdf

5. CONCLUSION

Additional Information

:

Mother Teresa, started administering UG programs in CSE with specializations in emerging areas (EA), namely,AIML, CS, DS, and IoT from the academic year 2020-21, in addition to the UG programs in CSE, ECE, EEE,IT, ME and CE. Currently, student intake in CSE, CSE(EA) and IT stands at 660 and for 2022-23 it is likely to go up to 780. Keeping this in view, and more than 90%

of the recruitment happening in IT/ITES companies,Mother Teresa feels the necessity to have an increased tie-up with IT industry. To this end, in the academic year2021-22, institution has reconstituted its Governing body, Academic Council and Board of Studies of variousdepartments by inviting experts working at senior positions from IT industries, to guide the institution in-termsof curricular design, strengthening the training of students, in particular, with skill set requirements of IT/ITES companies, emphasizing in EA.

Further, Institution has organized faculty development programs in CSE(EA), to improve faculty competencies and about 60 faculty of CSE/IT/CSE(EA) have attended the same. Institution has also entered into MoUs for student and faculty training and student internships. About 10 senior faculty with specialization in CSE(EA) have joined the institution on invitation.

Non-CSE/IT discipline students are also given training on Programming skills to enhance their employability.

Further, students solve assignments in core engineering and mathematics courses using C-programming.

Emphasizing on multidisciplinary education and research, institution's incubation centre tied-up with R&D organizations, and MSMEs, resulting in 20 prototype:

Institution has been invited to present a talk on "Best Practices in Technical Education-Financial Sustainability in Universities" at the All-India Conference of Vice-Chancellors of Universities offering Engineering and Technology programs held at the Jawaharlal Nehru Technological University Hyderabad, during April 8-9, 2022.

Institution has conducted two webinars on NEP-20.

With all the above additional efforts, to further improve the quality of professional education and to enhance its core capabilities, Mother Teresa is determined to not only reach out to the imminent employability and skill needs of our Learners, but has already been administering the same, to render our learners, a cut above the rest, facilitating them to perform much better

Concluding Remarks

:
Consequent to this, the institution has been getting its eligible UG programs duly accredited by NBA regularly since July 2012, and the institution itself is accredited by NAAC with "A" grade in June 2017. Currently, all its 2011, 4-star by IIC, ARIIA ranking in Excellent Band, MHRD and NIRF rank in 251-300 Band in 2021. eligible UG programs are accredited by NBA. Institution has also been recognized as SIRO, by DSIR, since Institution's faculty have been publishing research papers and patents. Executed sponsored projects worth about Rs.1.15 crores Student placements have been continuously increasing, as also the highest pay package and median salary. Although institutional effectiveness can be measured in many ways, one of the most fundamental measures is the success it has achieved in contributing to the achievement of its students' goals, which is, ensuring students' placements and/or facilitating them to pursue higher education, which is the first of the PEOs of all our UG Programs. As a matter of fact, it is also our institutional distinctiveness, giving priority and thrust. To this end, institution feels that it has been doing quite well, although it believes that there is much more that can be achieved in the years to come