SELF ASSESSMENT REPORT (SAR)

POSTGRADUATE MANAGEMENT PROGRAM (MBA)

DEPARTMENT OF MANAGEMENT STUDIES

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY (AUTONOMOUS),
CHEERYAL (VILLAGE), KEESARA (MANDAL), MEDCHAL(DISTRICT), TELANGANA - 501301

MARCH, 2024

SAR Content

Part A: Institutional Information

1. **Name and Address of the Institution**:

   Geethanjali College of Engineering and Technology

   Survey No. 33 &34, Cheeryal (V), Keesara (M), Rangareddy District, Telangana- 501301

2. **Name and Address of the Affiliating University, if applicable**:

   Jawarharlal Nehru Technological University- Hyderabad, Kukatpally, Hyderabad

3. **Year of establishment of the Institution**: 2005

4. **Type of the Institution**:

Institute of National Importance	-
University	-
Deemed University	-
Autonomous	**YES**
Affiliated Institution	-
AICTE Approved: PGDM Institutions	-
Any Other (Please specify) Provide details:	-

   Note: Autonomous status granted in the year 2016-17 by UGC

5. **Ownership**:

Central Government	-
State Government	-
Government Aided	-
Self-Financing	**YES**
Trust	-
Society	-
Section 8 Company	-
Any other (Please specify) Provide details:	-

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6. **Vision of the Institution**:

Geethanjali visualize dissemination of knowledge and skills to students, who would eventually contribute to well-being of the people of the nation and global community.

7. **Mission of the Institution**:

- To impart adequate fundamental knowledge in all basic sciences and engineering, technical and interpersonal 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.

8. **Details of all the programs offered by the Institution:**

S.No	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status
1	Master of Business Administration	2006	60	Nil	NA	2006	Applying for the first time
2.	B.Tech CE	2014	120	Nil	NA	2014	Granted provisional accreditation for 3 Years, till 30-6-24
3.	B.Tech CSE	2005	60	300	2023	2005	Granted provisional accreditation for 3 Years, till 30-6-25
4.	B.Tech CSE(AIML)	2020	60	240	2023	2020	Not Eligible for accreditation
5.	B.Tech CSE(CS)	2020	60	180	2023	2020	Not Eligible for accreditation
6.	B.Tech CSE(DS)	2020	60	180	2023	2020	Not Eligible for accreditation

7.	B.Tech ECE	2005	60	180	2022	2005	Granted provisional accreditation for 3 Years, till 30-6-25
8.	B.Tech EEE	2005	60	Nil	NA	2005	Granted provisional accreditation for 3 Years, till 30-6-25
9.	B.Tech ME	2011	60	Nil	NA	2011	**Not Eligible for accreditation

** Due to the admissions in the program are less than 60% of the sanctioned intake averaged for the last three Academic Years including the current Academic Year 2023-24.

Programs to be considered for accreditation vide this application:

S. No.	Program Name	Current year sanctioned intake	Current year admitted numbers
1.	Master of Business Administration	60	60

9. **Contact information of the Head of the Institution and NBA coordinator, if designated:**

   i) **Name**: Dr. Udaya Kumar Susarla

   Designation: Professor and Principal

   Mobile No: 9866308257

   Email.id: info@gcet.edu.in

   principal@gcet.edu.in

   ii) **NBA Coordinator, if designated**:

   Name: Dr. A. Sita Madhavi

   Designation: Professor

   Mobile No: 9949469853

   Email.id: sitamadhavi.mba@gcet.edu.in

CRITERION 1	Vision, Mission and Program Educational Objectives	50

1.1 Vision and Mission Statements (05)

Geethanjali College of Engineering and Technology, established in the year 2005, is a self-financing institution sponsored by Teja Educational Society, Hyderabad.

Vision of the Institution

"Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to the well-being of the people of the nation and global community."

Mission of the Institution

1. To impart adequate fundamental knowledge in all Basic Sciences and Engineering, technical and inter-personal skills to students.

2. To bring out creativity in students that would promote innovation, research and entrepreneurship.

3. To preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.

Vision of the Department

Providing excellence in management education to produce effective management professionals to build a better nation.

Mission of the Department

1. To offer high quality Masters in Business Administration imparting management and business principles, driven by honesty, integrity, transparency, and ethics preparing students for professional career.

2. Engaging students through critical thinking, developing interpersonal skills, through cooperation and collaboration, inculcating an entrepreneurial mind set to contribute towards societal development.

1.2 PEOs statements (05)

Program Educational Objectives of MBA Program

PEO1: To prepare students to lead a successful career in industry or pursue higher studies or become an entrepreneur and be a lifelong learner.

PEO2: To train students so as to enable them to offer commercially feasible and socially acceptable business solutions contributing towards societal development.

PEO3: To develop strong leadership and interpersonal skills demonstrating impeccable honesty, integrity and professional ethics with a deep-rooted commitment for societal development.

1.3 Dissemination among stakeholders (10)

Table No. 1.3 Internal and External Stakeholders

Internal Stakeholders	External Stakeholders
• Management	• Employer
• Governing Board Members	• Industry
• Board of Studies Members	• Alumni
• Faculty	• Parents
• Support staff	• Visiting faculty
• Students	• Professional bodies

The Vision, Mission, and PEOs are disseminated to all stakeholders by publishing them at the following:

- Institutional website: *www.geethanjaliinstitutions.com*
- Institutional Vision and Mission displayed with boards placed at various academic blocks
- Department's Vision, Mission and PEOs displayed with boards placed at department's office, corridors, class rooms, laboratory, and faculty/staff rooms
- Course files and laboratory student workbooks
- Department's Library
- Office of the Head of the Department
- Department Process Manual on CO-PO/PSO assessment and attainments

Vision, Mission, and PEOs are also disseminated to all stakeholders through induction program, faculty meetings, alumni meetings, parent meetings, recruiters through training and placement division, professional body meetings, Board of Studies meetings, Academic Council meetings, Governing Body meetings, and during workshops.

1.4 Formulation process (15)

Process for defining the Vision and Mission of the Department

Vision and Mission of the Department are defined through a consultation process involving the stakeholders of the Department as shown in the Figure 1.1. In defining the Vision and Mission of the Department, the following steps were followed:

Step 1: Vision and Mission of the Institute are taken as basis.

Step 2: Views are collected by the Program Coordinator from stakeholders of the Department such as Faculty, Industry, Management, Parents, Alumni, Professional Bodies and Governing Body members.

Step 3: The views collected by the Program Coordinator are reviewed by the Program Assessment Committee (PAC) to arrive at the Vision and Mission of the Department after verifying its consistency with Institute's Vision and Mission.
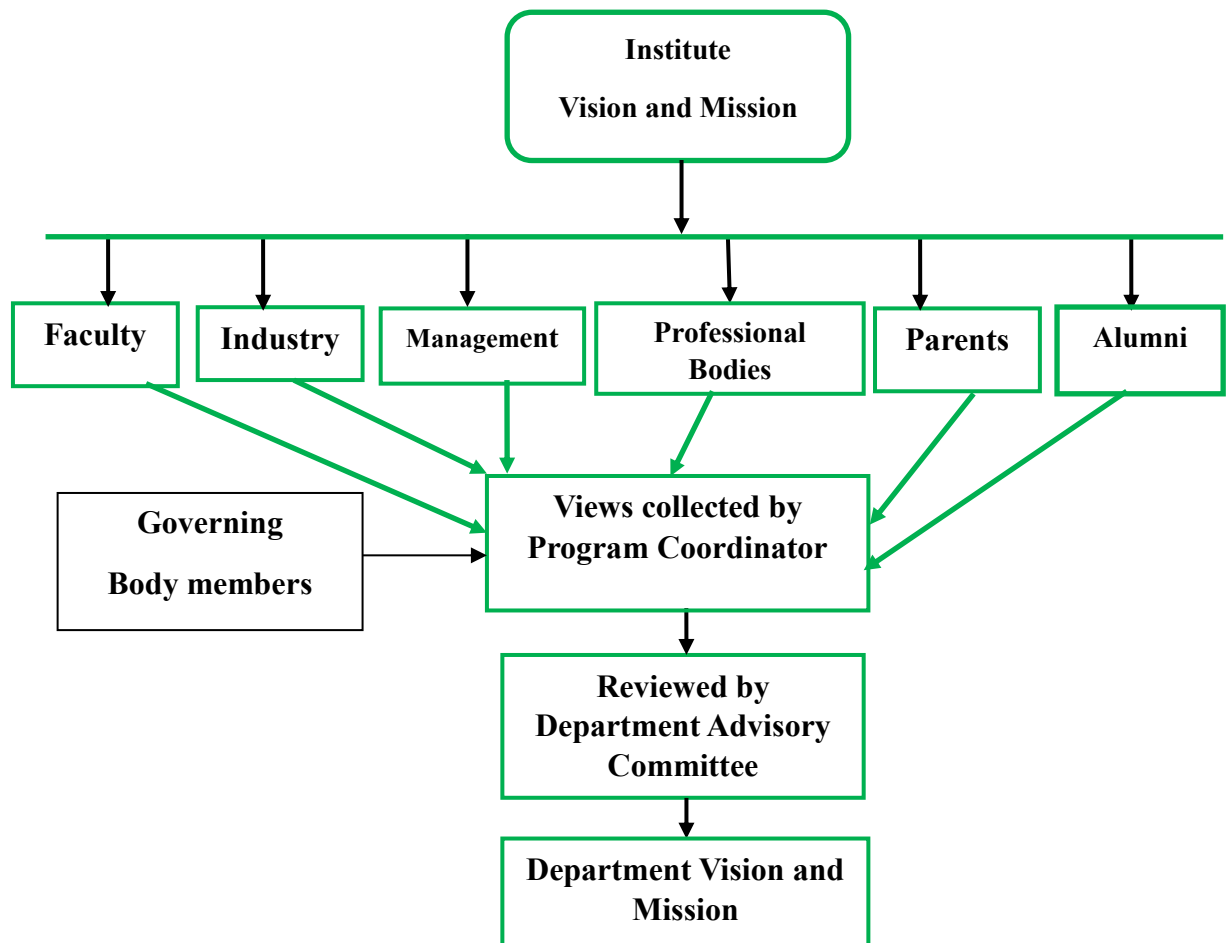
Figure No. 1.4a Formulation process for Vision and Mission

Process for defining the PEOs of the Department

Program Educational Objectives (PEOs) are meticulously designed with the intention of aligning them with the essential characteristics that a Professional Manager should possess. A proficient manager is expected to embody specific traits, including adherence to codes of ethics, attributes valued by employers, and core competencies recognized by professional bodies. A holistic managerial role encompasses functional, professional roles as well as interpersonal roles. The overarching goal is to enhance the quality, effectiveness, efficiency, and relevance of management courses offered by the Management Studies Department. This involves identifying the changes in job profiles and modification of existing program curriculum accordingly.

The PEOs are established through a consultation process involving core constituents such as Faculty, Alumni, Industry, and Professional Bodies.

The PEOs are established through the following process:

Step 1: Vision and Mission of the Department are taken as basis.

Step 2: Program Coordinator consulted the key constituents and collected their views and submitted the same to Program Assessment Committee.

Step 3: Program Assessment Committee deliberated on the views submitted by the Program coordinator and formulated the PEOs.
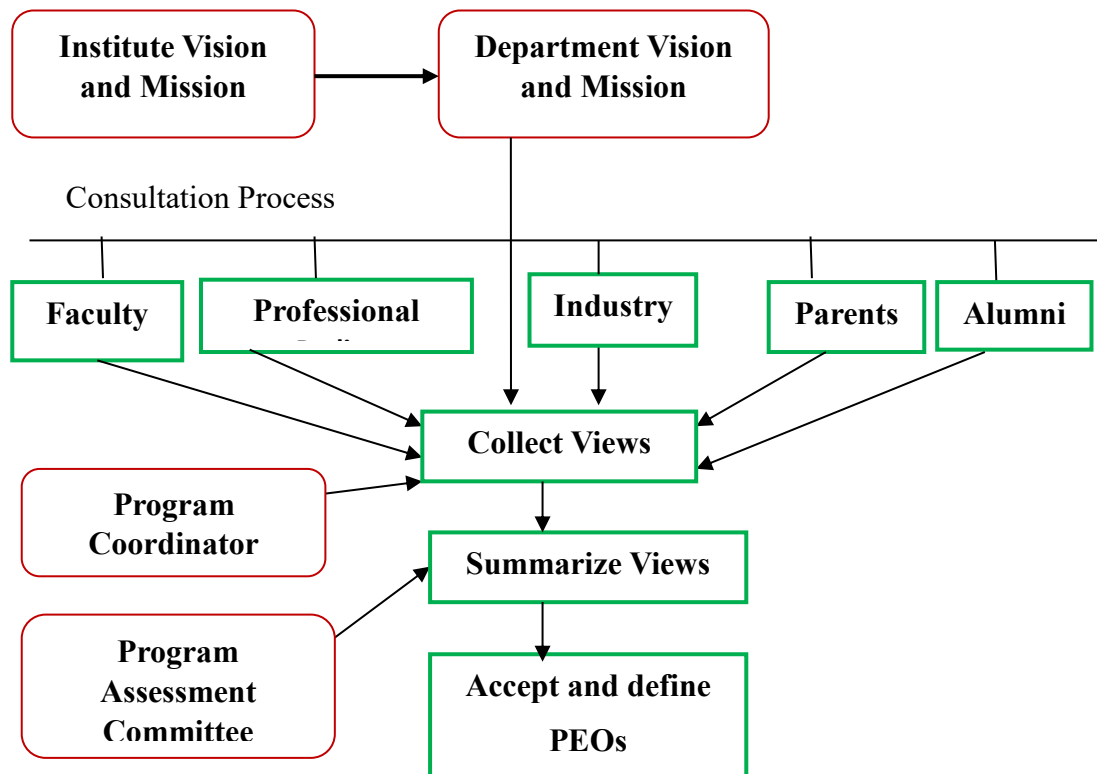
Figure No. 1.4b Formulation process for PEOs

1.5 Consistency of PEOs with the mission (15)

Table No. 1.5 Mission – PEOs matrix

Mission / PEO	Mission 1 To offer high quality Masters in Business Administration imparting management and business principles, driven by honesty, integrity, transparency, and ethics preparing students for professional career.	Mission 2 Engaging students through critical thinking, developing interpersonal skills, through cooperation and collaboration, inculcating an entrepreneurial mind set to contribute towards societal development.
PEO1: To prepare students to lead a successful career in industry or pursue higher studies or become an entrepreneur and be a lifelong learner	**Correlation level 2** The Mission statement emphasizes on quality education imparted through innovative curriculum, learner centred pedagogies inculcating critical business principles laid on the foundation of honesty, integrity, transparency and ethics which facilitate students for their professional development	**Correlation level 2** The Mission statement encompasses development of an entrepreneurial mind-set, oriented towards societal development, involving students to think critically, through collaborative and corroborative activities, leading to demonstration of interpersonal skills.
PEO2: To prepare students think creatively and innovatively involving analytical and problem solving skills, facilitating them to provide commercially feasible and socially acceptable business solutions contributing towards societal development.	**Correlation level 3** Fundamentally, all business practices require demonstration of honesty, integrity, transparency, and ethics, which when nurtured; eventually lead towards professional development of students.	**Correlation level 3** Business Management requires one to think creatively and innovatively, use analytical and logical reasoning skills to solve various problems in order to provide feasible and acceptable solutions which facilitate societal development.
PEO3: To develop strong leadership and interpersonal skills demonstrating impeccable honesty, integrity and professional ethics with a deep-rooted commitment for societal development.	**Correlation level 3** Honesty, integrity, transparency, ethics, and a deep-rooted commitment facilitate development of leadership skills in students paving way for societal development.	**Correlation level 3** Development of a sustainable entrepreneurial outlook leading to societal development requires students to think critically, work collaboratively and cooperatively with mutual respect

CRITERION 2	Governance, Leadership and Financial Resources	100

2.1. Governance and Leadership (60)

2.1.1. Governance Structure and Policies (30)

2.1.1.1. Governing Structure (10)

Geethanjali's organizational structure, in tune with its vision, mission, core values and guiding principles at its epicentre, has a participatory decision-making process, which is at its core, ensures good governance, reflective of its effective leadership, towards realization of its cherished vision and mission.

Accomplishment of institutional vision, calls for Strategy Development, Deployment and Execution. To this end, appropriate structures and processes are established, ensuring accountability, transparency, responsiveness, equity, empowerment, and participation.

Institution has, therefore, adopted a decentralized organizational structure and adopted the processes by which its activities, particularly, Academic, Examinations and Administrative units, involving planning, decision making and execution are distributed and delegated to various Heads and In-charges of the respective units, with Principal as the leader, Deans, Controller of Examinations, Heads of the Departments and other coordinators / in-charges of various units / cells as supporting team members.

Roles and responsibilities of various bodies, statutory, non-statutory and administrative heads are well defined, and shouldered to satisfaction.

Statutory bodies of the institution include, Governing Body (GB), Academic Council (AC), Boards of Studies (BoS), and Finance Committee, while, non-statutory committees, Planning and Monitoring Board, Center for Learning Resources (Library), Examinations Committee, Grievance Redressal Committee, IQAC, Internal Complaints Committee (also includes Women Protection Cell), and Anti- Ragging Committee are constituted as per the norms of the Autonomous Status of the institution. Various sub committees are formed based on the needs.

In some of the non-statutory committees, a few experts from outside the institution are invited in order to ensure external expertise is available for the growth of the institution. Each sub-committee is usually chaired by a professor with other members drawn from each department to the extent possible so that all departments are represented by their respective members, particularly in matters concerned to the department.

Organogram
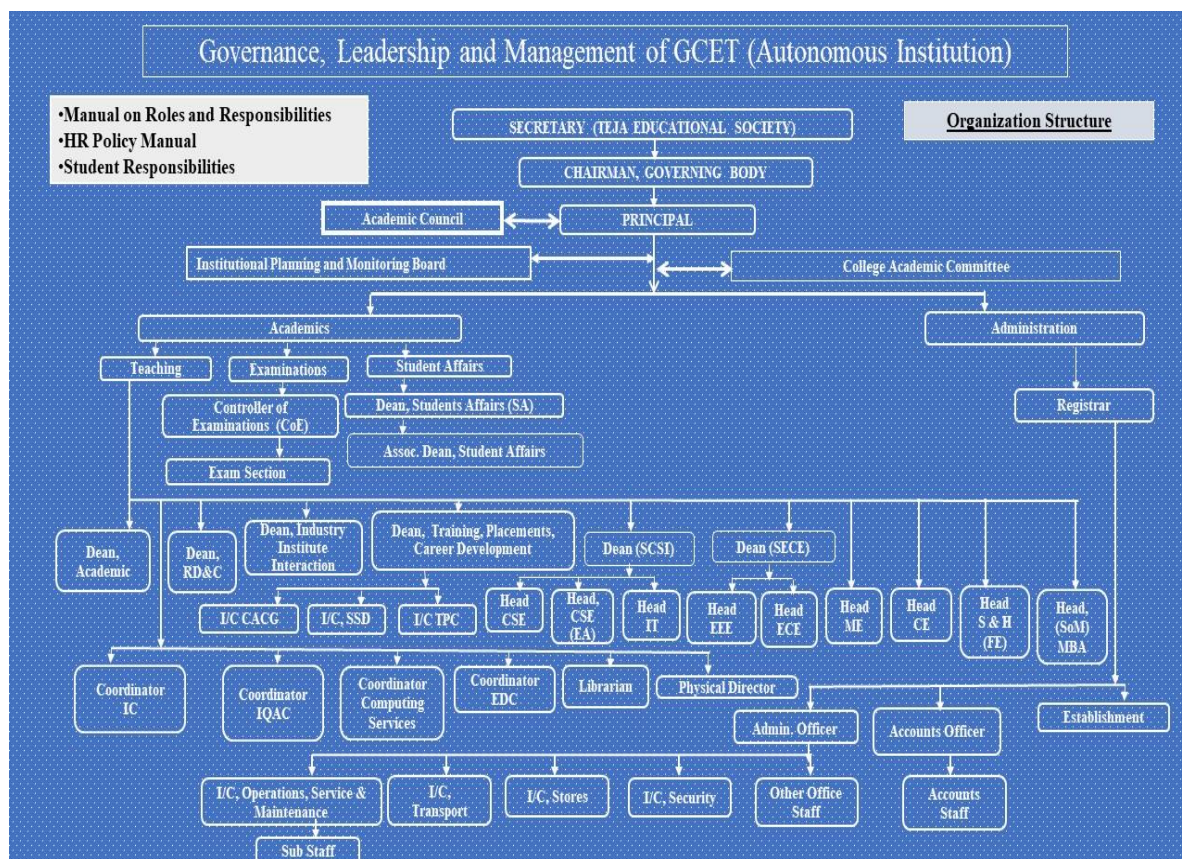
Figure No. 2.1.1.1 Organogram

Functions and responsibilities of various academic and administrative heads are briefly outlined below:

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

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

- **Controller of Examinations** coordinates with external examiners, affiliating university officials and with all concerned in the institution, 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.

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

- **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 institution, arranges conduct of external academic and administrative audit.

- **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.

- **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.

- **Administrative Officer,** 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 institution updates their leave status from time to time.

Table No. 2.1.1.1 Functions and responsibilities of academic and administrative bodies are given below

S. No.	Names of Academic and Administrative bodies	Membership	Functions and responsibilities	Frequency of meeting	Attendance
1	Governing Body	Management representatives Secretary, GCET (Chairman) and four other members.	• Guides in the development of and approves the Vision, Mission, and Quality policy of the institution. It gives direction to the institution and monitors its performance.	At least Twice a year.	Over 60% of the members attend the meeting.
		Two faculty members of the college nominated by the Principal Educationalist/Industrialist nominated by the Management.	• Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council.		
		UGC nominee, State Government nominee (if any), and University nominee.	• Approves new programmes of study leading to degrees and/or diplomas.		
			• Examines budget proposals and approves annual budget of the college.		
			• Facilitates checking the audited income and expenditure accounts and approves the same for the college annually.		
		Principal (Ex-officio Secretary).	• Performs such other functions and institutes committees, as may be necessary and deemed fit for the proper development, and fulfil the objectives for which the college has been declared as autonomous.		

2	Academic Council	The Principal (Chairman) All the heads of department in the college.	• Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it will have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so.	At least Twice in a year.	Over 75% of the members. attend the meeting.
		Four faculty members of the college representing different categories of teaching staff by rotation on the basis of seniority service in the college.			
		Four experts from outside the college representing Industry, Commerce, Law, Education, Medicine, Engineering etc., nominated by the Governing Body.	• Make regulations regarding the admission of students to different programmes of study in the college.		
		Three nominees of the University.	• Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels. • Recommend to the Governing Body proposals for institution of new programmes of study.		
		A faculty member nominated by the Principal (member secretary).	• Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same. • Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it. • Perform such other functions as may be assigned by the Governing Body or other statutory bodies of the University.		

3	Finance Committee	The Principal (Chairman)	• The committee advises the Governing Body on all financial matters related to the institution. • The committee will consider: The budget estimate relating to the grant received/receivable from UGC, and income from fees, etc., collected for the activities under the scheme of autonomy and Audited accounts for the above.	Twice a year	75% of the members attend the meeting
		A nominee of the Governing Body			
		One Senior most faculty of the institution nominated by Principal			
		Finance Officer of the institution (member secretary).			
4	Boards of studies of each department	Head of the Department (Chairman).	• Prepares syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirements of consideration and approval of the Academic Council. • Suggest methodologies for innovative teaching and evaluation techniques. • Suggest panel of names to the academic council for appointment of examiners. • Coordinate research, teaching, extension and other academic activities in the department college.	At least twice a year.	Over 90% of the members attend the meeting.
		Faculty members of respective departments.			
		Two subject experts from outside the institution nominated by the Academic Council.			
		One representative from industry/corporate sector/allied area.			
		One postgraduate meritorious alumnus nominated by the Principal.			
		The chairman, Board of Studies, may with the approval of the Principal of the college, co-opt: Experts from outside the institution as special invitees, whenever special courses of studies are to be formulated.			

5	Library Advisory Committee	Chaired by Dean, Academics	• To coordinate Library resource review, weed out and disposal process.	Once in every semester.	Over 90% of the members attend the meeting
		Librarian – Coordinator and Convenor			
		Departmental representatives			
6	Academic Audit Committee	Not below the rank of Principal/former Principal of a college as chairperson	• This committee is constituted to conduct Academic Audit of all programs as per the format prepared by IQAC of the institution on the lines of NBA.	Once in a year.	100% of the members attend the meeting.
		One senior professor drawn from other reputed colleges for each program – by Chairperson IQAC.			
7	Examination Committee.	Chairperson – Principal	• The committee meets soon after the valuation of answer booklets is completed before processing the results. • The committee monitors the implementation of moderation and grafting, if any, as applicable and approved by the affiliating university.	During the processing of the results of semester end examinations.	100% of the members attend the meeting.
		Convener – CoE			
		Members - Department coordinators			
		Affiliating University Nominee			
8	Grievance Redressal Committee	Chairperson – Principal.	• The committee meets as and when a complaint received from Faculty / Staff. • Proceedings of the committee should be prepared within 48 hrs of every meeting and submitted to the Chair person. The term of the committee will be for three years.	As and when needed.	60% of the members attend the meeting.
		Member - JNTUH Nominee.			
		Member - CTE, TS nominee.			
		Member – Dean, student affairs			
		Convener – Registrar.			

9	Women Protection Cell	Presiding officer – Senior female faculty of the institution.	• The committee will enquire into the complaints received, on sexual harassment, from women staff or students. • All women (both students and staff) can address their grievances to the cell.	At least once in a year.	2/3rd of the members attend the meeting.
		External member – From any reputed voluntary organization.			
		Staff members - One person from each department.			
		Two female Student representatives.			
10	Anti-Ragging Committee	Chairperson – Principal.	• The anti-ragging squad monitors and ensures that no ragging incidents will happen.	Before the commencement of first semester of each academic year and as and when required.	2/3rd of the members attend the meeting.
		Convener – Dean, student affairs.			
		Two senior professors as coordinators.			
		Other member representatives from all the departments.			
		Student members.			
Note: Many other non-statutory administrative committees have been formed and have been functioning facilitating smooth functioning of administration of the institution. A separate manual is in place detailing the roles and responsibilities of various positions/committees, placed on the institution's website.					

Details of monitoring of performance done by Governing Body

The Governing Body of the institution meets at least twice a year and reviews various academic, administrative, and other activities of the institution and suggests ways to improve upon. The institute presents an action taken report to the governing body in subsequent meeting. Few Sample minutes of the meetings are given in annexure 2.1.1.1.

2.1.1.2. Service Rules (10)

The institution has first published a HR policy manual with service rules in the year 2011 and subsequently amended in 2015 and later in 2020, which outlines both the service rules as well as policies for faculty and staff development, leave rules, incentives, other monetary benefits and code of conduct and discipline within the institution. In the academic year 2023-24 encashment of earn leave has also been included. The institution adheres to the rules and regulations specified by Statutory Regulatory Authorities.

Service rules are made available on institution's website, placed in center for learning resources, department library and also given to every employee at the time of joining the institution, and also appraised of the same during interview and as soon as they join the institution. HR policy manual with service rules attached herewith in Annexure 2.1.1.2

2.1.1.3. Policies (05)

Institution has well defined policies pertaining to faculty, staff, and students development, developed with the involvement of concerned stakeholders. In addition, institution has also developed several other policies, some of them mentioned below.

- Faculty Development Policy
- Staff Development Policy
- Campus Recruitment Policy
- HR Policy
- Admission Policy
- Recruitment Policy
- Consultancy Policy
- IPR Policy
- Environmental Protection Policy
- ICT Policy
- Cyber security Policy

All these policies have been placed on the institutional website and made available in the center for learning resources, and department library. In addition, faculty, staff and students have also been informed of the same at the time of their joining the institution.

2.1.1.4. Strategic Plan (05)

Institution has developed and articulated a Strategic Plan for the period 2021 to 2026 involving faculty, staff, and other stakeholders and subsequently approval was taken by the Governing Body. The same is disseminated to all stakeholders and also placed on institutional website. Further, it has constituted a committee to monitor the implementation and progress of the Strategic Plan. The committee has been reviewing the implementation of Strategic Plan on a quarterly basis and necessitating corrective actions as and when required. This Strategic Plan and its implementation has been well appreciated by the external academic audit committee.

Institutional Perspective Strategic Plan attached as annexure 2.1.1.4a, while department of Management Studies Strategic Plan is attached as annexure 2.1.1.4b.

2.1.2. Faculty Empowerment (15)

2.1.2.1. Faculty Development Policies (05)

Geethanjali passionately believes that faculty is the heart of the institution deeply involving themselves in the Teaching-learning process. Attitudes of the faculty 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.

GCET has been encouraging and sponsoring its faculty to take part in the faculty development programs to enhance the academic and intellectual environment in the institution. Participation in FDPs facilitates the faculty members to upgrade their research and teaching abilities in the following aspects.

- Pedagogical and assessment techniques
- Technical expertise and instruction
- Curricular planning, design and development for new innovative and distinctive programs including multi and trans disciplinary, and reforms in other programs.
- Research, creativity, innovation, and professionalism
- Provide need-based orientation / training sessions to new faculty members on academic and research expectations, modern pedagogical techniques, resources, and governance structure of the university
- Leadership qualities and individual growth
- Understand group dynamics and importance of team work
- Develop collegiality among faculty and staff through various cross-cultural initiatives.
- Endeavour to achieve the highest standards of academic excellence by motivating faculty to undertake academic and research activities in a continuous, life-long, and life-wide learning process.

- Depute faculty for sabbaticals in industries for a semester to understand the technological advancements in industry, with reference to industry 4.0 and 5.0.

Encompassing all the above, the following faculty development policy developed and has been implemented.

Faculty Development Policy

Objectives

- To develop a vibrant organizational culture characterized by minimal disparity between the various levels of pedagogy, brought about by establishing purposeful mentor-mentee relationship and encouraging academic activities.

- To endeavor to achieve the highest standards of academic excellence by motivating faculty to undertake research activities and continuous learning process.

- To develop a plan for nurturing and retaining talent.

- To create an environment where the members of academic fraternity derive most professional satisfaction and contribute their best to make the institution highly competitive in the knowledge intensive sector.

Implementation Plan

- Conceptualize, install, reinforce and enrich mentor-mentee relationship among faculty for helping and inspiring junior faculty members.

- Provide a brief orientation session to new and junior faculty members, which includes information session on academic expectations, governance structure of the institute, teaching methodology, resources of the institute, how to apply and obtain research grants, Institution's policies etc.

- Identify and nominate senior faculty members who shall act as Mentors, by structuring each department as per certain specializations shown below.

Group 1 Head of Group (Professor)	Group 2 Head of Group (Professor)	Group 3 Head of Group (Professor)	Group 4 Head of Group (Professor)
Lead faculty	Lead faculty	Lead faculty	Lead faculty

Associate / Assistant Professors (Mentees)
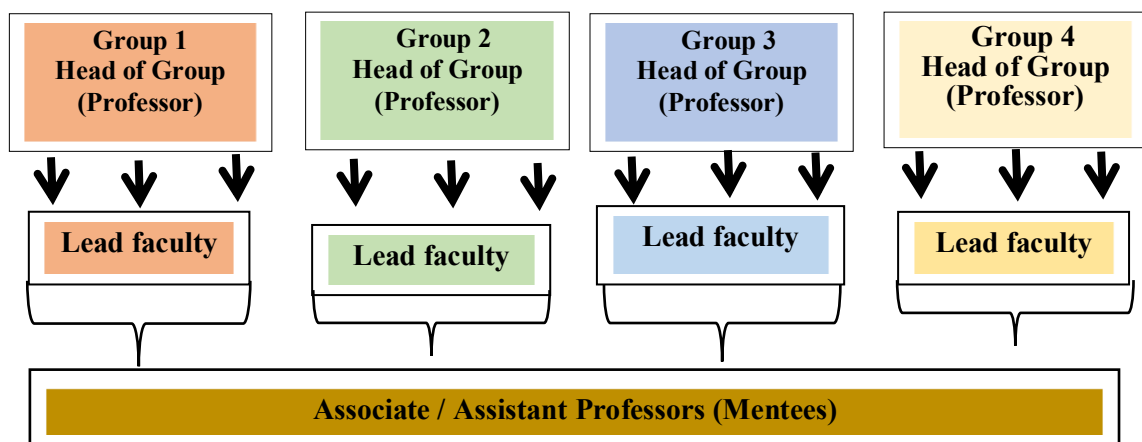
Figure No 2.1.2.1 Mentor-Mentee Relationship

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- Identify the faculty having up to three to five years of experience, to be associated with mentors, as mentees.
- Maintain a comprehensive database containing the details about
  - the mentors and mentees
  - career opportunities
  - skill up-gradation opportunities
- Pair up those mentor and mentee, whose academic interests, and pursuits match.
- Convene meetings of the mentor-mentee group to review the progress and facilitate their requirements.
- Get feedback from all the members of the group regarding the progress of the activity of mentoring and initiate necessary steps to improve it further on a need basis.
- Conduct meetings frequently, record the proceedings.

- May preferably provide fresh faculty members with slightly reduced teaching load in their first year in order to prepare the course that he/she will teach eventually; associate and keenly observe the class room teaching of senior professors, scope to get started on research at the new place; submit his/her papers from their thesis, etc.

- Nurture the faculty in a manner to ensure that teaching and research should go together, i.e. all faculty members do teach and conduct research.

- Conduct teaching workshops and conferences to cover the latest developments.

- Encourage faculty participation in the formulation of new courses, improvement of existing syllabi and making proposals to the BoS on these items.

- Encourage faculty members to write books, treatises, monograms etc.

- Persuade and co-ordinate organization of seminars by senior faculty of all the departments, at least, once a month in each semester and by every faculty once in each semester.

- Establish a conducive academic atmosphere, identify the needs of faculty for training/development and make recommendations for participation in events, courses, seminars etc.

- Faculty submit a document with regard to their career development plan, which includes the goals set forth by himself / herself and their achievements during the beginning of the semester and again at the end of the semester. Further, they are requested to bring to the notice of the superiors and mentors with regard to any impediments they have faced and seek the necessary help in their efforts to achieve their goals. This applies to "Teaching Effectiveness, R & D, Consultancy, Improvement of Qualifications, Publications, Up-gradation of Skills, etc."

- Financial incentives are given for faculty for research publications and Books/Book chapters
- Full financial support for filing patents.
- 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 and travel allowance to attend FDPs / Workshops / Conferences etc.
- Supporting faculty pursuing research through Creation of required facilities as per their request.

2.1.2.2. Decentralization, delegation of Power and Collective decision making (10)

Geethanjali College of Engineering and Technology has a well laid practice of decentralization with participative management towards collective decision making. Towards this, Institutional administration is decentralised into various schools, departments, divisions/cells each one chaired by a senior faculty/staff member. They are empowered to form committees and subcommittees for taking decisions judiciously. 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 of such committees.

As a sample, the functions of the College Academic Committee, is given in the table below. The committee comprises, Principal, Deans, Heads of the Departments, and other in-charges of various units meet regularly to discuss on various aspects for their effective implementation leading to growth and development of the institution.

College Academic Committee

Position/Faculty	Functions and Responsibilities of College Academic Committee
Principal - Dr. S Udaya Kumar	1. Arranging teaching requirements for successful completion of academic programs of the college and supervising the same periodically.
Dean - Academics – Dr. P Vijai Bhaskar	2. Facilitating Dean, Examinations for making arrangements for conducting examinations
Dean, Student affairs – Dr AS Madhusudhan Rao	3. Recommending the Governing Body for providing the necessary infrastructural, human resources and other requirements for progressing towards achievement of the vision of the college.
Registrar/Dean-Admin- Dr. R. Prasanna Kumar	
Dean -School of CS & IT- Dr. V. Madhusudhan Rao	4. Facilitating supervision of the functioning of computing and IT infrastructure, Central library and other learning resources of the college.
Dean-School of E & CE- Prof. B. Harikumar	5. Facilitating promotion of research culture in the college through collaboration and corroboration among faculty.
Dean, Industry-Institute Interaction - Prof OVPR Sivakumar	6. Encouraging collaboration with other academic institutes and industry.
Dean RD and C – Dr. P Srihari	7. Creating a conducive environment in order to develop entrepreneurship.
Dean Training for Placement and Career Development – Dr. B. V. Swathi	8. Ensuring discipline among students. 9. Facilitating and supervising the co-curricular activities of the students.
Controller of Examinations – Dr. N. Ravi Shankar	10. Recommending the Management for encouraging students with awards, stipends, scholarships, medals and prizes and so on.
Coordinator IQAC – Dr. B.L. Prakash	11. Inspiring students to be creative and innovative and recommending management to encourage them with financial support towards the same.
Heads of Departments Dr. G. Sreelakshmi – ECE Dr. A.Srilakshmi – CSE Dr. K. Srinivas - IT and IoT Dr. L. Venkateswarlu – CSE (AIML) Dr. G. Kalyani - CSE (CS) Dr. L.Kiran Kumar Reddy CSE(DS) Dr. D. Radhika – EEE Dr. R. Sudarshan – ME Dr. V. Praveen Kumar - CE Dr. G. Neeraja Rani – F E Dr. J. Pardha Saradhi –MBA	12. Motivating and guiding students in order to utilize the services of CACHE of the College. 13. Appointing committees from amongst the college teaching faculty and experts from outside, in order to sort out and advise on specific academic issues and consequently acting on the recommendations of such committees after due consideration. 14. Appointing a review committee periodically, in order to review all the college academic activities and consequently acting on its recommendations after due consideration. 15. Planning and executing the overall academic growth of the college by making recommendations to the Governing Body, wherever necessary.
Note: A manual containing functions roles and responsibilities of various positions is made available in Center for Learning Resources and Department Library and placed on institutional website	

Delegation and Empowerment of various positions with associated responsibilities

Position	Functions
Governing Body	• Frames directives and policies based on core values principles and guiding principles of the College. • Amends and approve policies from time to time • Approves budgets
Principal	• Designs and defines the organization's structure. • Defines and delegates responsibilities of various positions in the organization • Ensures periodic monitoring & evaluation of various processes & sub- processes • Looks after the overall development of institute Mobilizes external resources to strengthen the institute • Plans and provides necessary facilities / equipment for development. • Instills confidence and devotion in every member of the College • Ensures effective purchase procedure is followed • Defines quality policies and objectives • Prepares annual budget • Conducts periodic meeting of various bodies such as Governing Body, Academic Council, and Grievance Redressal Committee, etc. • Manages accounts and finance • Manages employee recruitment process

Dean, Academics	• Ensures execution of academic calendar for UG and PG programs
	• Conducts periodic meeting of Academic Council
	• Coordinates result analysis with CoE, and suggests corrective measures to Principal
	• Initiates remedial teaching measures
	• Facilitates proper conduct of co-curricular activities
	• Oversees student, and faculty counselling
	• Oversees first year student orientation program
	• Oversees Faculty Development Programs (FDPs) by
	  ➢ Identifying training needs of faculty
	  ➢ Notifying the faculty about various FDPs
	  ➢ Arranging FDPs
	  ➢ Proposing annual budget for FDPs
	  ➢ Maintaining FDP records

Registrar	• Staff (NT) Recruitment and development
	
	• Coordinates recruitment process of faculty
	
	• Coordinates Purchase Process
	
	• Coordinates Governing Meeting
	
	• Discharges routine duties of Principal during absence of Principal
	
	• Coordinates Resource Provision to all concerned
	
	• Coordinates Preparation of Budget
	
	• Coordinates Office Administration
	
	• Coordinates in the preparation of Compliance reports to AICTE, APSCHE, DTE & University
	
	• Oversees Employee Attendance System & Maintain the monthly attendance report
	
	• Coordinates mobilization of Resource Generation by
	  ➢ Identifying training needs of nonteaching staff
	  ➢ Notifying the nonteaching staff about various Employee Development programs
	  ➢ Arranging such Employee Development Programs
	  ➢ Proposing annual budget for Employee Development Programs
	  ➢ Maintaining Employee training records

Dean Student Affairs	Facilitates • Formation of student council • Proper conduct of co-curricular and Extra Curricular activities • Proper conduct of sports activities • Students Counselling • Student discipline • Anti-ragging • Student health care
Controller of Examinations	Facilitates • Schedule and conduct of Internal theory, lab and semester end examinations (SEE) theory and lab • Communicates with all external examiners recommended by Principal for arranging question papers for SEE theory and also for smooth conduction of lab examinations

Dean, R & D	• Coordinates all R & D Activities • Coordinates publication of College's Annual Technical Magazine
Head of the Department	• Plans, executes, and monitors all academic and support activities of the department • Maintains discipline and culture in the department • Maintains the department neat and clean • Picks and promotes strengths of students / faculty / staff • Proposes Department Budget • Adheres to Quality Management System (QMS) Procedures • Maintains records of departmental activities and achievements
I/C IQAC (Internal Quality Assurance Cell)	• QMS coordination • Establish, implement and maintain quality management system • Arranging internal and external audits • Maintain up-to-date master documents with history of revision.
I/C Maintenance	• Maintaining updated building plans • Overall building maintenance and Campus • Coordinates Maintenance and Housekeeping
Administrative Officer	• Arranges campaign of admissions under B category • Executes the B category admission process • Designs and prints admission brochure • Coordinate day to day activities of office • Maintains album containing photographs of all events and buildings • Publicizes events • Liaison with TSCHE, University, DTE, AICTE, etc.
I/C Alumni Association	• Facilitates formation and registration of Alumni Association • Arranges periodic meetings of Alumni association • Ensures alumni registration • Prepares alumni news letter • Arranges annual alumni meet over Dinner • Proposes alumni association's annual budget
I/C Workshop	• Smooth running of college workshop • Preparing Material Requirement • Oversee the college bus service • Oversee the generator facility

Systems Manager (I/c Computing, Internet, and website facilities)	Facilitates in • Maintenance and upkeep of all computer systems, and campus network • Maintenance and updating college website • Arranging maintenance of all software used in the central computing facility
In-charge of Establishment	• Service Registers • Faculty personal files • Maintain minutes of meetings (all) • AICTE, JNTUH affiliation application process
Accounts officer	• Prepares Annual College Budget • Maintains accounts records • Arranges for financial audit
Dean, Training for Placements and career development	• Liaisons with industry • Identifies and provides for training needs of students • Arranges campus interviews • Proposes annual T & P budget • Prepares database of some top international/national companies consisting of their addresses, details of operations, their expectations, their HR team etc. for which services of some students could be utilized. • Assists students develop and implement successful job search strategies. • Works with faculty members/department Heads and administration to integrate career planning and academic curriculum as well as coordinate Project Work/ Summer Training/internship programs.
I/C Learning Resources and Library	• Plan and execute modus operandi of routine activity of the library • Plan and propose expansion / development • Maintain library discipline and culture • With the help of Librarian, prepare annual budget for library • By coordinating with HoDs, arrange printing of lab manuals, record books, assignment books and ensure that these are available at least one week before the commencement of the semester.

I/C Counselling Cell	Coordinates with Dean, Student Affairs and Assists Director, Acad. in • Facilitating career guidance to students. • Assisting students suffering from psychological disorders. • Arranging for professional counsellors. • Maintaining record of counselling activities. • Conducting student academic counselling. • Arranging remedial classes for weaker students.
I/C Transport	• Maintains buses meant for faculty and students. • Provides bus schedules and takes all the necessary logistics of transport.
I/C Student Professional and extra-curricular Activities	Dean Student Affairs. • Organize events through students professional societies / chapters. • Organize paper and design contests. • Encourage student participation. • Publication of technical magazine and newsletters. • Record of student participation and achievements in Co-curricular and extracurricular activities. • Maintain record of such events.
Grievance Redressal Committee	Resolve Grievances, if any/to forward the cases to proper authority for further action/process. Functions: • Accept formal complaints about the grievances, from students, faculty, and staff. • To develop and implement a system for dealing with grievances that have been reported. • If required, report the findings to management for further action. • Listen to, document, and examine the issues brought to their attention. by staff and students, and take appropriate action as soon as possible. • To respond to complaints based on the veracity and seriousness of the concerns levelled. • To represent grievances to the appropriate department, this may include maintenance, transportation, academics, and facilities, among other things. • Periodic meetings should be held to discuss whether the grievances have been resolved. • Follow up on these issues at regular intervals until they are finally resolved. • If necessary, to preserve tight confidentiality.

Physical Director	• Ensure smooth conduct of sports • Ensure proper use of sports facilities • Purchasing of sport items • Encourages students to participate in zonal tournaments • Creation and upkeep of sports facilities • Proposing annual budget for sports • Oversees security
In-charge of NCC and NSS	• Organizes NCC training camps and facilitates students to involve in NSS activities. Report the same to office of Principal on monthly basis

Decentralization at Department – A typical administrative set-up at department
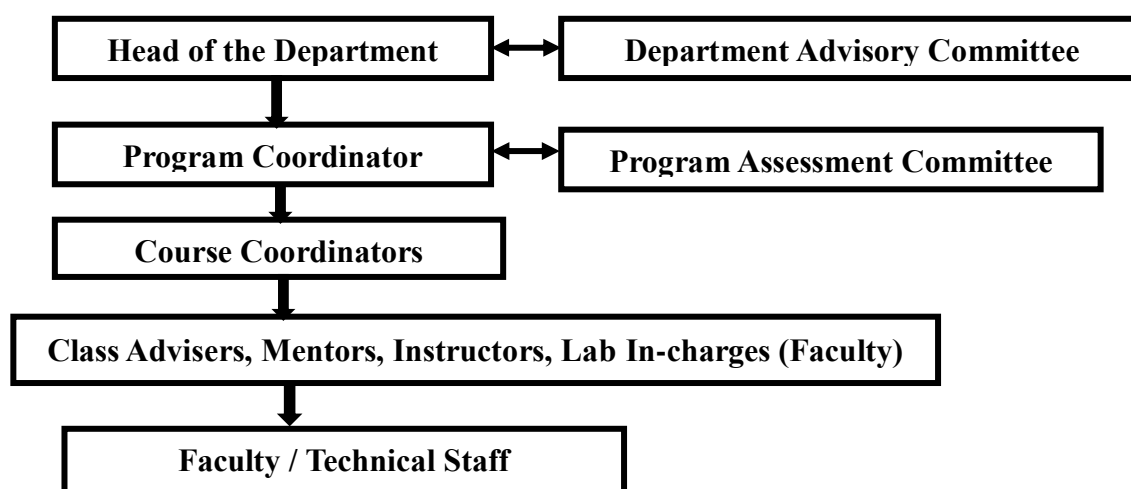
Some of the Committees are given below:

- Department Advisory Committee
- Program Assessment Committee
- Program Coordinator
  - Class Advisers (Section Advisor)
  - Mentors
  - Course coordinators
- Technical Events Organizing Committee
- Time table Coordinator
- Alumni Coordinator
- Placements Coordinator
- Examination Branch Coordinator
- Department Disciplinary Committee
- Department Purchase and Budget Committee
- Quality Assessment Committee
  - Question Paper Evaluation Committee
  - Projects Review Committee
  - Technical Seminar Evaluation Committee

Delegation of financial powers

Institution should explicitly mention financial powers delegated to the Principal, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for each year of the assessment years.

Heads of the departments and Deans are given an imprest amount of rupees fifty thousand (50,000) for meeting any expenditure pertaining to their department. As and when the amount is spent it will be replenished with rupees fifty thousand (50,000) again.

Principal is given cheque power of rupees one lakh (1,00,000).

Other in-charges are given an amount of rupees ten thousand (10,000).

2.1.3. Effective Governance Indicators (15)

2.1.3.1. Grievance Redressal Mechanism (02)

The staff and students having grievances may submit their grievances in writing to Grievances Redressal Committee. Matters on which HODs can take decisions are examined and resolved at departmental level by Departmental Grievance Redressal Committees. Matters concerning the college as whole are examined and resolved by institutional level Grievance Redressal Committees. The Committees also take note of complaints and suggestions dropped in the suggestion boxes placed at strategic locations. Where the solution requires certain changes in policies, procedures, systems etc., the issues are discussed and resolved by College Academic Committee or Governing Body.

As part of grievance redressal mechanism, anti-ragging committees and sexual harassment committees are constituted to address grievances specifically relating to ragging and sexual harassment respectively.

Table No.2.1.3.1 Composition and the functions of the grievance redressal committees

S. No	Names of Academic and Administrative bodies	Membership	Functions and responsibilities
1	College level Grievance Redressal Committee	1. Prof. K. Somasekhar Rao 2. Dean Student affairs - Chairman 3. All Department HoDs - Members 4. A lady staff member from all departments 5. A. BC/SC/ST – faculty member	1. To enquire into complaints received from the aggrieved students or staff of the college including ragging 2. To recommend to the Principal of the college, the penalty to be imposed.
2	Women Protection cell	1. Dr. V. S. Triveni – Presiding officer 2. Srilakshimi – Member 3. S. Jyothirmayee – Member 4. M. Vasanthi – Member 5. G. Naveen Ram – Member 6. Two Student representatives	1. To enquire into all complaints of sexual harassment received from woman staff and/or students 2. To recommend punishments to those found guilty of sexual harassment 3. Recommend measures for ensuring safety and protection of the aggrieved woman staff member
3	Anti-ragging Committee	1. Principal - Chairman 2. All Deans 3. All HoDs 4. Physical Director 5. Police personnel (C.I. (1), S.I. (2) of Keesara Police station)	1. To ensure compliance with the provision of applicable regulations as well as provisions of law in force concerning ragging 2. Monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution.
4.	Anti-ragging squad	Assistant Professors (21) from all departments	The anti-ragging squad monitors and ensures that no ragging incidents will happen.

2.1.3.2. Transparency (05)

Information on Policies, Rules, and Processes is made available on institutional website. Hard copies are made available in center for learning resources, department library, office of the HoD, and IQAC. Transparency and accountability in the conduct and evaluation process of the examination system is maintained, wherein student shall be shown the answer booklets of mid-term examinations. The semester end examination answer booklets shall be shown on demand.

2.1.3.3. Leader and Faculty Selection Process (05)

Leadership Planning at GCET

GCET believes that institutions need to plan for talent to assume key leadership positions or backup positions preferably on a permanent basis. Management has a responsibility to ensure the "stability of tenure of personnel" and if that need is ignored, key positions would end up being filled by ill-prepared people.

GCET has devised "Leadership Planning and Management (LP and M)," a process that has been helping in ensuring the stability of the tenure of personnel in various leadership positions. We at GCET believe that efforts need to be in place to ensure the continued effective performance of an institution, division, department, unit, or work group. Performance can be further enhanced only by making provision for the development, replacement, and strategic application of key people over time.

It's a known fact that academic sector has been facing a significant loss of leaders over a long period of time, a key challenge is the need to promote individuals into roles, where they have not had the long "apprentice" period that their predecessors had and more so, as there has been a significant increase in number of academic institutions. Further, the roles have become more complicated and demanding as the complexity of the academic environment has increased. Despite the rapid growth in complexity, there has been limited preparation by most academic leaders to effectively administer fulfilling their responsibilities in various roles and often learn through trial and error in their leadership and management experiences"

For leadership plan to be implemented in the higher education sector we need three requisites:

- Strategic Planning,
- Workforce Planning,
- Career pathways to leadership roles.

We at GCET felt that these three requisites are highly interrelated and dependent on each other, and they are underpinned by the principles of openness, transparency, and a commitment to the process of succession planning. Further, without these three principles and the requisites, leadership planning of academic leaders cannot be met, thereby prohibiting or reducing its effectiveness.

Hence, our leadership planning is a means of identifying critical management positions, starting at the levels of Associate Professor, and extending up to the highest position in the organization. Our leadership planning also describes senior management/administrative positions to provide maximum flexibility in lateral management moves and ensure that as individuals achieve greater seniority, their management skills will broaden and become more generalized in relation to total organizational objectives rather than to purely departmental/divisional/unit objectives. Towards this, we have been practicing the following:

Mentoring and preparation for leadership: Creating opportunities for academicians and prospective leaders to participate in mentoring programs with the aim to provide on-the-job leadership experience. Opportunities for prospective leaders expose them to the experiences of being in leadership by learning from more senior leaders. On-going mentoring support for academicians, new to leadership positions is in place.

Promotion policy and career pathways: Clearly defined career pathways for academicians into leadership positions and providing pathways back from leadership to research roles. Defined opportunities with support for promotion, including an understanding of what promotions committee expects to see in applicants.

Recognition of the importance of workforce planning: Management, faculty and staff identify organizational requirements of the future, particularly leadership succession in various positions.

Established processes and procedures for identifying the preferences including timing of retirement among academic leaders. Leaders in the institution have been told that time spent in mentoring other staff, on day-to-day operation/administrative matters, and strategic activities are critical for any leadership role.

Leader's personal characteristics, the amount of time they spent on specific activities and their motivation are critical in succession planning.

Clear guidelines to this end have been kept in place that include, but not limited to

- Mentoring and preparation for leadership
- Promotion policy and career pathways
- Recognition of need for workforce planning
- Investment in building faculty/staff capabilities.
- Flexibility while ensuring transparency

Created awareness among faculty and staff in the institution that people need to have the following capabilities to be successful academic leaders:

- Deep understanding and empathy for the core business of the college, faculty and staff
- People and change management experience
- Business acumen and financial management skills
- Organizational and project management skills
- Information technology skills
- Business process improvement skills
- High level writing skills
- Understanding of the higher education sector governance/accountability / legislative frameworks.

Further, people in working in the institution have been informed that preparation for leadership shall include:

- Attendance at committee meetings
- Participation in assessment panels
- Budget meetings and forecasting
- Supervisory responsibilities
- Coordination of a conference or seminar series
- Speaking at a conference.

It is our conviction that all the above opportunities expose the academicians to the responsibilities of leadership positions and smooth transition for acting or for permanent arrangements as successors.

Process for Leader (HoD / Dean / in-charge of Division or Unit or Cell) Selection:

Identified senior faculty members from among the faculty working in the departments and will be chosen based on the following criteria mainly focussing on

- Critical thinking skills

- Strong leadership skills,

- Effective communication,

- Organizational abilities,

- Decision-making capabilities

- Collaborating with fellow educators and administrators.

Identified faculty as per the above criteria at least in the ratio of 1:2, from the departments, and have been requested to appear for an interview before a selection committee consisting of the following members

1. Chairman of the Governing Body of the institution.

2. Principal.

3. Two Senior Professors from reputed Institutions as subject experts.

4. A person nominated by the Chairman from the society, established the institution.

Based on the recommendations of the above selection committee, the various leadership positions are filled.

Faculty Selection process

The institution constitutes staff selection committees for recruitment of faculty meeting the eligibility norms of AICTE/Affiliated University, with the following composition

1. Chairman of the Governing Body of the Institution - Chairperson

2. Principal - Member

3. Head of the Department concerned – Member

4. Two subject- experts nominated by Principal - Members

   ➢ The Faculty selection process is as follows:

   ➢ The faculty requirement is projected by the Heads of departments, 4-6 months before the commencement of Academic year, taking into account the existing faculty strength in terms of specialization and cadre.

   ➢ The faculty balance, in terms of experience and fresh talent, for various specializations and cadre ratio are worked out by the Principal and Chairman in consultation with the HoDs and Deans of Schools, following UGC/JNTUH norms. The number of posts in each category for all the departments are sanctioned by the Governing Body, satisfying the requirements as outlined above.

Advertisements are issued in widely circulated newspapers as well as placed on institutional website, inviting applications by post / e-mail from eligible candidates to fill the sanctioned posts. In addition, senior faculty members make use of their contacts to elicit good response from distinguished faculty working in other institutions or experts from industry/R&D organizations.

- The applications are shortlisted based on the eligibility criteria and credentials.
- In many cases, applicants are requested to deliver a brief lecture on a topic of the applicant's choice in the presence of Chairman, Principal, Head of the Department, Dean of respective school, and two subject experts as members, comprising the selection committee.
- The candidates are provisionally selected based on merit and appointments made with the approval of Chairman.
- The candidates thus appointed are required to appear later for interview before Staff Selection Committee consisting of Chairman of the Governing Body as Chairman of Selection committee, Principal of the college, HoD, besides two subject experts not connected to the college, and two subject experts, nominated by the Vice chancellor of the affiliating university as members. The appointments made by the college subsequently confirmed after the appointees complete their probationary period.

2.1.3.4. Stability of the Academic Leaders (03)

GCET gives empowers its faculty and leaders in various positions to function independently without any interference from the management in the regular and routine affairs of the institution. Senior leaders have been working in the institution with an average of 7 to 10 years and their separation from the institution has mainly been due to superannuation or need to reprioritize their family interests. The HR policy of the institution encourages faculty and staff to actively interact with all stakeholders towards their professional development and institutional development which are interlinked.

Towards development of leadership, management has structured the institution creating several leadership positions and have created opportunities for faculty to take up the mantle of leadership and ensuring the "stability of tenure of these leaders" considering them as valuable assets to the institution and this approach has been motivating leaders to contribute their best and having a gratifying stay in the institution. The institution has also been encouraging women empowerment developing women leadership.

The following table supports the above statement regarding the stability of academic leaders.

S. No	Name of the leader	Designation	Duration of service in GCET	Remarks
1	Dr. S. Udaya Kumar	Principal	11 Years	Continuing in service
2	Dr.S.T.Raj Mohan	Dean (Admin) and Professor of Management studies	11 Years	Left the College after attaining the age of superannuation
3	Prof. K. Soma Sekhara Rao	Dean – Student Affairs	16 Years	Left the College after attaining the age of superannuation
4	Dr. D Sree Rama Chandra Murthy	Controller of Examinations	06 Years	Left the College after attaining the age of superannuation
5	Dr.M.Srinivas	HoD and Professor of Management studies	07 Years	Resigned due to family reasons
6	Dr.J.Partha Sarathi	HoD and Professor of Management studies	07 Years	Continuing in service
7	Dr.A.Sita Madhavi	Professor of Management studies	07 Years	Continuing in service
8	Dr. R.Prasanna Kumar	Dean- Admin (Registrar)	05Years	Continuing in service
9	Dr. P.Vijai Bhaskar	Dean - Academics	05Years	Continuing in service
10	Dr. R. Suryanarayana Raju	Dean – Research and Development	05Years	Left the College after attaining the age of superannuation
11	Dr. N.Ravi Shanker	Controller of Examinations	06Years	Continuing in service
12	Dr. P. Srihari	Professor, ECE and Dean – Research and Development	04Years	Continuing in service
13	Prof. O V P R Siva Kumar	Dean-Industry Institute Interaction	08 Years	Continuing in service
14	Dr. G Neeraja Rani	HoD – FE dept.	10 Years	Continuing in service

15	Dr. D.Radhika	HoD – EEE dept.	10 Years	Continuing in service
16	Dr. Anil Puppala	Professor and in-charge-Incubation Centre	05Years	Continuing in service
17	Professor N. Chandrakanth	Professor and In-charge, Incubation	04 Years	Left the College due to family and personal reasons
18	Dr. A. Uma Devi	Professor and Dean - Centre for Student Activities	08 Years	Continuing in service
19	Prof.G. Karuna Kumari	Professor and In-charge for BEC	09 Years	Left the College after attaining the age of superannuation
20	Dr. B. Nagamani	Professor and Dean - Center for Soft Skills Development and Coordinator of IIC	11 Years	Continuing in service
21	Dr.B.V.Swathi	Professor and Dean - Training for Professional and Career Development	06 Years	Continuing in service
22	Dr.Vemula Suseela Triveni	Professor and Dean – Women Protection Cell	10 Years	Continuing in service
23	Dr. Subhadra Nemani	Assoc.Prof. and Assoc. Dean - Research and Development	17 Years	Continuing in service
24	Dr. J. V. Madhuri	Assoc. Professor, and Addl. Coor., IQAC	9 Years	Continuing in service
25	Dr. K. Krishna Jyothi	Associate Professor and Chairperson, Centre for Academic and Career Guidance	03 Years	Continuing in service

		Associate Professor and Assoc. Dean - Center for Computing Facilities		
26	Dr. Puja S Prasad	Associate Professor and Assoc. Dean - Center for Computing Facilities	05 Years	Continuing in service
27	Dr. V. Madhusudan Rao	Professor and Dean- School of CS and Informatics	04 Years	Continuing in service
28	Dr. L.Venkateswarlu	Professor and HoD	04 Years	Continuing in service
29	Dr. G. Bindu Madhavi	Associate Professor and Assoc. Dean, Cybersecurity Cell	02 Years	Continuing in service
30	Dr. B. Leelaram Prakash	Professor and Additional Dean, IQAC	06 Years	Continuing in service
31	R. Odaiah	Associate Professor and Coordinator, NSS	10 Years	Continuing in service
32	Dr. M. Aruna Bharathi	Professor and Dean, Center for Women in Engg.	07 Years	Continuing in service
33	Dr. J. Anjaiah	Professor and Assoc. Dean - Student Affairs	19 Years	Continuing in service

2.2. Financial Resources (40)

2.2.1. Budget Allocation, Utilization and Public Accounting at Institute Level (40)

Table No. 2.2.1a Total Income at Institute level in rupees

Financial Year	Fee Received	Grants received from Govt. (AICTE)	*Other sources (Specify)	Total Amount
CFY 2023-2024	50, 57, 00, 000	3, 56, 397	11, 80, 52, 032	62, 41, 08, 429
CFY m1 2022-2023	43, 04, 32, 550	2, 32, 976	10, 79, 40, 664	53, 86, 06, 190
CFY m2 2021-2022	38, 71, 92, 500	8, 68, 098	9, 05, 01, 806	47, 85, 62, 404
CFY m3 2020-2021	35, 03, 66, 500	24, 15, 150	5, 71, 62, 057	40, 99, 43, 707

*Other sources include transportation fee, admission fee, and interest on FD

Table No. 2.2.1b Summary of budgeted and the actual expenditure Management department of an Institute (in actual Rupees)

Items	Budgeted in CFY 2023-2024	Budgeted in CFY m1 2022-2023	Budgeted in CFY m2 2021-2022	Budgeted in CFY m3 2020-2021	Actual Expenses in CFY m1 2022-2023	Actual Expenses in CFY m2 2021-2022	Actual Expenses in CFY m3 2020-2021
Capital Expenditure							
Infrastructure Built-Up	-	-	-	-	-	-	-
Library	1, 00, 000	1, 00, 000	1, 50, 000	2, 00, 000	2, 26, 000	1, 78, 000	1, 40, 000
IT Infrastructure	2, 00, 000	-	-	7, 00, 000	-	-	6, 26, 000
Others	-	-	-	-	-	-	-
Operational Expenditure							
Salary (Teaching, Non-teaching and other Staff)	75, 00, 000	70, 00, 000	85, 00, 000	90, 00, 000	67, 27, 630	83, 21, 775	85, 05, 544
Capacity Development	1, 00, 000	50, 000	25, 000	50, 000	1, 70, 000	58, 000	39,000
Others	4, 25, 000	4, 25, 000	4, 50, 000	5, 50, 000	4, 21, 000	1, 44, 000	18, 000
Total	**83, 25, 000**	**75, 75, 000**	**91, 25, 000**	**1, 05, 00,000**	**75, 44, 630**	**87, 01, 775**	**93, 28, 544**

2.2.1.1. Adequacy of Budget Allocation (15)

The Head of the department instructs the concerned in-charges to submit the budget required for the ensuing academic year. Each division/unit in-charge submits, both, recurring and non-recurring budget required. Based on the budget estimates submitted by various in-charges, a final budget proposal shall be prepared with the following items

- Equipment
- Consumables
- Maintenance and spares
- Co-curricular, and Extra-curricular activities at department and at college level
- R and D, Students, Faculty and Staff Development programs
- Training for Placements
- Furniture and Fixtures
- Operational and miscellaneous expenses

Budget requirements under 'recurring' and 'non-recurring' heads are collected from every department before the commencement of the financial year. Finally, office of the Registrar (Dean, Administration) consolidates the budget requirements sent by each department / section, prepares budget proposal of the college and places it before the finance committee, which reviews the same under the chairmanship of Principal. After approval by the finance committee, the Principal presents it to the Secretary of the trust and Chairman of the college, who scrutinizes the proposals further at a meeting specifically convened for this purpose with the Principal, Finance Committee, Deans, HoDs, and in-charges, and the budget is given the final shape. This budget proposal is then presented to the governing body and its approval obtained. The Chairman of the governing body places the budget before the Trust, which approves the budget. The approved budget is forwarded to the Principal, HoDs, faculty and staff for information and initiation of actions, as necessary.

The adequacy of the budget provided by the institute to the departments is ensured through provisions for maintenance of existing equipment and procurement of new items for the department, to meet the academic requirements and other requirements listed above. Since the yearly budget is prepared according to the needs and requirements of the departments/units taking into consideration the annual intake of students, laboratory and infrastructure developments through a series of consultations with Deans, HoDs, and in-charges, who are responsible for implementation of academic programs/plans, the allocations made are found to be adequate. The budget allocation and utilization for the last three years has been found to be adequate.

2.2.1.2. Utilization of Allocated Funds (15)

Department/Unit head is responsible for utilization of the funds allocated. Department/Unit head prepares a plan for purchase/procurement, conduct of activities and monitors the execution of the same. The department/Unit head during their monthly meetings, takes stock of utilization of funds allocated under various heads, and if found underutilized, identifies the reasons, if any, directs the concerned for corrective action, which shall be verified in the subsequent meeting. The finance committee reviews the funds utilization twice a year. Utilization of allocated funds during the budget year is thus ensured, which is seen from the following Table No: 2.2.1.2.

Table No: 2.2.1.2 Utilization of allocated funds

Year	Budget Allocation (in Lakhs)	Budget utilization (in Lakhs)	Percentage of Utilization (%)
2022-23	75.75	75.44	99.60
2021-22	91.25	87.02	95.36
2020-21	105.00	93.28	88.84

2.2.1.3. Availability of the Audited statements on the Institute's website (10)

Audited statements are made available on institute's website.

CRITERION 3	Program Outcomes & Course Outcomes	100

3.1 Establish the linkage between the Course Outcomes, the Program Outcomes (POs) and Program Specific Outcomes (PSOs) (20)

Linking Course Outcomes (COs) to Program Outcomes (POs) and Program Specific Outcomes (PSOs) is essential for ensuring alignment between individual courses and the overall program that facilitates attainment of POs and PSOs through Course Outcomes. A brief description of the COs, POs and PSOs is mentioned below

Course Outcomes (COs)

COs are specific statements that describe what students are expected to know or be able to do after successfully completing the course.

COs are typically derived from the broader objectives of the course, which may include specific knowledge, skills, or competencies that students should acquire.

COs are designed to be measurable and serve as the basis for assessment to determine whether students have achieved the intended learning outcomes of a course.

Program Outcomes (POs)

POs represent the overarching goals and learning objectives of the program.

POs outline the knowledge, skills, and attributes that graduates of the program should possess after the successful completion of the program.

POs are usually broader in scope than COs and encompass the cumulative learning experiences across all courses within the program.

POs are often aligned with industry expectations, and societal needs relevant to the field of study.

Program Specific Outcomes (PSOs)

PSOs are unique to a specific program or specialization, specifying the learning outcomes tailored to meet the needs of the program.

Linking COs, POs, and PSOs involves establishing a clear hierarchy and mapping the relationship between these outcomes to ensure coherence and alignment in the curriculum.

Overall, the linkage between COs, POs, and PSOs ensures that educational programs are designed to effectively prepare students for success in their chosen fields and contribute to the overall mission and goals of the department and the institution.

a. List the Program Outcomes (POs)

Department of Management Studies of Geethanjali College of Engineering and Technology, offering MBA program has adopted the five Program Outcomes (POs) given by NBA. Apart from the five POs, two Program Specific Outcomes (PSOs) have been defined based on the specializations offered by the department in areas, namely, Human Resources (HR), Finance and Marketing. POs and PSOs of the MBA program are stated below:

Program outcomes

PO1: Apply knowledge of management theories and practices to solve business problems.

PO2: Foster Analytical and critical thinking abilities for data-based decision making.

PO3: Ability to develop Value based Leadership ability.

PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

PO5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

b. List the Program Specific Outcomes (PSOs), if any

Program Specific Outcomes

PSO1: Apply Advanced Financial, HR, and Marketing Strategies involving ethical practices with social responsibility to arrive at solutions for given business problems.

PSO2: Demonstrate leadership through analytical ability in Decision Making in managing finance, human resource and marketing functions of an organizational sustainability.

3.1.1 Course Outcomes (COs) (05)

Course Name: Financial Accounting and Analysis (18MB0104)

Year of Study: 2019 – 20

Table No. 3.1.1a Course Outcomes

Semester 1: Course Name: Financial Accounting and Analysis	
C104.1	Analyze the implications of GAAP on accounting system.
C104.2	Evaluate the accounting process of various organizations.
C104.3	Examine valuation practices of tangible and intangible assets.
C104.4	Apply various tools of financial statement analysis to assess the reporting practices of listed companies.
C104.5	Apply the ratios tool of financial statement analysis to assess the reporting practices of listed companies.

Course Name: Human Resource Management (18MB0201)

Year of Study: 2019 – 20

Table No. 3.1.1b Course Outcomes

Semester 2: Course Name: Human Resource Management	
C201.1	Analyze HRM concepts, including roles and responsibilities, emerging trends, and labor legislation, to evaluate their impact on organizational performance.
C201.2	Apply recruitment and selection processes to optimize organizational outcomes.
C201.3	Evaluate the effectiveness of training programs and performance management techniques by assessing their impact on employee development and organizational goals.
C201.4	Create a compensation and welfare plan by synthesizing factors influencing pay rates, job evaluation methods, and employee benefits to meet organizational objectives.
C201.5	Compare and contrast labor movement strategies, collective bargaining processes, and grievance handling procedures to assess their effectiveness in resolving workplace disputes.

Course Name: Operations Management (18MB0302)

Year of Study: 2020 – 21

Table No. 3.1.1c Course Outcomes

Semester 3 : Course Name: Operations Management	
C302.1	Examine the concepts of operation management
C302.2	Examine the different components of product and process design
C302.3	Analysis, plant location.
C302.4	Design a plant layout for various business operations
C302.5	Apply the concepts of scheduling and material management for competitive advantage

Course Name: Strategic Management (18MB0401)

Year of Study: 2020 – 21

Table No. 3.1.1d Course Outcomes

Semester 4: Course Name: Strategic Management	
C401.1	Evaluate company resources and competitive capabilities using SWOT and value chain analysis
C401.2	Apply Porter's Five Forces Model, BCG matrix, GE Model, TOWS Matrix, IE Matrix, and Grand Strategy Matrix to analyze strategic situations
C401.3	Develop strategies for competing in globalizing markets and the internet economy
C401.4	Analyze strategies for mergers, acquisitions, takeovers, and joint ventures.
C401.5	Establish strategic controls for measuring performance.

3.1.2. CO-PO and CO-PSO Mapping of the Courses selected in 3.1.1(05)

Course Name: Financial Accounting and Analysis (18MB0104)

Year of Study: 2019 – 20

Table No. 3.1.2a CO-PO and CO-PSO Mapping of the Courses

Course Code	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C104.1	3	-	-	2	-	2	-
C104.2	2	3	-	2	-	2	-
C104.3	3	3	-	3	-	3	2
C104.4	2	3	-	1	-	3	2
C104.5	2	3	-	1	-	3	2
Average	**2.40**	**3.00**	**-**	**1.80**	**-**	**2.60**	**2.00**

Course Name: Human Resource Management (18MB0201)

Year of Study: 2019 – 20

Table No. 3.1.2b CO-PO and CO-PSO Mapping of the Courses

Course Code	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C201.1	3	2	2	3	2	2	2
C201.2	3	3	2	2	1	2	1
C201.3	3	3	3	2	2	2	2
C201.4	-	2	1	1	2	2	2
C201.5	2	1	2	2	2	2	2
Average	**2.75**	**2.20**	**2.00**	**2.00**	**1.80**	**2.00**	**1.80**

Course Name: Operations Management (18MB0302)

Year of Study: 2020 – 21

Table No. 3.1.2c CO-PO and CO-PSO Mapping of the Courses

Course Code	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C302.1	2	-	-	-	2	3	2
C302.2	1	-	-	-	2	2	-
C302.3	2	-	-	-	2	2	2
C302.4	2	-	-	-	2	2	-
C302.5	1	2	-	-	2	3	2
Average	**1.60**	**2.00**	**-**	**-**	**2.00**	**2.40**	**2.00**

Course Name: Strategic Management (18MB0401)

Year of Study: 2020 – 21

Table No. 3.1.2d CO-PO and CO-PSO Mapping of the Courses

Course Code	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C401.1	2	2	-	2	-	3	-
C401.2	2	2	-	2	-	3	3
C401.3	3	-	3	-	3	-	-
C401.4	3	3	-	3	-	3	-
C401.5	2	2	-	-	2	-	3
Average	**2.40**	**2.25**	**3.00**	**2.33**	**2.50**	**3.00**	**3.00**

3.1.3 Course-PO / PSO Mapping matrix of all courses in the program (10)

Table No. 3.1.3a Course-PO / PSO Mapping matrix for the Batch 2019-2021

AR18 Regulations

Course		PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Course Code	**Course Name**							
C101	Management and Organizational Behavior	2.80	2.00	2.00	2.00	2.00	-	1.60
C102	Business Law and Environment	2.00	2.00	-	3.00	1.80	2.00	2.25
C103	Managerial Economics	2.40	2.00	2.00	1.80	1.67	2.20	1.60
C104	Financial Accounting and Analysis	2.40	3.00	-	1.80	-	2.60	2.00
C105	Statistics for Managers	3.00	2.00	2.00	-	-	-	2.00
C106	Indian Ethos and Management ethics	2.80	-	3.00	2.40	2.80	2.80	3.00
C107	Business Communication-Lab	-	-	3.00	2.60	3.00	-	-
C201	Human Resource Management	2.75	2.20	2.00	2.00	1.80	2.00	1.80
C202	Marketing Management	2.60	2.67	-	1.50	2.25	3.00	2.60
C203	Financial Management	3.00	3.00	1.75	2.00	-	2.80	2.00
C204	MIS and ERP	2.33	2.00	2.00	1.33	-	-	2.00
C205	Quantitative Analysis for Business Decisions	3.00	2.00	-	-	-	-	-

C206	Entrepreneurship	3.00	2.20	-	2.00	2.40	-	1.80
C207	Business Data analytics Lab	2.33	2.00	2.00	2.60	2.50	2.40	3.00
C301	Research Methodology and Statistical Analysis	3.00	2.40	-	2.25	2.00	1.40	1.40
C302	Operations Management	1.60	2.00	-	-	2.00	2.40	2.00
C303	Intellectual Property Rights	2.60	2.60	-	3.00	2.00	2.60	2.60
C304	Risk Management	2.40	2.00	-	1.33	1.80	2.00	1.50
C305	Security Analysis and Portfolio Management	2.00	3.00	-	2.40	1.60	2.00	2.40
C306	Financial Institutions, Markets and Services	2.80	2.80	-	2.80	2.00	3.00	2.60
C307	Performance Management	2.33	2.50	1.75	1.80	2.20	2.80	2.20
C308	Learning and Development	2.50	3.00	2.00	1.40	2.00	2.00	2.00
C309	Employee Relations	2.00	2.20	1.50	2.40	2.00	2.60	2.20
C310	Summer Internship - Seminar	2.00	3.00	2.25	2.33	2.50	3.00	3.00
C401	Strategic Management	2.40	2.25	3.00	2.33	2.50	3.00	3.00
C402	Supply Chain Management	2.20	2.00	2.00	2.00	2.00	2.60	2.00
C403	Strategic Investment and Financial Decisions	2.00	3.00	-	2.00	2.40	2.60	2.20
C404	International Financial Management	2.20	2.40	-	2.00	1.60	2.40	2.00
C405	Financial Derivatives	2.00	3.00	-	1.67	-	3.00	1.50
C406	Talent and Knowledge Management	2.67	2.75	-	2.60	2.60	2.40	2.20
C407	International Human Resource Management	2.40	2.50	2.00	3.00	2.60	2.20	2.00
C408	Leadership and Change Management	2.20	2.25	2.25	2.30	3.00	2.00	2.00
C409	Pre Submission Project – Seminar	2.50	2.67	2.50	2.67	2.50	3.00	3.00
C410	Comprehensive Viva	3.00	2.00	3.00	2.50	3.00	3.00	2.50
C411	Project	2.50	2.67	2.50	2.67	2.50	3.00	3.00
	Average	**2.46**	**2.43**	**2.23**	**2.20**	**2.24**	**2.51**	**2.21**

Table No. 3.1.3b Course-PO / PSO Mapping matrix for the Batches of (2020 - 2022) and (2021-2023) – AR20 Regulations

Course		PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Course Code	Course Name							
C101	Management and Organizational Behavior	2.80	2.00	2.00	2.00	2.00	-	1.60
C102	Business Law and Environment	2.00	2.00	-	3.00	1.80	2.00	2.25
C103	Managerial Economics	2.40	2.00	2.00	1.80	1.67	2.20	1.60
C104	Financial Accounting and Analysis	2.40	3.00	-	1.80	-	2.60	2.00
C105	Data Analytics	1.75	2.25	2.00	-	-	2.00	1.50
C106	Indian Ethos and Management	2.80	-	3.00	2.40	2.80	2.80	3.00
C107	Functional English	2.67	-	-	2.60	-	3.00	-
C108	Business Data Analysis Lab	2.33	2.00	2.00	2.60	2.50	2.40	3.00
C201	Human Resource Management	2.75	2.20	2.00	2.00	1.80	2.00	1.80
C202	Marketing Management	2.60	2.67	-	1.50	2.25	3.00	2.60
C203	Financial Management	3.00	3.00	1.75	2.00	-	2.80	2.00
C204	MIS and ERP	2.33	2.00	2.00	1.33	-	-	2.00
C205	Quantitative Analysis for Business Decisions	3.00	2.00	-	-	-	-	-
C206	Entrepreneurship	3.00	2.20	-	2.00	2.40	-	1.80
C207	Business Communication –Lab	-	-	3.00	2.60	3.00	-	-
C301	Research Methodology and Statistical Analysis	3.00	2.40	-	2.25	2.00	1.40	1.40
C302	Operations Management	1.60	2.00	-	-	2.00	2.40	2.00
C304	International Business	2.60	2.20	1.80	2.40	1.40	2.60	2.80
C307	Strategic Management Accounting	2.20	2.40	2.40	2.20	2.20	2.20	2.20

C308	Performance Management	2.33	2.50	1.75	1.80	2.20	2.80	2.20
C309	Security Analysis and Portfolio Management	2.00	3.00	-	2.40	1.60	2.00	2.40
C310	Learning and Development Management	2.50	3.00	2.00	1.40	2.00	2.00	2.00
C311	Financial Institutions, Markets and Services	2.80	2.80	-	2.80	2.00	3.00	2.60
C312	Employee Relations	2.00	2.20	1.50	2.40	2.00	2.60	2.20
C314	Summer Internship - Seminar	2.00	3.00	2.25	2.33	2.50	3.00	3.00
C401	Strategic Management	2.40	2.25	3.00	2.33	2.50	3.00	3.00
C402	Supply Chain Management	2.20	2.00	2.00	2.00	2.00	2.60	2.00
C403	Strategic Investment and Financing Decisions	2.00	3.00	-	2.00	2.60	2.60	2.40
C404	Talent and Knowledge Management	2.67	2.75	-	2.60	2.60	2.40	2.20
C405	International Financial Management	2.20	2.40	-	2.00	1.60	2.40	2.00
C406	International Human Resource Management	2.40	2.50	2.00	3.00	2.60	2.20	2.00
C407	Financial Derivatives	2.00	3.00	-	2.00	-	3.00	2.00
C408	Leadership and Change Management	2.20	2.25	2.25	2.33	3.00	2.00	2.00
C409	Pre Submission Project – Seminar	2.50	2.67	2.50	2.67	2.50	3.00	3.00
C410	Main Project Viva Voce	2.00	3.00	-	-	2.00	3.00	3.00
	Average	**2.40**	**2.46**	**2.16**	**2.21**	**2.20**	**2.50**	**2.24**

3.2   Course Outcomes (40)

3.2.1. Describe the assessment tools and processes used to gather the data upon which the evaluation of Course Outcome is based (10)

Assessing course outcomes typically involves a variety of assessment tools and processes to gather data effectively. Some of the tools used are indicated below:

Direct Assessment Tools

Exams and Quizzes: These are traditional tools used to assess students' comprehension of course material. They can be in various formats such as multiple choice, short answer, or essay questions.

Assignments: Assignments are normally aimed at testing the higher order cognitive skills of the students. They can take many forms, including essays, analysis of research papers, case studies, or problems etc. They provide an opportunity for students to demonstrate their comprehension and application of course concepts.

Case Studies: Case Studies usually give as assignment are a valuable assessment tool requiring students or professionals to apply their knowledge and skills to real-world situations. They provide a more holistic assessment of an individual's abilities than traditional exams or assignments and can help identify areas for improvement.

Classroom Activities: Activities such as discussions, debates, group projects, and simulation games develop students' critical thinking skills, facilitate working collaboratively and cooperatively, and applying knowledge to propose solutions to various problems.

Probing during and after lecture: Probing can be done verbally, through discussion, or using written assignments or quizzes. It's a valuable tool for engaging students, checking comprehension, and promoting critical thinking.

Essays: Essays are a versatile assessment tool, allows students to demonstrate a range of skills, including writing, critical thinking, research, reflection, and communication. They also provide instructors with a means of assessing students' understanding and mastery of course material in a comprehensive manner.

Theses, research and publications: Theses, research, and publications are used to assess students' ability to conduct independent research, analyze information, and communicate their findings effectively. They are also used to evaluate the quality and impact of researchers' work in their respective fields.

Presentations / Seminars: Presentations and seminars are valuable assessment tools, require individuals to demonstrate their knowledge, communication skills, and ability to engage with audience. They also provide opportunities for feedback and peer evaluation, which can help individuals, improve their presentation skills over time.

Rubrics: Rubrics provide clear criteria for evaluating student work and assigning grades. They ensure consistency and transparency in assessment processes, helping students understand expectations and providing instructors with a structured approach to evaluation.

Observations: Instructors may observe students' participation, engagement, and behavior during class activities, discussions, or presentations. These observations can provide valuable insights into students' understanding and skill development.

Online Learning Platforms: Learning Management Systems (LMS) often include tools for administering quizzes, assignments, and surveys, as well as tracking student progress and engagement.

Indirect Assessment Tools

Surveys and Questionnaires: Surveys and questionnaires can gather feedback from students about their learning experiences, course material, and teaching methods. This qualitative data can complement quantitative assessment data for understanding student learning.

By employing a combination of these assessment tools and processes, instructors can gather comprehensive data on students' performance and progress towards achieving course outcomes. This data helps to determine course attainments and allows instructional adjustments to support student learning.

Assessment criteria

For assessment of each theory and laboratory course of the program, the following components are used:

Direct Component includes performance of the students in Mid-term examinations, Semester End Examinations, Assignments, Day-to-Day evaluation in laboratories, etc.

Indirect Component includes Students' feedback and Surveys.

Assessment criteria for theory and laboratory courses including weightages given for various components are mentioned in the following tables of 3.2.1.a and 3.2.1.b.

Table No. 3.2.1a Assessment criteria for each Theory course

CO	Assessment		Assessment Tools	Assessment Criteria	Frequency of Data Collection
Course Code/ Name	Direct Assessment **(75%)**	Internal Assessment **(40%)**	Continuous Internal Evaluation - **(CIE)** - Mid Term examinations **(30%).**	Target for each question in Subjective Paper 60% of maximum marks of each question. – Weightage - **30%** Marks allocated for Subjective Paper -25.	Twice in a semester per course during 8th and 16th weeks.
			Continuous Internal Evaluation **(CIE)** - Assignments **(10%).**	Target: 60% of total marks. – Weightage - **10%** Marks allocated for assignments per course - 5	Five times in a semester per course
		External Assessment **(60%)**	Semester End Examination **(SEE)** - **(60%)**	Target: 60% of maximum marks of each question – Weightage - **60%** Marks allocated for SEE - 70	Once in a Semester per course
	Indirect Assessment **(25%)**	Class Review Committee **(40%)**	Feedback on Course Outcomes	Class Review Committee comprises of Class Teacher and 6 six students – Weightage - **40%**	Unit wise Five times in a semester in each course
		TLP Feedback **(40%)**	Feedback on Teaching Learning Process	From all students Feedback taken centrally by IQAC – Weightage - **40%**	Twice in a Semester per course
		Course End Survey **(20%)**	Feedback on General Objectives and Course Outcomes	Feedback on General Objectives and Course Outcomes for each course at the end of the course – Weightage - **20%**	Once in a Semester per course at the end of the semester

Table No. 3.2.1b Assessment criteria for each Lab course

CO	Assessment		Assessment Tools	Assessment Criteria	Frequency of Data Collection
Lab Code/ Name	Direct Assessment (75%)	Internal Assessment (40%)	Mid Term examinations (40%)	Target: 60% of maximum marks No. of Mid Exams - 2 per lab Maximum marks for each mid - 15 Average of the Mid exam is taken	Twice in a semester per course
				Day to Day Evaluation marks - 15 – Weightage - **40%**	
		External Assessment (60%)	Semester End Examination (60%)	Target: 60% of maximum marks Maximum marks - 70 – Weightage - **60%**	Once in a Semester per course
	Indirect Assessment (25%)	Class Review Committee (40%)	Course Outcome feedback	Class Review Committee comprises of Class Teacher and 6 six students – Weightage - **40%**	Unit wise Five times in a semester in each course
		TLP Feedback (40%)	Teaching Learning Process feedback	From all students Feedback taken centrally by IQAC – Weightage - **40%**	Twice in a Semester per course
		Course End Survey (20%)	Course Outcome feedback	Feedback on General Objectives and Course Outcomes for each course at the end of the course – Weightage - **20%**	Once in a Semester per course at the end of the semester

Procedure for measuring the attainment of Course Outcomes (COs)

1. For calculating the COs attainment, all the students who attended the exam shall be considered for the calculation of COs attainment. Absentees should not be considered for the evaluation of COs.

2. For the Mid-term examinations and for Semester End Examinations (Part – A and Part - B), CO-wise attainment shall be calculated. Marks obtained in each question shall be taken into consideration for evaluating the attainment of COs.

3. For the Assignments, the overall marks secured shall be considered for the CO attainment which shall be made applicable to all COs and it would be presumed that all COs have the same attainment level. This is to reduce the complexity of calculation of COs attainment.

4. For measuring the attainments of COs of a theory course (both in CIE and SEE), the **targets** can be defined differently for each CO or the same target can be set for all COs as per the deliberations that took place in the Course Coordinator's meeting with the instructors, approved by PAC. The guidelines followed for fixing the targets are given below:

   ➢ Mid Paper Subjective: 60% of maximum marks related to each CO

   ➢ Assignments: 60% of maximum marks (3 marks out of 5)

   ➢ Semester End Examination: 60% of maximum marks related to each CO or any other target proposed by the course coordinator and approved by PAC.

   1. The attainment levels are to be fixed using the above targets as follows:

Direct Attainment	
Semester End Exam	
Level indicator for CO attainment	
Level 1	≥ 40% and < 50% of Students attain the target Marks
Level 2	≥ 50% and < 60% of Students attain the target Marks
Level 3	≥ 60% of Students attain the target Marks
Mid-term Exams – Subjective and Assignments	
Level indicator for CO attainment	
Level 1	≥ 60% and < 70% of students attain the target
Level 2	≥ 70% to < 80% of students attain the target
Level 3	≥ 80% of students attain the target

Indirect Attainment – Course End Survey, CRC and TLP feedback	
Level indicator for CO attainment	
Level 1	≥ 60% and < 70% of feedback score
Level 2	≥ 70% and < 80% of feedback score
Level 3	≥ 80% of feedback score

2. Whenever a choice is given in the question paper and if a student answers more than one question against one question which he is supposed to answer, the question in which the student earned more marks shall be considered for the computation of CO attainment, leaving the marks obtained in other question(s). Similarly if a student doesn't attempt any question when he is expected to answer one out of the two questions that are given, zero marks have to be awarded for the student in either of the questions and accordingly the CO related to the question shall be evaluated.

3. In measuring the attainment of each CO,
   ➢ 75% of weightage shall be given for the Direct Assessment that includes attainments in mid-term examinations (subjective), semester end examinations and assignments
   ➢ 25% weightage for Indirect Assessment that includes students' online feedback on TLP (10%), CRC feedback (10%) and Course End Survey feedback (5%).

4. For determining the Direct Assessment
   ➢ 60% weightage shall be given for the Semester End Examination and
   ➢ 40% weightage for the internal marks that includes
     • Mid-term examinations subjective (30%),
     • Assignments (10%) and

5. Both mid-1 and mid -2 shall be considered together in measuring the attainment levels of COs.

   Direct Attainment of CO = 0.3* Mid-term Subjective + **0.1*** Assignment + **0.6*** End Sem. Exam**.**

   Indirect Attainment of CO = 0.4* Feedback on TLP+ **0.4*** Feedback on CRC + **0.2*** Feedback on Course End Survey

   Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level.

6. For internal and semester end practical examinations, 60% of maximum marks shall be kept as **target** for measuring the attainment, the same way it is defined for theory courses. Out of the 100 marks allotted for laboratories, 70 marks shall be awarded based on the SEE, 15 marks based on CIE and the remaining 15 marks by way of conducting two mid-term practical examinations each for 15 marks and taking the average of the two. In laboratories, either in the internal or external practical examination, a student will be asked to perform only one experiment out of the 12 or 14 experiments that are listed in the syllabus book. As it is not possible to measure the attainments of all COs that are related to different experiments, it is assumed that the attainment level obtained for a particular CO that is related to an experiment which is given during examination, is equally applicable for the remaining COs. That is if a student gets 70% of marks (Level 2) in the internal examination and 60% of marks (Level 1)

in the end semester practical examination, the attainment of each CO is calculated as: 0.4 * 2 + 0.6 * 1 = 1.4 (Direct measurement). If the attainments in Course End Survey, CRC Feedback and Feedback on TLP are 75% (Level 2), 65% (Level 1) and 83% (Level 3) respectively. The Indirect Attainment can be calculated as: 0.4 * 2 + 0.4 * 1 + 0.2 * 3= 1.8.

The overall course attainment (which also is the attainment of each CO) =
0.75 * 1.4 + 0.25 *1.8 = 1.5

Note: Similar procedure has to be adopted for Projects, Seminars, Mini Projects, Internships and other such similar courses.

Example: Attainments measured of a CO in a particular course are as indicated below. The same procedure has to be adopted for measuring the remaining COs' attainment levels.

Components that contribute to Direct Attainment of CO

Mid-term Subjective= 85% (LEVEL 3)

Assignment = 96%   (LEVEL 3)

End Sem. Exam = 40% (LEVEL 1)

Components that contribute to the Indirect Attainment of CO

Feedback on TLP = 95% (LEVEL 3)

Course End Survey = 88%   (LEVEL 3)

Feedback in CRC = 82% (Level 3)

Direct Attainment of CO = 0.3*3+ 0.1*3+ 0.6*1 = 1.8

Direct Attainment Level = 1.8 (According to Target Levels Set)

Indirect Attainment of CO = 0.4*3+ 0.4*3 + 0.2*3 = 3

Overall CO Attainment = 0.75* Direct Attainment Level (1.8) + 0.25* Indirect Attainment Level (3) = 2.1 (on a scale of 3)

Direct		Level of attainment	Indirect		Level of attainment
Subject	85%	3	TLP	95%	3
Assignment	96%	3	CES	88%	3
End Sem.	40%	1	CRC	82%	3

Overall CO attainment	
Direct Level Attained	1.8
Indirect Level Attained	3
0.75 * 1.8 + 0.25 * 3	**2.1**

3.2.2. Record the attainment of Course Outcomes of all courses with respect to set attainment levels (30)

Course Attainments for the Batch 2019-2021
Table No. 3.2.2a COs attainments for the A.Y 2019-2020 ; Year and Sem: I-I

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C101	Management and Organizational Behavior	2.68	2.20	3.00	3.00	3.00	3.00	3.00	2.54
C102	Business Law and Environment	2.80	0.60	1.50	3.00	3.00	3.00	3.00	1.87
C103	Managerial Economics	2.52	1.60	1.97	3.00	3.00	3.00	3.00	2.23
C104	Financial Accounting and Analysis	1.24	2.00	1.70	2.00	3.00	3.00	2.60	1.92
C105	Statistics for Managers	2.68	3.00	2.87	3.00	3.00	3.00	3.00	2.90
C106	Indian Ethos and Management Ethics	1.70	2.40	2.10	3.00	3.00	3.00	3.00	2.35
C107	Business Communication –Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2019-2021
Table No. 3.2.2b COs attainments for the A.Y 2019-2020 ; Year and Sem: I-II

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C201	Human Resource Management	2.55	0.80	1.50	2.00	3.00	3.00	3.00	1.78
C202	Marketing Management	2.85	3.00	2.94	2.00	3.00	3.00	3.00	2.86
C203	Financial Management	2.55	0.60	1.38	3.00	3.00	3.00	3.00	1.79
C204	MIS and ERP	2.40	2.80	2.64	3.00	3.00	3.00	3.00	2.73
C205	Quantitative Analysis for Business Decisions	2.85	2.00	2.34	3.00	3.00	3.00	3.00	2.51
C206	Entrepreneurship	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C207	Business Data Analysis Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2019-2021

Table No. 3.2.2c COs attainments for the A.Y 2020-2021 ; Year and Sem: II-I

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C301	Research Methodology and Statistical Analysis	2.36	2.40	2.38	3.00	3.00	3.00	3.00	2.54
C302	Operations Management	2.68	2.00	2.27	3.00	3.00	3.00	3.00	2.45
C303	Intellectual Property Rights	2.20	0.00	0.88	3.00	3.00	3.00	3.00	1.41
C304	Risk Management	3.00	2.00	2.40	3.00	3.00	3.00	3.00	2.55
C305	Performance Management	2.36	0.60	1.30	3.00	3.00	3.00	3.00	1.73
C306	Security Analysis and Portfolio Management	3.00	2.80	2.88	3.00	3.00	3.00	3.00	2.91
C307	Learning and Development	3.00	0.80	1.68	3.00	3.00	3.00	3.00	2.01
C308	Financial Institutions, Markets and Services	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C309	Employee Relations	3.00	3.00	1.68	3.00	3.00	3.00	3.00	2.01
C310	Summer Internship	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2019-2021

Table No. 3.2.2d COs attainments for the A.Y 2020-2021; Year and Sem: II-II

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C401	Strategic Management	2.70	1.20	1.80	3.00	3.00	3.00	3.00	2.09
C402	Supply Chain Management	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C403	Strategic Investment and Financial Decisions	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C404	Talent and Knowledge Management	2.55	1.80	2.10	3.00	3.00	3.00	3.00	2.32
C405	International Financial Management	3.00	1.20	1.92	3.00	3.00	3.00	3.00	2.19
C406	International Human Resource	3.00	1.80	2.28	3.00	3.00	3.00	3.00	2.46
C407	Financial Derivatives	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C408	Leadership and Change Management	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C409	Pre Submission Project – Seminar	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C410	Comprehensive Viva	-	3.00	3.00	-	-	--	-	3.00
C411	Project	3.00	-	3.00	-	-	-	-	3.00

Course Attainments for the Batch 2020-2022
Table No. 3.2.2e COs attainments for the A.Y 2020-2021 ; Year and Sem: I-I

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C101	Management and Organizational Behavior	3.00	0.20	1.32	3.00	3.00	3.00	3.00	1.74
C102	Business Law and Environment	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C103	Managerial Economics	3.00	2.00	2.40	3.00	3.00	3.00	3.00	2.55
C104	Financial Accounting and Analysis	3.00	1.80	2.28	2.00	3.00	3.00	2.60	2.36
C105	Data Analytics	2.84	1.80	2.22	3.00	3.00	3.00	3.00	2.41
C106	Indian Ethos and Management	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C107	Functional English	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C108	Business Data Analysis Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2020-2022
Table No. 3.2.2f COs attainments for the A.Y 2020-2021 ; Year and Sem: I-II

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C201	Human Resource Management	1.88	0.60	1.11	2.00	3.00	3.00	2.60	1.48
C202	Marketing Management	1.88	3.00	2.55	2.00	3.00	3.00	2.60	2.56
C203	Financial Management	1.88	0.40	0.99	2.00	3.00	3.00	2.60	1.39
C204	MIS and ERP	2.20	3.00	2.68	3.00	3.00	3.00	3.00	2.76
C205	Quantitative Analysis for Business Decisions	2.52	1.80	2.09	3.00	3.00	2.00	2.80	2.27
C206	Entrepreneurship	3.00	2.40	2.64	2.00	3.00	3.00	2.60	2.63
C207	Business Communication –Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2020-2022

Table No. 3.2.2g COs attainments for the A.Y 2021-2022 ; Year and Sem: II-I

Course code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C301	Research Methodology and Statistical Analysis	3.00	2.80	2.88	3.00	3.00	3.00	3.00	2.91
C302	Operations Management	3.00	1.20	1.92	3.00	3.00	3.00	3.00	2.19
C303	International Business	3.00	1.00	1.80	3.00	3.0	3.00	3.00	2.10
C304	Strategic Management Accounting	3.00	2.40	2.64	2.00	3.00	3.00	2.60	2.63
C305	Performance Management	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C306	Security Analysis and Portfolio Management	3.00	2.00	2.40	3.00	3.00	3.00	3.00	2.55
C307	Learning and Development	3.00	2.00	2.40	3.00	3.00	3.00	3.00	2.51
C308	Financial Institutions, Markets and Services	3.00	2.20	2.52	3.00	3.00	3.00	3.00	2.64
C309	Employee Relations	3.00	2.80	2.88	3.00	3.00	3.00	3.00	3.00
C310	Summer Internship	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2020-2022

Table No. 3.2.2h COs attainments for the A.Y 2021-2022 ; Year and Sem: II-II

Course code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C401	Strategic Management	3.00	3.00	3.00	2.00	3.00	3.00	2.60	2.90
C402	Supply Chain Management	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C403	Strategic Investment and Financing Decisions	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C404	Talent and Knowledge Management	2.25	2.80	2.58	2.00	3.00	2.60	3.00	2.55
C405	International Financial Management	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C406	International Human Resource Management	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C407	Financial Derivatives	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C408	Leadership and Change Management	3.00	2.00	2.40	3.00	3.00	3.00	3.00	2.55
C409	Pre Submission Project – Seminar	-	3.00	3..00	-	-	-	-	3.00
C410	Main Project Viva Voce	3.00	3.00	3.00	-	-	-	-	3.00

Course Attainments for the Batch 2021-2023

Table No. 3.2.2i COs attainments for the A.Y 2021-2022 ; Year and Sem: I-I

Course		Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
Course code	Course Name								
C101	Management and Organizational Behavior	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C102	Business Law and Environment	3.00	1.00	1.80	3.00	3.00	3.00	3.00	2.10
C103	Managerial Economics	3.00	1.80	2.28	3.00	3.00	3.00	3.00	2.46
C104	Financial Accounting and Analysis	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C105	Data Analytics	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C106	Indian Ethos and Management	3.00	0.40	1.44	3.00	3.00	3.00	3.00	1.83
C107	Functional English	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C108	Business Data Analysis Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2021-2023

Table No. 3.2.2j COs attainments for the A.Y 2021-2022 ; Year and Sem: I-II

Course		Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
Course Code	Course Name								
C201	Human Resource Management	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C202	Marketing Management	2.52	3.00	2.81	3.00	3.00	3.00	3.00	2.86
C203	Financial Management	3.00	2.80	2.88	3.00	3.00	3.00	3.00	2.91
C204	MIS and ERP	3.00	0.00	1.20	3.00	3.00	3.00	3.00	1.65
C205	Quantitative Analysis for Business Decisions	3.00	1.00	1.80	3.00	3.00	3.00	3.00	2.10
C206	Entrepreneurship	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C207	Business Communication –Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2021-2023
Table No. 3.2.2k COs attainments for the A.Y 2022 -2023; Year and Sem: II-I

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C301	Research Methodology and Statistical Analysis	2.68	1.20	1.79	3.00	3.00	3.00	3.00	2.09
C302	Operations Management	2.84	2.40	2.58	3.00	3.00	3.00	3.00	2.68
C303	International Business	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C304	Strategic Management Accounting	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C305	Performance Management	2.52	2.20	2.33	3.00	3.00	3.00	3.00	2.50
C306	Security Analysis and Portfolio Management	2.84	2.40	2.58	3.00	3.00	3.00	3.00	2.68
C307	Learning and Development	3.00	2.20	2.52	3.00	3.00	3.00	3.00	2.64
C308	Financial Institutions, Markets and Services	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C309	Employee Relations	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C310	Summer Internship	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Course Attainments for the Batch 2021-2023
Table No. 3.2.2l COs attainments for the A.Y 2022-2023 ; Year and Sem: II-II

Course Code	Course Name	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
C401	Strategic Management	3.00	1.40	2.04	3.00	3.00	3.00	3.00	2.28
C402	Supply Chain Management	3.00	1.00	1.80	3.00	3.00	3.00	3.00	2.10
C403	Strategic Investment and Financing Decisions	3.00	1.60	2.16	3.00	3.00	3.00	3.00	2.37
C404	Talent and Knowledge Management	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C405	International Financial Management	3.00	0.60	1.56	3.00	3.00	3.00	3.00	1.92
C406	International Human Resource Management	3.00	2.20	2.52	3.00	3.00	3.00	3.00	2.64
C407	Financial Derivatives	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C408	Leadership and Change Management	3.00	2.40	2.64	3.00	3.00	3.00	3.00	2.73
C409	Pre Submission Project – Seminar	-	3.00	3.00	-	-	-	-	3.00
C410	Main Project Viva Voce	3.00	3.00	3.00	-	-	-	-	3.00

3.3   Attainment of Program Outcomes and Program Specific Outcomes (40)

3.3.1 Describe assessment tools and processes used for measuring the attainment of each Program Outcome and Program Specific Outcomes (10)

<div align="center">Calculation of POs attainment</div>

1. In measuring the attainment level of each PO,

   ➢ 75% of weightage is given for the Direct Attainment of each PO which is computed as described below:

   Course wise weighted averages of all the COs of a course mapped to a PO/PSO are computed first. Average of all these weighted averages of the courses which are mapped to that PO would be the Direct Component of the PO attainment

   ➢ 25% of weightage for Indirect Attainment that includes

   • Exit feedback on POs (10% weightage)

   • Alumni Survey on POs (10% weightage)

   • Co-curricular and Extracurricular activities (5% weightage).

2. For calculating the indirect attainment levels of POs, graduate exit feedback on POs (15% weightage) and Alumni feedback on POs (10% weightage), the following criteria is adopted:

Attainment Levels for Measuring Indirect attainment of PO
Level 1 If attainment is 70% to 79%
Level 2 If attainment is 80% to 89%
Level 3 If attainment is more than 90%

3.3.2 POs and PSOs attainment levels (30)

The course wise attainments of POs and PSOs for the Batches of 2019-21, 2020-22 and 2021-23 are indicated in the following tables.

Table No. 3.3.2a POs and PSOs Course wise Attainments for the Batch 2019-21

Course		POs					PSOs	
Course Code	Course Name	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C101	Management and Organizational Behavior	2.51	2.55	2.31	2.09	2.54	-	2.43
C102	Business Law and Environment	1.65	1.59	-	1.59	1.92	1.65	1.62
C103	Managerial Economics	2.32	2.29	2.76	2.24	2.49	2.27	2.18
C104	Financial Accounting and Analysis	1.95	1.91	-	2.02	-	1.90	1.82
C105	Statistics for Managers	2.90	2.90	2.90	-	-	-	2.90
C106	Indian Ethos and Management Ethics	2.35	-	2.35	2.32	2.35	2.32	2.35
C107	Business Communication –Lab	-	-	3.00	3.00	3.00	-	-
C201	Human Resource Management	1.86	1.78	1.78	1.87	1.78	1.78	1.78
C202	Marketing Management	2.85	2.82	-	2.90	2.85	2.86	2.85
C203	Financial Management	1.79	1.79	1.59	1.67	-	1.80	1.76
C204	MIS and ERP	2.59	2.78	3.00	2.72	-	-	2.67
C205	Quantitative Analysis for Business Decisions	2.51	2.38	-	-	-	-	-
C206	Entrepreneurship	3.00	3.00	-	3.00	3.00	-	3.00
C207	Business Data Analytics Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C301	Research Methodology and Statistical Analysis	2.78	2.58	-	2.59	3.00	2.61	2.61
C302	Operations Management	2.37	3.00	-	-	2.45	2.55	2.47
C303	Intellectual Property Rights	1.40	1.47	-	1.41	1.41	1.40	1.40
C304	Risk Management	2.44	2.42	-	2.33	2.65	2.33	2.25
C305	Security Analysis and Portfolio Management	2.91	2.91	-	2.93	2.89	2.91	2.93
C306	Financial Institutions, Markets and Services	3.00	3.00	-	3.00	3.00	3.00	3.00
C307	Performance Management	1.83	1.36	1.57	1.74	1.70	1.73	1.84
C308	Learning and Development	1.92	1.95	2.01	2.16	1.92	2.01	2.01
C309	Employee Relations	1.95	2.03	2.05	2.05	2.01	1.97	2.03
C310	Summer Internship - Seminar	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C401	Strategic Management	2.09	2.24	1.65	2.28	1.83	2.24	1.88
C402	Supply Chain Management	2.30	2.33	2.10	2.55	2.33	2.24	2.28
C403	Strategic Investment and Financial Decisions	3.00	3.00	-	3.00	3.00	3.00	3.00

C404	International Financial Management	2.10	2.21	-	2.33	2.10	2.18	2.33
C405	Financial Derivatives	3.00	3.00	-	3.00	-	3.00	3.00
C406	Talent and Knowledge Management	1.94	2.11	-	2.40	2.25	2.39	2.38
C407	International Human Resource Management	2.44	2.51	0.98	2.46	0.72	0.61	0.68
C408	Leadership and Change Management	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C409	Pre Submission Project – Seminar	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C410	Comprehensive VIVA	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C411	Project	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Average (Direct Attainment)		**2.46**	**2.48**	**2.40**	**2.49**	**2.45**	**2.37**	**2.41**

Table No. 3.3.2b POs and PSOs Indirect Attainment for the Batch 2019-21

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Exit feedback	86.79	89.26	89.09	87.78	86.18	88.46	90
Level	2	2	2	2	2	2	2
Exit survey	86.79	89.26	89.09	87.78	86.18	88.46	90
Level	2	2	2	2	2	2	2
Co-curricular and Extracurricular activities	2.88	2.45	2.74	2.76	2.93	2.7	2.74
Indirect Attainment	**2.18**	**2.09**	**2.15**	**2.15**	**2.19**	**2.14**	**2.15**

Table No. 3.3.2c POs and PSOs Overall Attainment for the Batch 2019-21

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Direct Attainment	2.43	2.37	2.10	2.37	2.26	2.27	2.36
Indirect Attainment	2.18	2.09	2.15	2.15	2.19	2.14	2.15
Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1
PO Attainment	**2.39**	**2.38**	**2.34**	**2.40**	**2.39**	**2.31**	**2.34**

POs and PSOs Overall Attainment for the Batch 2019-21

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Direct Attainment	2.43	2.37	2.1	2.37	2.26	2.27	2.36
Indirect Attainment	2.18	2.09	2.15	2.15	2.19	2.14	2.15
Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1
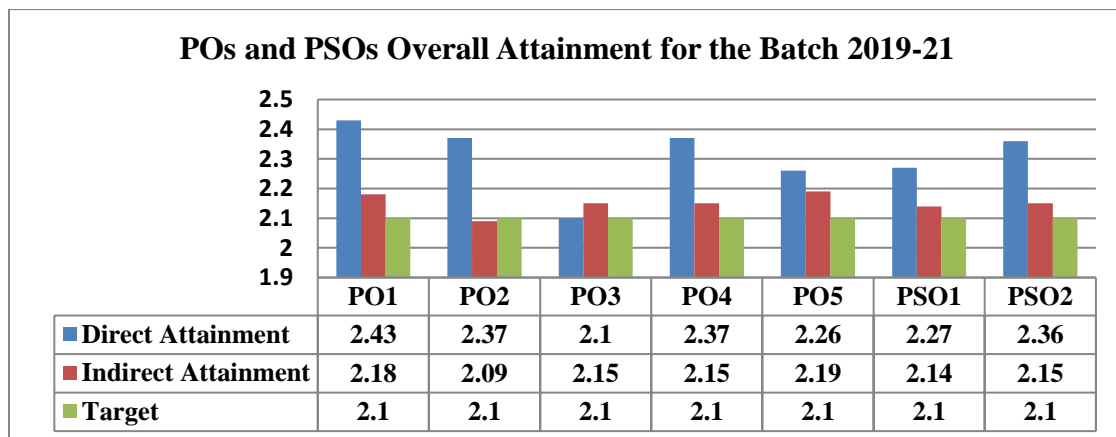
Table No. 3.3.2d POs and PSOs Course wise Attainment for the Batch 2020-22

Course		POs					PSOs	
Course Code	Course	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C101	Management and Organizational Behavior	1.75	1.65	1.88	1.88	1.74	-	1.76
C102	Business Law and Environment	1.88	2.10	-	2.10	2.20	1.80	1.95
C103	Managerial Economics	2.63	2.64	3.00	2.45	2.91	2.59	2.55
C104	Financial Accounting and Analysis	2.34	2.23	-	2.20	-	2.35	2.30
C105	Data Analytics	2.55	2.30	-	-	-	2.43	2.47
C106	Indian Ethos and Management	2.26	-	2.28	2.21	2.26	2.26	2.28
C107	Functional English	2.66	-	-	2.72	-	3.00	-
C108	Business Data Analysis Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C201	Human Resource Management	1.39	1.49	1.39	1.39	1.43	1.48	1.47
C202	Marketing Management	2.57	2.60	-	2.58	2.53	2.56	2.57
C203	Financial Management	1.39	1.39	1.50	1.42	-	1.39	1.42
C204	MIS and ERP	2.79	2.76	2.52	2.76	-	-	2.64
C205	Quantitative Analysis for Business Decisions	2.27	2.10	-	-	-	-	-
C206	Entrepreneurship	2.45	2.65	-	2.54	2.56	-	2.60
C207	Business Communication Lab	-	-	3.00	3.00	3.00	-	-
C301	Research Methodology and Statistical Analysis	2.78	2.89	-	3.00	3.00	2.87	2.87
C302	Operations Management	2.21	1.65	-	-	2.19	2.21	2.25
C304	International Business	2.13	2.06	2.15	2.21	2.04	2.07	2.10
C307	Strategic Management Accounting	2.70	2.60	2.60	2.59	2.70	2.74	2.70
C308	Performance Management	2.61	2.78	2.87	2.80	2.75	2.74	2.75
C309	Security Analysis and Portfolio Management	2.51	2.55	-	2.63	2.49	2.46	2.51
C310	Learning and Development Management	2.27	2.19	2.42	2.59	2.42	2.51	2.51
C311	Financial Institutions, Markets and Services	2.74	2.74	-	2.71	2.73	2.73	2.72
C312	Employee Relations	2.89	2.88	-	2.93	2.96	2.90	2.88
C314	Summer Internship Seminar	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C401	Strategic Management	2.90	2.90	2.90	2.90	2.90	2.90	2.90
C402	Supply Chain Management	2.26	2.10	2.10	3.00	2.33	2.24	2.28

C403	Strategic Investment and Financing Decisions	3.00	3.00	-	3.00	3.00	3.00	3.00
C404	Talent and Knowledge Management	2.49	2.55	-	2.59	2.57	2.56	2.52
C405	International Financial Management	3.00	3.00	-	3.00	3.00	3.00	3.00
C406	International Human Resource Management	3.00	3.00	-	3.00	3.00	3.00	3.00
C407	Financial Derivatives	3.00	3.00	-	3.00	-	3.00	3.00
C408	Leadership and Change Management	2.55	2.33	2.60	2.42	2.38	2.51	2.51
C409	Pre Submission Project – Seminar	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C410	Main Project Viva Voce	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Average (Direct Attainment)		**2.53**	**2.50**	**2.51**	**2.61**	**2.61**	**2.58**	**2.55**

Table No. 3.3.2e POs and PSOs Indirect Attainment for the Batch 2020-22

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Exit feedback	84.00	89.55	83.11	80.75	86.67	87.80	89.76
Level	2	2	2	2	2	2	2
Alumni survey	94.44	91.11	94.44	92.2	94.44	94.44	92.2
Level	3	3	3	3	3	3	3
Co-curricular &	2.70	2.46	2.65	1.96	2.74	1.72	2.32
Indirect Attainment	**2.54**	**2.49**	**2.53**	**2.39**	**2.55**	**2.34**	**2.46**

Table No. 3.3.2f POs and PSOs Overall Attainment for the Batch 2020-22

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Direct Attainment	2.45	2.28	1.85	2.35	2.04	2.37	2.29
Indirect Attainment	2.54	2.49	2.53	2.39	2.55	2.34	2.46
Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1
PO Attainment	**2.53**	**2.50**	**2.52**	**2.56**	**2.59**	**2.52**	**2.53**

POs and PSOs Overall Attainment for the Batch 2020-22

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
■ Direct Attainment	2.45	2.28	1.85	2.35	2.04	2.37	2.29
■ Indirect Attainment	2.54	2.49	2.53	2.39	2.55	2.34	2.46
■ Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1
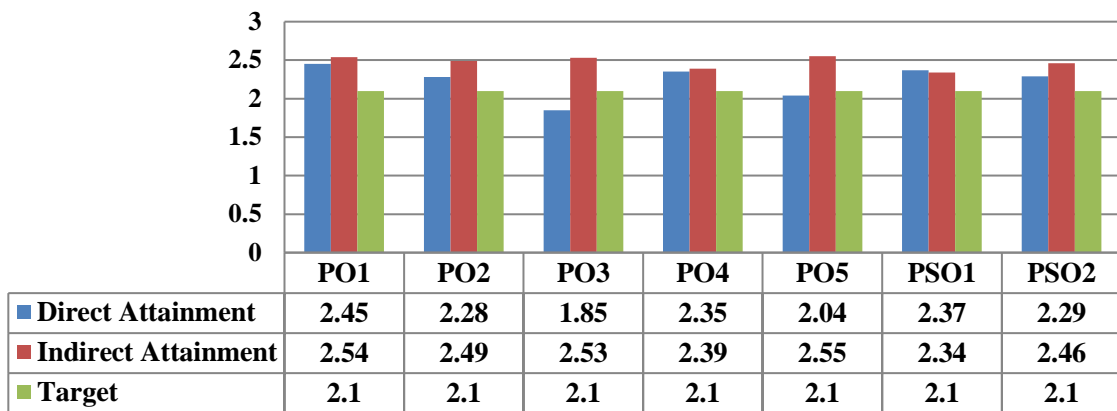
Table No. 3.3.2g POs and PSOs Course wise Attainment for the Batch 2021-23

Course		POs					PSOs	
Course Code	Course Name	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
C101	Management and Organizational Behavior	2.71	2.55	2.78	2.55	2.73	-	2.66
C102	Business Law and Environment	1.88	2.10	-	2.10	2.00	1.80	1.95
C103	Managerial Economics	2.48	2.51	3.00	2.35	2.82	2.43	2.38
C104	Financial Accounting and Analysis	2.98	2.98	-	2.98	-	2.98	2.98
C105	Data Analytics	2.29	2.25	-	-	-	2.55	2.55
C106	Indian Ethos and Management	1.81	-	1.83	1.80	1.81	1.81	1.83
C107	Functional English	2.33	-	-	2.31	-	2.55	-
C108	Business Data Analysis Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C201	Human Resource Management	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C202	Marketing Management	2.85	2.82		2.84	2.89	2.86	2.85
C203	Financial Management	2.91	2.91	2.87	2.87	-	2.90	2.87
C204	MIS and ERP	1.65	1.65	1.65	1.65	-	1.65	1.65
C205	Quantitative Analysis for Business Decisions	2.10	1.88	-	-	-	-	-
C206	Entrepreneurship	3.00	2.92	-	2.87	2.93	-	2.95
C207	Business Communication –Lab	-	-	3.00	3.00	3.00	-	-
C301	Research Methodology and Statistical Analysis	2.66	2.19	-	2.07	2.10	2.25	2.25
C302	Operations Management	2.60	3.00	-	-	2.68	2.74	2.92

C304	International Business	2.36	2.45	2.38	2.41	2.33	2.47	2.39
C307	Strategic Management Accounting	2.71	2.78	2.78	2.78	2.80	2.67	2.71
C308	Performance Management	2.42	2.33	2.41	2.49	2.54	2.51	2.54
C309	Security Analysis and Portfolio Management	2.66	2.68	-	2.74	2.66	2.61	2.64
C310	Learning and Development Management	2.46	2.40	2.55	2.74	2.55	2.64	2.64
C311	Financial Institutions, Markets and Services	2.71	2.71	-	2.78	2.73	2.73	2.69
C312	Employee Relations	2.66	2.75	-	2.78	2.73	2.69	2.75
C314	Summer Internship - Seminar	3.00	3.00	3.00	3.00	3.00	3.00	3.00
C401	Strategic Management	2.21	2.40	1.65	2.61	1.65	2.70	2.33
C402	Supply Chain Management	2.14	2.33	3.00	1.65	1.88	2.17	2.10
C403	Strategic Investment and Financing decisions	2.73	2.73	-	2.69	2.74	2.72	2.71
C404	Talent and Knowledge Management	3.00	2.88	-	2.72	2.79	2.66	2.71
C405	International Financial Management	2.02	1.88	-	1.79	1.99	1.99	1.92
C406	International Human Resource Management	2.59	2.60	2.78	2.64	2.69	2.63	2.60
C407	Financial Derivatives	2.72	2.73	-	2.55	-	2.73	2.55
C408	Leadership and Change Management	2.75	2.70	2.80	2.61	3.00	2.73	2.73
C409	Pre Submission Project – Seminar	2.00	2.00	2.00	2.00	2.00	2.00	2.00
C410	Main Project Viva Voce	3.00	3.00	3.00	3.00	3.00	3.00	3.00
(Average) Direct Attainment		**2.54**	**2.57**	**2.60**	**2.54**	**2.57**	**2.55**	**2.56**

Table No. 3.3.2h POs and PSOs Indirect Attainment for the Batch 2021-23

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Exit feedback	84.00	89.55	83.11	80.75	86.67	87.80	89.76
Level	2	2	2	2	2	2	2
Alumni survey	94.44	91.11	94.44	92.22	94.44	94.44	92.22
Level	3	3	3	3	3	3	3
Co-curricular and Extracurricular activities	2.70	2.46	2.65	1.96	2.74	1.72	2.32
Indirect Attainment	**2.54**	**2.49**	**2.53**	**2.39**	**2.55**	**2.34**	**2.46**

Table No. 3.3.2i POs and PSOs Overall Attainment for the Batch 2021-23

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Direct Attainment	2.54	2.57	2.60	2.54	2.57	2.55	2.56
Indirect Attainment	2.54	2.49	2.53	2.39	2.55	2.34	2.46
Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1
PO Attainment	**2.54**	**2.55**	**2.58**	**2.50**	**2.57**	**2.50**	**2.53**

POs and PSOs Overall Attainment for the Batch 2021-23

	1	2	3	4	5	6	7
■ Direct Attainment	2.54	2.57	2.6	2.54	2.57	2.55	2.56
■ Indirect Attainment	2.54	2.49	2.53	2.39	2.55	2.34	2.46
■ Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1
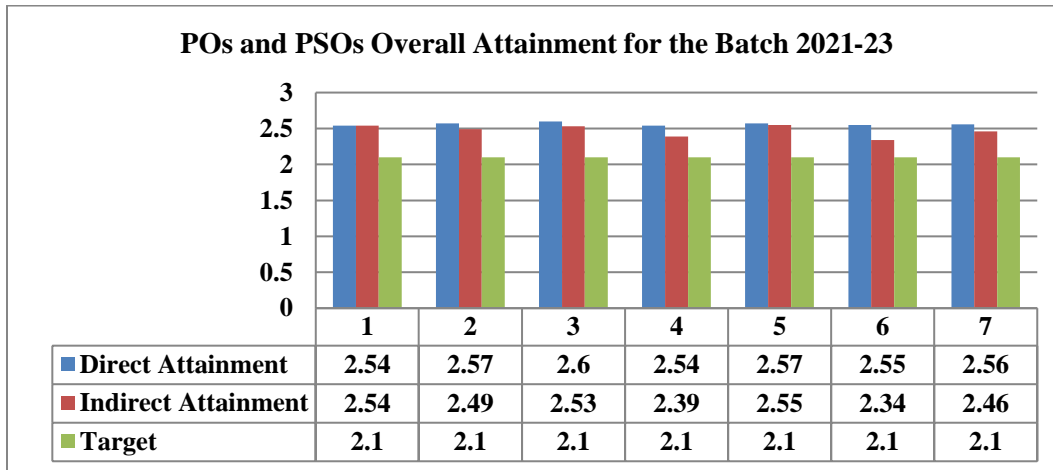
POs and PSOs attainment for the Batches of 2019-21, 2020-22 and 2021-23

Table No. 3.3.2j POs and PSOs attainment for the Batches 2019-21, 2020-22 and 2021-23

POs/PSOs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Batch 2019-21	**2.39**	**2.38**	**2.34**	**2.40**	**2.39**	**2.31**	**2.34**
Batch 2020-22	**2.53**	**2.50**	**2.52**	**2.56**	**2.59**	**2.52**	**2.53**
Batch 2021-23	**2.54**	**2.55**	**2.58**	**2.50**	**2.57**	**2.50**	**2.53**

3.3.2k Graphical Representation of POs and PSOs attainment of Batches 2019-21, 2020-22 and 2021-23

Comparison of POs and PSOs attainment for the last three batches

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
■ Batch 2019-21	2.39	2.38	2.34	2.4	2.39	2.31	2.34
■ Batch 2020-22	2.53	2.5	2.52	2.56	2.59	2.52	2.53
■ Batch 2021-23	2.54	2.55	2.58	2.5	2.57	2.5	2.53
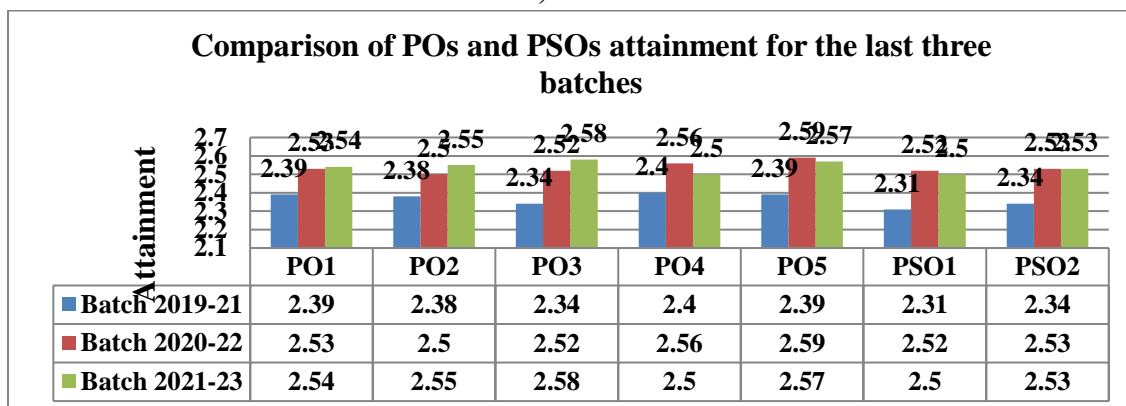
4.1. Curriculum (50)

4.1.1. State the process for designing the program curriculum (10)

Curriculum development is purposeful, progressive, and a systematic process in order to create positive improvement in educational system on the lines of research advancements that are taking place in the fields of Business Management, consulting practices and on the societal needs at large. A structured and effective curriculum provides teachers, students, administrators, industry, community and other stakeholders with a plan facilitates quality education leading to higher cognitive levels of learning. The curriculum identifies the learning outcomes, standards, and core competencies that students must equip and demonstrate before advancing to the next level. Every time there are changes or developments happening around, the curriculum shall be restructured. There is a need to update the curriculum regularly in order to keep pace with the fast-growing technological and business advances as well as to address societal needs. Curriculum development has a broad perspective because it is not only about the institution, the students, and the teachers, but it is also about the development of the society in general.

Policy for Design of Curriculum

Our institution has a well-defined policy for the design and development of curriculum for all programs. The salient features of the policy are detailed below: Based on the Vision and Mission of the institution, the department establishes its vision and mission. Towards realizing the vision and mission, the department defines its Programs Educational Objectives (PEOs), Program Specific Outcomes (PSOs), while Program Outcomes (POs) given by NBA have been adopted. After achieving autonomous status in April 2016, the Governing Body of the institution advised the institution to design its own curriculum. Towards this end, Academic Council (AC) of the institution was constituted as per norms of the UGC, which in turn constituted Board of Studies (BoS) of each department as per norms of UGC that perused the existing curriculum of the affiliating university, its guidelines and academic regulations along with those of other reputed institutions including a few well known universities abroad, keeping in view, the main frame of the program structure and the syllabi within the framework of the norms stipulated by UGC and AICTE.

While preparing curriculum and subsequent revisions, BoS of department of Management Studies considered the following

1. Vision and Mission of the Department offering the program.
2. Identified the context of the program.
3. Wrote Program Educational Objectives (PEO) consistent with the Mission and Vision of the Department.
4. Wrote the Program Outcomes (PO) as stated by NBA and defined PSOs.
5. Prepared PO-PEO matrix to ensure POs facilitate realization of PEOs.
6. Selected the number of credits for the program and decided the distribution of Credits.
7. Identified the courses and defined Course Outcomes (COs) to meet the stated POs and PSOs
8. Wrote the PO/PSO-CO matrix.
9. Defined the assessment process.

It is our strong belief that "Management graduates facilitate business establishments to progress through their business acumen, providing innovative solutions to various business issues through creative and critical thinking, thus, facilitating societal development.

Graduating business executives should

- Be able to conceive complex value-added business perspectives in a modern team-based business environment.
- Appreciate ethical business processes, and be able to contribute to the development of such business practices, requiring data-based decision making.

Implicit is the additional expectation that as graduates and young adults, should be developing themselves, as whole, mature, and thoughtful individuals with a passion to contribute for societal development. Philosophy of curriculum design is aimed at enhancing flexibility in providing holistic education and improving the academic standards to achieve excellence.

Mechanism employed in the design and development of the curriculum is with emphasis on "Need Assessment, Feedback, etc" - involving all stakeholders, namely, industry, research organizations, professional bodies, and civil society in the curriculum design and development process.

Our curriculum development and / or its revision has been consistent with the following principles:

- Curriculum is outcomes-based and learner-centric, employs CBCS, and adopted from NEP-2020 in its revision: content, learning resources, learning activities, assessment, and evaluation, all derived from, and aligned with POs/PSOs and COs.
- COs represent the culminating demonstrations of student learning and achievement.
- COs define the skills, knowledge, and attitudes that a student is expected to demonstrate at the completion of a course.
- All COs within the program complement and facilitate attainment of POs.

Curriculum

- Is purposeful and promotes holistic development of individual.
- Is current and relevant with provincial program standards or program descriptions and as per employability needs.
- Is designed based on Blooms taxonomy.
- Provides active learning opportunities to maximize student engagement;
  - Active learning is the process of learning new ideas, skills, and attitudes by doing, performing, and taking action, which is either cognitive or physical and/or can include, but is not restricted to, devices such as games, simulations, introspection, and role playing.
- Recognizes diversity of students and contributes to their development in a conducive and inclusive learning environment.
- Aligns content, learning resources, and authentic assessment with learning outcomes.
- Complies to relevant standard bodies such as AICTE, FICCI, CII, AIMA etc.;
- Is consistent with the mission and vision of the department as well as the college
- Is appropriate to the level at which the qualification is offered;
- Is appropriate to the occupational requirements of the graduates of the program.

Further, the following aspects have also been considered in the curriculum design and development

Employability - The college prepares the students inculcating analytical thinking, problem solving skills, creativity, innovation, soft skills, computing and data analytical skills, etc, which will be acquired by the student as part of the curriculum. These are essential to take up a job as every employer seeks these skills. The students are sufficiently trained in their ability to how to learn new concepts and apply them to various business problems. The institute aims to train students not only for their first job but also facilitates them to be a lifelong learner.

Creativity, Innovation and Entrepreneurial outlook - Institution encourages hands on learning by introducing project/problem-based/case study in most of its courses and in particular, the department of Management Studies students are motivated to find innovative solutions, while working on various business problems and some of these may lead to ideations developing an entrepreneurial outlook and may eventually become start-ups in the near future. The philosophy behind this is, to inculcate creativity, innovation, critical and lateral thinking, which also promote research culture and teamwork in students.

Commercial Awareness, Business Leadership, including Global Management Practices and Professional Ethics

Being Management and Business Executives, graduates must have

- Commercial awareness with deep insight for the business environment in which they work, e.g. Banking, Insurance, manufacturing, etc

- An understanding of the customer and their needs or wants – appreciating the 'bottom line' or value added to the employer.

- A thorough understanding of the operation of business enterprise, which is acquired through work experience, namely, internships, field/industry visits and discussing with people working in various organizations about their organization's business.

Graduates need to demonstrate integrity, honesty, inclusivity, and ethics. This is achieved through a couple of courses, internship, group projects, and main project work.

Factors considered when designing a course are

1. The COs of all the courses of the curriculum are planned according to the POs and PSOs.

2. Specific Context of the Teaching/Learning Situation, in terms of the following;

   - Is the course offered as a foundation course or functional or skill building or perspective and how many credits does it carry?

   - What physical elements of the learning environment will affect the class?

3. General Context of the Learning Situation

   - What are the learning expectations in this course in the overall context of the curriculum towards the profession / society?

   - What would distinguish students who would take this course from students who do not? That is, how should taking the course transform students with respect to their abilities?

   - What do we want our students to remember from the course in 5-10 years?

   - What skills should students gain in this course?

   - How does this course relate to other courses in the discipline? Then how would we define the course goals accordingly (e.g., for an introductory, fundamental, or advanced course in the discipline)?

4. Nature of the Course
   - Is the course primarily theoretical, practical, or a combination of both?
   - Is the course primarily convergent or divergent?

5. Characteristics of the Learners
   - What prior knowledge, experiences, and initial feelings do students usually have about this subject? Consider previous course(s) they may or may not have taken.
   - What are their learning goals, expectations, and preferred learning styles?
   - What is the motivation for the student to take this course vis-à-vis the program curriculum?

6. Assessment, an important aspect of student learning
   - Improving the quality of learning in a course involves not just determining to what extent students have mastered the course content at the end of the course; improving the quality of learning also involves determining to what extent students are mastering content throughout the course.
   - Thus, in addition to providing instructors with valuable information about students learning, assessment should assist the students in diagnosing their own learning and therefore, adopt assessment instruments that help students "become more effective, self-assessing, self-directed learners".
   - The quality of learning in a course, which can be measured by the quality of assessment instruments used. Metrics to measure the quality of assessment are defined in terms of distribution, difficulty level and nature of questions among the six levels of Bloom's Taxonomy.
   - Pair assessments with learning outcomes COs/LOs) to analyse students learning so that appropriate action could be taken
   - Assessment tasks are to be designed so that they support evidence of student learning and achievement of course learning outcomes and no course has been designed that did not cover any of the POs/PSOs.

With the above considerations in mind, the following major learning goals were defined for the students of MBA Program, which are closely in alignment with goals defined by AICTE, that was subsequently mapped with the courses of MBA program offered at our institution:

Integrating across business disciplines
   - The ability to apply a framework drawing from different management domains.

Communication Skills
   - Proficiency in oral communication as well as the development of analytical, synthetic, and writing skills.

Team Dynamics
   - The ability to work productively as part of a team.

Critical thinking
   - The ability to analyze key issues and evaluate alternative solutions.

Leadership skills and Ethical responsibility

GCET's mission statement underlines the importance of creating responsible leaders and hence, students are be encouraged to live by a rigorous and deeply personal code of ethics. GCET's MBA program's courses are selected with the understanding that the curriculum will play an essential part in achieving these goals.

The Board of Studies identified the following areas to be covered by the core courses:

Foundation: These courses focus on developing the knowledge and analytical ability that support the understanding of the functional areas of business studies.

Functional: These courses cover the fundamentals of business and management studies and equip the students to be in a position to understand advanced concepts.

Integrative: Integrative courses enable a student to understand how to develop a holistic understanding of organizations and the problems they face and see how different functions relate to each other.

Skill Building: A management professional is required to develop and apply a variety of skills and use multiple tools which enable decision making and better management. Picking up and sharpening these skills is a life-long process and courses designed for building skills get students started on this journey.

Perspective: In addition to being able to integrate their fundamental and functional knowledge, management professionals are also expected to be able to look at a business from multiple perspectives. Some of the core courses in the first-year help students to develop and use these perspectives in their professional life later.

First-year MBA Courses

The first year MBA program equips students with a thorough grounding in management fundamentals. Courses such as "Business Ethics and Corporate Governance, Research Methodology and Statistical Analysis, Quantitative Analysis and Business Decisions" cover the key tools, concepts and analytical skills used in all major functional areas as well as courses, namely, which cut across disciplines. A unique feature of the first year MBA Program is introduction of courses, "Entrepreneurship and Design Thinking" and "Logistics and Supply Chain Management".

All core courses cover the key tools, concepts and analytical skills used in all major functional areas.

Second-year MBA Courses

After students complete the core courses, the second-year courses give them a chance to tailor their curriculum according to their personal interests and career objectives. Electives are offered in all major functional areas along with multi-disciplinary courses like Entrepreneurship and Management Consulting.

In addition to a wide choice of electives, students also have the option of undertaking a main project that allows them to probe deeper into a course(s) of their interest. Under faculty supervision, the project provides an opportunity to apply the tools, techniques, skills, and concepts they have learnt to the study of actual problems through field studies,

computer-based analysis, and carryout research. The project carries four (4) credits in their fourth semester, which emphasizes the philosophy of immersion and application orientation. This also facilitates students to create simulated decision-making scenarios within which students can test their understanding of the business environment.

Table No. 4.1.1a Mapping various courses with skill set

Course	Foundation	Functional	Integrative	Skill building	Perspective
Business Policy and Strategy					
Business Ethics and Corporate Governance (First Semester)	✓				
Legal Aspects of Business: Legal and Business Environment			✓		✓
Strategic Management (Fourth semester)		✓			
Computing and Communication					
Statistical Analysis Lab				✓	
Business Communication Lab				✓	
Economics					
Business Economics	✓				
Finance and Accounting					
Financial Reporting and Analysis		✓			
Financial Management		✓			
Security Analysis and Portfolio Management		✓			
Risk Management and Financial Derivatives		✓			
Strategic Cost and Management Accounting		✓			
International Financial Management		✓			
Strategic Financial Management		✓			
Financial Analysis	✓	✓			

Marketing					
Marketing Management		✓	✓		
Digital Marketing		✓	✓	✓	
Sales Promotion and Management		✓		✓	
Consumer Behaviour		✓			✓
International Marketing		✓	✓		✓
Marketing Analytics		✓			
Organizational Behavior					
Management and Organizational Behaviour	✓				
Human Resource Management	✓	✓	✓		
Management Information Systems	✓	✓			
Quantitative Analysis for Business Decisions	✓				
Talent and Performance Management Systems	✓				
Employee Relations	✓	✓	✓		
HR Analytics	✓	✓	✓		
Entrepreneurship					
Startup and MSME Management			✓		✓
Innovation and Entrepreneurship			✓		✓
Entrepreneurial Finance			✓		
Family Business Management	✓	✓			

Summer Internships

Students complete internship with companies at different locations and work on projects and tasks similar to those they would be engaged in, when they graduate and get recruited. The companies where they complete their internships are also in many cases the same companies that would recruit them after the completion of their course. The summer internship is another example of the application orientation part of GCET's mission manifesting itself in the curriculum. Students learn by doing in the internship and get a first-hand experience of corporate life in terms of on the job deliverables.

Pedagogy

The method of instruction varies for different courses with case studies being the predominant method for most. Apart from that, group and individual projects, student presentations, games, etc. are used. A few courses bring in industry experts to integrate classroom learning with industry practice through a couple of lectures.

Student academic engagement at GCET is a part of the course design ensuring that students are academically involved in three phases: before classes, within the classroom and after the class.

Before classes: A majority of the courses have classes based on discussions around a specific topic assigned for each class. Before the start of each semester, students are given the material for each class and are expected to read all the material before the class and have a preliminary discussion in their study groups.

In Class: During the discussion in class, it is expected that students would participate and make a significant contribution. The faculty member monitors the students' contributions to the discussion and ensures equitable distribution of opportunity is provided for all students to participate over the duration of the course.

Students with prior work experience, if any, will have an opportunity to bring perspectives from their work experience to the classroom, which substantially enriches the discussions.

After Class: The students' ability to assimilate the discussion in class and its nuances is tested in various ways:

- Projects: Some courses integrate a team project in the assessment scheme to ensure students find an opportunity to apply their learning in a simulated work environment.

- Problem-based learning: Quantitative analysis-based courses often use a problem/solution-based approach.

- Simulated Games: Some courses use Simulated Games (mock trading), where technology is used to create a decision-making environment.

- Reflection papers: Students regularly write reflection papers, where they need to look back and critically reflect on their own experiences to identify and reinforce learning.

- Quizzes: Especially in the first year, students must face frequent quizzes, announced or surprise, some of which may be in-class and some held separately.

- Mid-term and Semester End Exams: These examinations help provide a period of reflection, revision and reinforcement of concepts learned in each half as well as end of the semester.

The process flow for Curriculum Design is as follows

Step 1: The Department formulates PEOs, and PSOs based on Institute's/Department's Vision and Mission, the NBA and AICTE guidelines.

Step 2: Internal Board of Studies Committee, consisting of Professors and senior faculty members of the Department frames the Course Structure of the curriculum keeping in view of the PEOs, the graduating outcomes defined by NBA in the form of POs and the PSOs and sticking to the norms laid down by AICTE, UGC, and JNTUH- Hyderabad by having brainstorm sessions. During this process the curriculum of premier institutions like IIMs, NMIMS, ISB, and a couple of other foreign universities are referred. Alumni feedback is also considered during this step. During curriculum revisions, the POs' attainments and suggestions made in PAC meetings are taken into consideration.

Step 3: The course outcomes of all the courses of the curriculum are planned according to the POs and PSOs. Then, the syllabi of various courses are framed by course coordinators.

Step 4: Towards the end of semester, a Course End Survey (CES) is conducted, where the students provide input on the course curriculum. CES is analyzed and presented to the faculty/ course coordinator who deals with the course. Based on the CES and TLP feedback the faculty/ course coordinator prepares additional course content to satisfy student needs. The additional content is delivered by means of Value Added Course, Workshops or other activities. The course content may be modified when the curriculum is revised once in two years. The feedback on the proposed curriculum is obtained from various stakeholders such as academicians, industrial experts, alumni, parents, and faculty once in two years. The feedback is taken on a 5-point scale with 5 points for SA (Strongly Agree), 4 points for ALE (Agree to a Large Extent), 3 points for A (Agree), 2 points for ASE (Agree to Some Extent), and 1 point for D (Disagree). The Questionnaire pertaining to AR18 curriculum, the feedback obtained, analysis of the feedback carried out and the action taken is provided below.

Step 5: The curriculum is then discussed in Group Heads meetings to distribute the courses, linking them in a progressive way in appropriate semesters.

Step 6: The proposed curriculum and syllabi are submitted to the Board of Studies (BOS). The recommendations and modifications suggested by BOS members are incorporated. Curriculum

and syllabi are then passed for approval to the Academic Council and Governing Body

Step 7: After the approval from Academic Council (AC), the curriculum and syllabi are finalized.

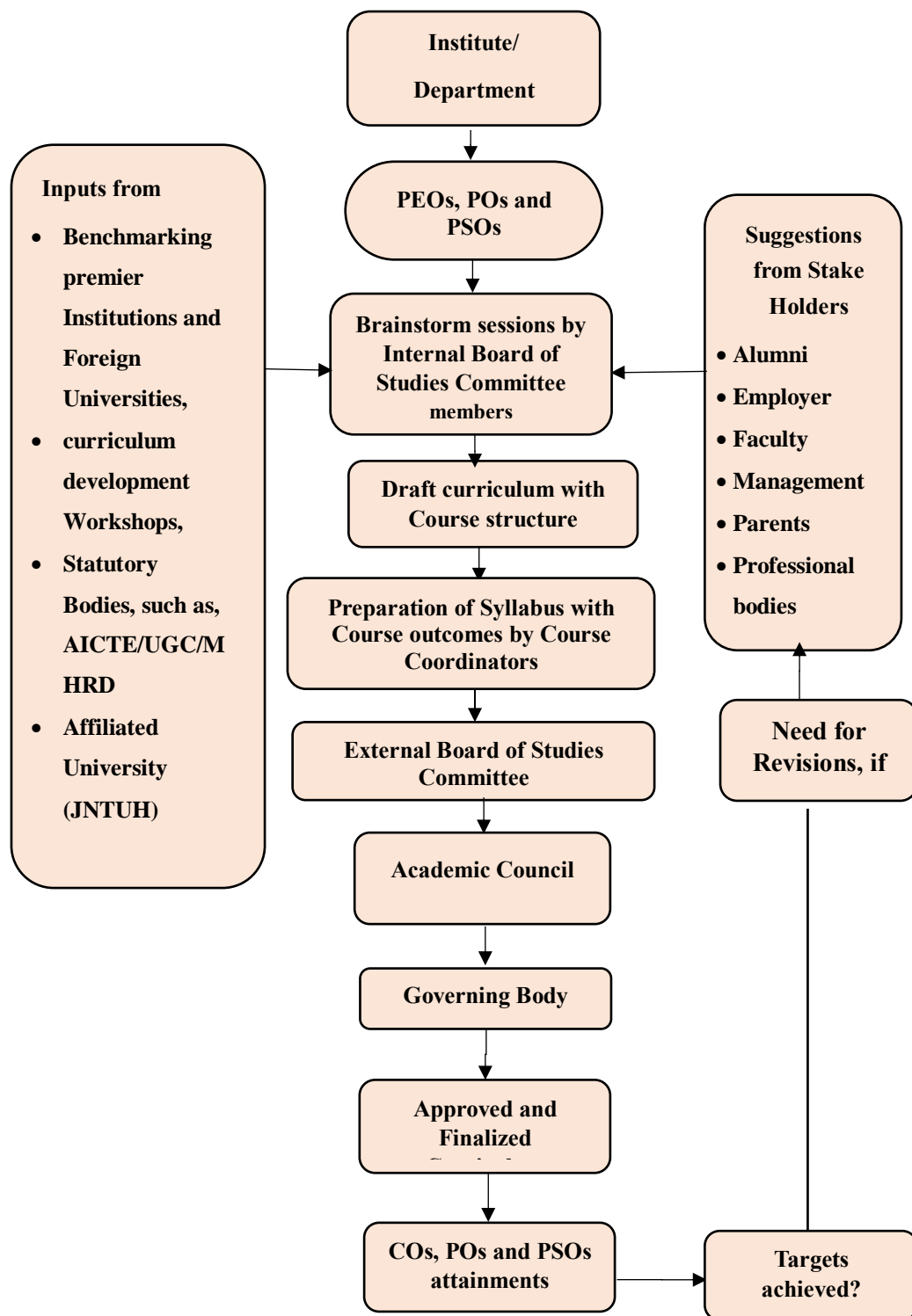**Pictorial representation of the Process flow of the curriculum design**

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                        │     Institute/       │
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│                     │  │ Brainstorm sessions  │      │ from Stake          │
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│   premier           │  │ Studies Committee    │      │ • Alumni            │
│   Institutions and  │  │ members              │      │ • Employer          │
│   Foreign           │  └──────────────────────┘      │ • Faculty           │
│   Universities,     │           │                    │ • Management        │
│ • curriculum        │           ▼                    │ • Parents           │
│   development       │  ┌──────────────────────┐      │ • Professional      │
│   Workshops,        │  │ Draft curriculum with│      │   bodies            │
│ • Statutory         │  │ Course structure     │      └─────────────────────┘
│   Bodies, such as,  │  └──────────────────────┘
│   AICTE/UGC/M       │           │
│   HRD               │           ▼
│ • Affiliated        │  ┌──────────────────────┐
│   University        │  │ Preparation of       │
│   (JNTUH)           │  │ Syllabus with Course │
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                        │ COs, POs and PSOs    │───────▶│  Targets            │
                        │ attainments          │        │  achieved?          │
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Figure No. 4.1.1a Process of the curriculum design

Process used to ensure the curriculum developed facilitates attainment of POs and PSOs

Even though the college is autonomous, as the college being affiliated to JNTUH, Hyderabad, the curriculum is designed by the Department/college as per the guidelines of affiliating University, AICTE and UGC.

The curriculum is one of the main tools to prepare students in achieving the Program Outcomes (POs) and Program Specific Outcomes (PSOs). Therefore, the relevance of the courses in the program specific curriculum to POs and PSOs needs to be quantified in order to establish their relevance and level of support to the attainment of POs and PSOs. To identify and quantify the extent of compliance of the autonomous curriculum (AR22) for attaining the Program Outcomes and Program Specific Outcomes, the procedure adopted is described below:

a) Process of mapping of COs with POs and PSOs

The National Board of Accreditation (NBA) has defined Graduate Attributes (GAs) and Program Outcomes (POs) for Outcome Based Education. Our department has framed TWO Program Specific Outcomes (PSOs).

- The Course Outcomes for each course of the curriculum are defined.

- Correlation strengths of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs) are tabulated. A strong correlation is given a value of '3' while moderate and weak correlations are given values of '2' and '1' respectively.

- The above exercise was done for all the courses of the post graduate program a student undergoes from 1st year to 2nd year in Masters in Business Administration.

- From the above process, percentage contribution of curriculum to the attainment of each Program Outcome (PO) and Program Specific Outcome (PSO) is measured and assessed by the Program Assessment Committee with Program Coordinator as the Chairman of the committee. If the average correlation strength to a PO/ PSO is more than 70 (High Level), it is assumed that the curriculum is contributing sufficiently to the attainment of corresponding PO / PSO. If it is more than 50 but less than 70 (Moderate Level), the curriculum is not able to contribute independently for the attainment of corresponding PO / PSO, which can be termed as "curriculum gaps". Suitable measures have to be taken by way of conducting co-curricular and extracurricular activities in the form of guest lectures, workshops and others to bridge these curriculum gaps that improve the attainments of POs and PSOs. If the average correlation strength to a PO / PSO is less than 50 (Low Level), it is assumed that the curriculum is not able to contribute to the attainment of corresponding PO / PSO. In such cases a revision of the curriculum shall be made such that the deficiencies are mitigated by proper introduction of the courses. The Program Assessment

Committee identifies the curriculum gaps, if any, and suggests suitable measures for filling those gaps.

b) Program Outcomes

Management Graduates will be able to:

1. Apply knowledge of management theories and practices to solve business problems.

2. Foster Analytical and critical thinking abilities for data-based decision making.

3. Ability to develop Value based Leadership ability.

4. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

c) Program Specific Outcomes

PSO1: Apply Advanced Financial, HR, and Marketing Strategies involving ethical practices with social responsibility to arrive at solutions for given business problems.

PSO2: Demonstrate leadership through analytical ability in Decision Making in managing finance, human resources, and marketing functions of an organizational sustainability

Analysis of Feedback from Industry/R & D/Professional Bodies/ Parent on
MBA Program Curriculum Design and Development Questionnaire pertaining to AR18
Table No. 4.1.1b Industry expert Feedback Analysis for AR 18

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	5	4	1	0	0	88
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	5	5	0	0	0	90
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	5	1	4	0	0	82
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/ project-based learning	5	3	2	0	0	86
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	6	3	1	0	0	90
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	5	4	1	0	0	88
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	5	5	0	0	0	90
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	5	4	1	0	0	88
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	7	3	0	0	0	94
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	7	2	1	0	0	92

SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree
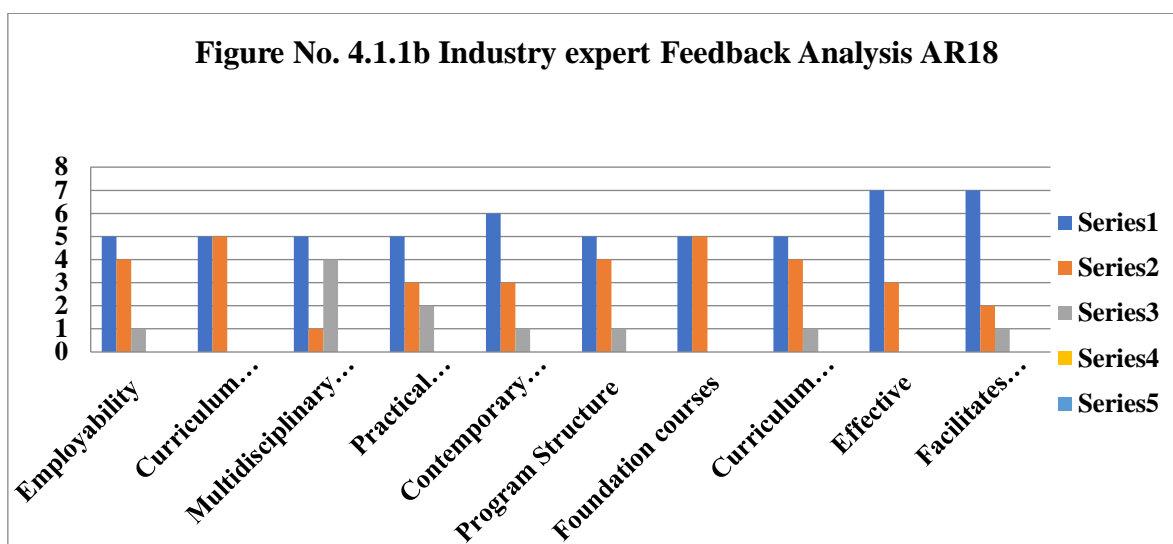
Figure No. 4.1.1b Industry expert Feedback Analysis AR18

Table No. 4.1.1c R&D/ HMA (Professional body) Feedback Analysis for AR 18

S.No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	4	4	0	0	0	90
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	4	4	0	0	0	90
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	3	3	2	0	0	82
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	5	3	0	0	0	92
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	4	4	0	0	0	90
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	6	2	0	0	0	96

7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	4	4	0	0	0	90
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	6	2	0	0	0	96
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	3	4	1	0	0	86
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	4	3	1	0	0	88

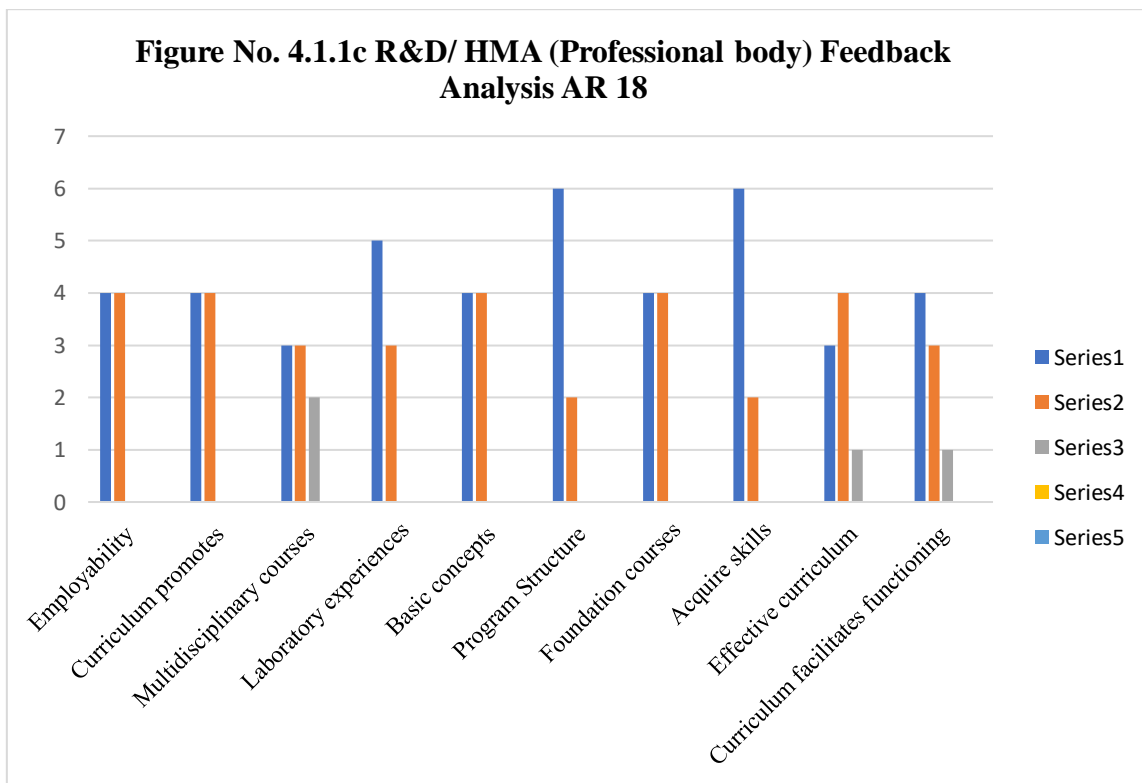**SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree**
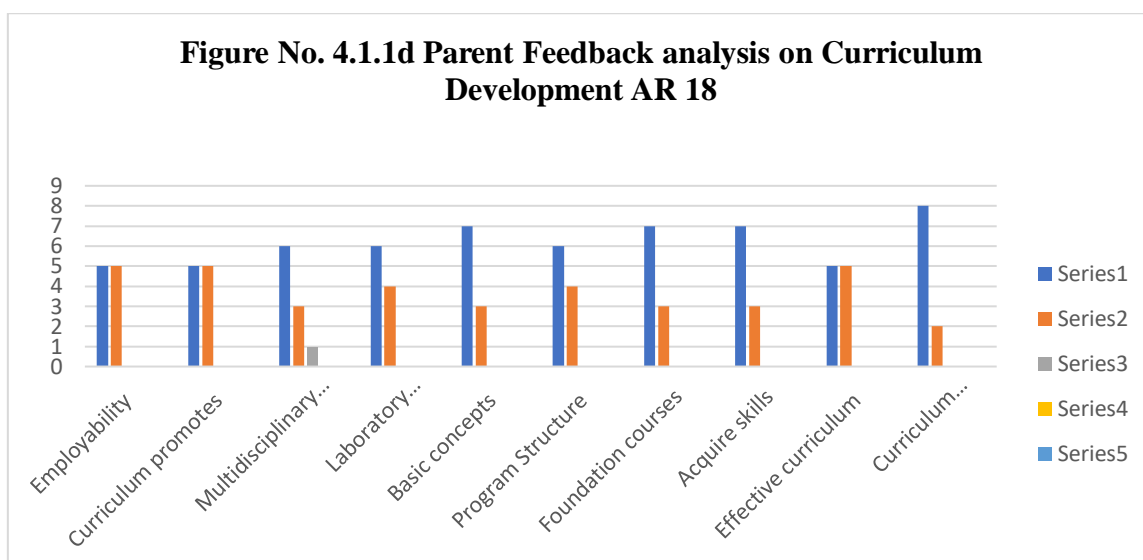

Figure No. 4.1.1c R&D/ HMA (Professional body) Feedback Analysis AR 18

Table No. 4.1.1d Parent Feedback analysis for AR 18

S.No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	5	5	0	0	0	90
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	5	5	0	0	0	90
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	6	3	1	0	0	90
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	6	4	0	0	0	92
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	7	3	0	0	0	94
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	6	4	0	0	0	92
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	7	3	0	0	0	94
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	7	3	0	0	0	94
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	5	5	0	0	0	90
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	8	2	0	0	0	96

SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree

Figure No. 4.1.1d Parent Feedback analysis on Curriculum Development AR 18

Suggestions for Industry representatives/ Professional body members/ Parents:

1. Most industry representatives emphasized the importance of an entrepreneurial mindset and creative thinking. They opined that an entrepreneurship specialization was essential.

2. HMA members considered the use of software tools like SPSS and R programming as a routine offering in business schools. They suggested the hands-on use of such tools in the MBA course curriculum.

3. Parents, industry representatives, as well as HMA members appreciated the inclusion of the "Indian Ethos and Management Ethics" course in the MBA curriculum.

4. As in earlier meetings, all members requested better internships and placements.

Table No. 4.1.1e Action Taken Report on Feedback from parent/ industry/ professional body members on Curriculum Development AR 18

Geethanjali College of Engineering and Technology	
Department of Management Studies	
Action Taken Report on Feedback from parent/ industry/ professional body members on Curriculum Development AR 18	
Suggestion	**Action taken**
1. Entrepreneurship as specialization	Entrepreneurship specialization is proposed in the following curriculum.
2. Using SPSS and R programming	More number of workshops and FDPs will be conducted
3. Improvement in Internship and Placement	A tie up with Internshala has improved internships.

Table No. 4.1.1f Alumni Feedback Analysis on 25 Dec 2017

S. No	Questionnaire	a	b	c	d	Avg	%
1	How do you rate the syllabus / curriculum prescribed for the study by GCET? a) Very good b) Good c) Average d) Poor	10	14	1	0	3.3	67
2	How far has the syllabus been beneficial for your higher studies and / or Professional development? a) Highly useful b) Quite useful c) moderately useful d) Not useful	11	11	3	0	4.3	86
3	What is the social relevance of the syllabus / curriculum on which the study program was based? a) Highly relevant b) Quite relevant c) Relevant d) Not relevant	10	11	4	0	4.2	84
4	How far did the syllabus/curriculum equip you for suitable placements in the job markets? a) Well equipped b) Moderately equipped c) Suitably equipped d) Poorly equipped	11	9	5	1	4.1	83
5	How far did the curriculum raise the level of your ability to communicate effectively? a) Very well b) Quite well c) Moderately well c) Poorly	12	11	2	0	4.4	88
6	How far did the syllabus / curriculum help you in being a sensitive and responsible citizen towards societal needs? a) Very well b) Quite well c) Moderately well d) Poorly	10	10	5	0	4.2	84
7	to what extent did the curriculum is relevant to the developmental needs of the nation? a) Very large b) Large c) Moderate d) Poor	9	11	5	0	4.1	83
8	to what extent did the experiential learning part of the curriculum is relevant to the overall development of the students, especially application of theoretical knowledge in the lab? a) Very large b) Large c) Moderate d) Poor	10	11	4	0	4.2	84
		Percentage				**4.1**	**82**

Suggestions given by the members:

1. The incorporation of Business Ethics, International Business, Digital Marketing, and IPR into the AR 16 curriculum was very well appreciated.

2. The introduction of open electives in AR 16 was considered a good practice as it encouraged a multidisciplinary approach.

3. Exposing students to Massive Open online Courses (MOOCs) was considered a good strategy, as students had the option to choose what they liked to read.

4. Students were encouraged to publish papers/articles based on their project work. Faculty was encouraged to publish joint papers.

Table No. 4.1.1g Action Taken Report on Feedback from Alumni on Curriculum Development for AR 18

Geethanjali College of Engineering and Technology	
Department of Management Studies	
Action Taken Report on Feedback from Alumni on Curriculum Development AR 18	
Suggestion	**Action taken**
1. Using MOOCs for self-learning.	Bright students in class will be encouraged to register in NPTEL/ Coursera and other online platforms.

Analysis of Feedback from Industry/R & D/Professional Bodies/ Parent on

MBA Program Curriculum Design and Development Questionnaire pertaining to AR20

Table No. 4.1.1h Industry expert Feedback Analysis AR20

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	5	4	1	0	0	88
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	5	5	0	0	0	90
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	5	1	4	0	0	82

		SA	ALE	A	ASE	D	
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	5	3	2	0	0	86
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	6	3	1	0	0	90
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	5	4	1	0	0	88
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	5	5	0	0	0	90
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	5	4	1	0	0	88
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	7	3	0	0	0	94
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	7	2	1	0	0	92

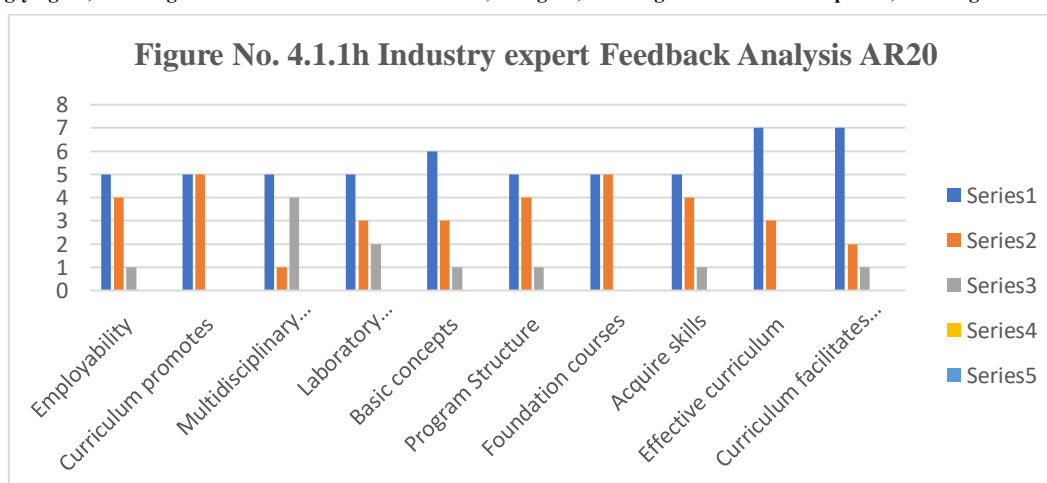**SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree**

Figure No. 4.1.1h Industry expert Feedback Analysis AR20

Table No. 4.1.1i R&D/ HMA (Professional body) Feedback Analysis AR20

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	4	4	0	0	0	90
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	4	4	0	0	0	90
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	3	3	2	0	0	82
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project-based learning	5	3	0	0	0	92
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	4	4	0	0	0	90
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	6	2	0	0	0	96
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	4	4	0	0	0	90
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	6	2	0	0	0	96
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	3	4	1	0	0	86
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	4	3	1	0	0	88

SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree
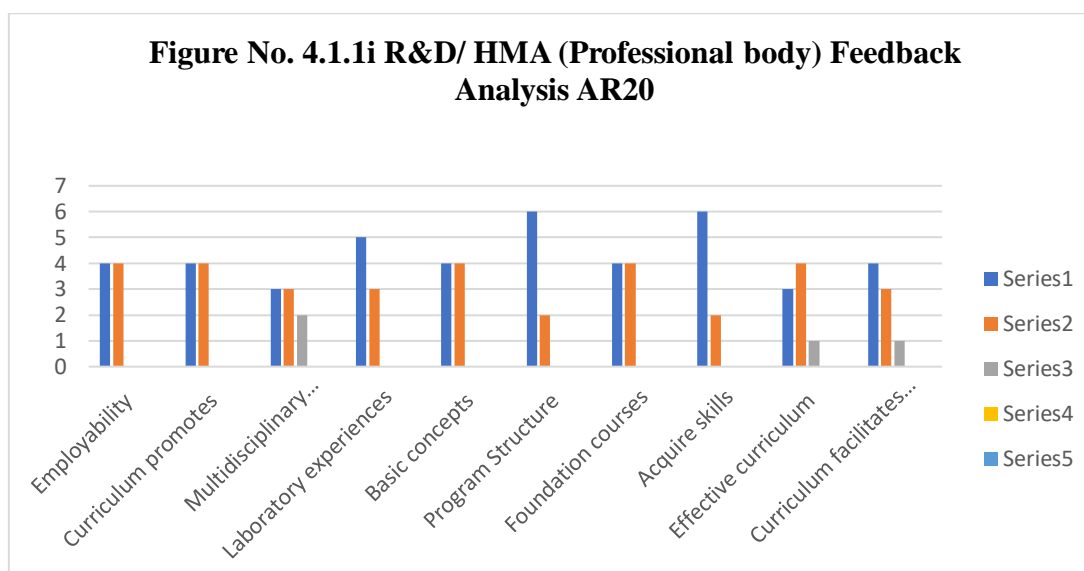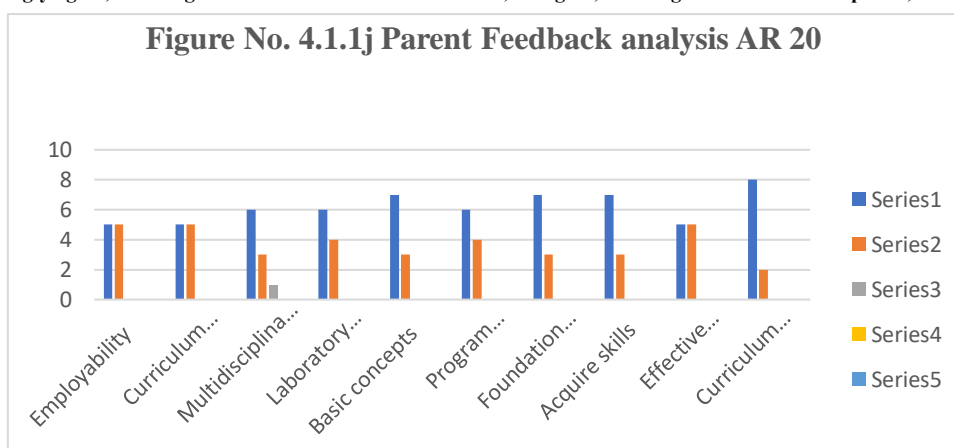
Figure No. 4.1.1i R&D/ HMA (Professional body) Feedback Analysis AR20

Table No. 4.1.1j Parent Feedback analysis for AR 20

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	5	5	0	0	0	90
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	5	5	0	0	0	90
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	6	3	1	0	0	90
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	6	4	0	0	0	92

		SA	ALE	A	ASE	D	
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	7	3	0	0	0	94
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	6	4	0	0	0	92
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	7	3	0	0	0	94
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	7	3	0	0	0	94
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	5	5	0	0	0	90
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	8	2	0	0	0	96

SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree

Figure No. 4.1.1j Parent Feedback analysis AR 20

Suggestions:

1. Industry experts suggested the use of software tools for Data Analytics.

2. HMA members suggested the use of MOOCs like NPTEL/AICTE ATAL FDPs, Udemy, and Coursera for short-term value-added courses.

3. Parents expressed satisfaction with the efforts made to encourage students to publish papers/articles based on their project work.

Table No. 4.1.1k Alumni Feedback Analysis on 25 Dec 2019

S. No.	Questionnaire	(a)	(b)	(c)	(d)	Avg	%
1	How do you rate the syllabus / curriculum prescribed for the study by GCET? a) Very good b) Good c) Average d) Poor	5	4	2	0	4.27	85
2	How far has the syllabus been beneficial for your higher studies and / or Professional development? a) Highly useful b) Quite useful c) moderately useful d) Not useful	4	1	6	0	3.82	76
3	What is the social relevance of the syllabus / curriculum on which the study program was based? a) Highly relevant b) Quite relevant c) Relevant d) Not relevant	4	3	3	1	3.91	78
4	How far did the syllabus/curriculum equip you for suitable placements in the job markets? a) Well equipped b) Moderately equipped c) Suitably equipped d) Poorly equipped	3	4	3	4	3.43	68
5	How far did the curriculum raise the level of your ability to communicate effectively? a) Very well b) Quite well c) Moderately well c) Poorly	6	1	3	1	4.09	81
6	How far did the syllabus / curriculum help you in being a sensitive and responsible citizen towards societal needs? a) Very well b) Quite well c) Moderately well d) Poorly	5	2	2	2	3.91	78
7	to what extent did the curriculum is relevant to the developmental needs of the nation? a) Very large b) Large c) Moderate d) Poor	4	3	1	3	3.73	74
8	to what extent did the experiential learning part of the curriculum is relevant to the overall development of the students, especially application of theoretical knowledge in the lab? a) Very large b) Large c) Moderate d) Poor	6	1	4	0	4.18	83
			Percentage			3.92	78

Suggestions given by the members:

1. It was suggested that courses on Entrepreneurship and/or Entrepreneurship as a specialization be offered. It is considered essential to encourage creativity, innovation, and employability.

2. It was emphasized that Business Ethics or Management Ethics with an Indian outlook are needed for a student to be a leader in an international arena. Indian ethos and management ethics may be strengthened as a course.

3. It was stressed that project work and internships should be taken up as seriously as before. Students should be encouraged to take up as many internships as they can during the tenure of the course.

Table No. 4.1.1l Action Taken Report on Feedback from Alumni on Curriculum Development AR 20

Geethanjali College of Engineering and Technology	
Department of Management Studies	
Action Taken Report on Feedback from Alumni on Curriculum Development AR 20	
Suggestion	**Action taken**
1. Project work and Internships to be taken seriously	Mentors are asked to ensure that students get data from the right source. They are asked to ensure students follow the time line strictly. They may be encouraged to use college lab for any kind of technical support.

Analysis of Feedback from Industry/R & D/Professional Bodies/ Parent on
MBA Program Curriculum Design and Development Questionnaire pertaining to AR22
Table No.4.1.1m Industry expert Feedback Analysis AR22

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	4	5	0	0	0	88
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	5	4	0	0	0	92
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	3	2	4	0	0	78
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	3	3	3	0	0	80
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	4	3	2	0	0	84
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	4	4	1	0	0	86
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	3	5	1	0	0	84
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	3	4	2	0	0	82
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	4	5	0	0	0	88
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	5	2	2	0	0	86

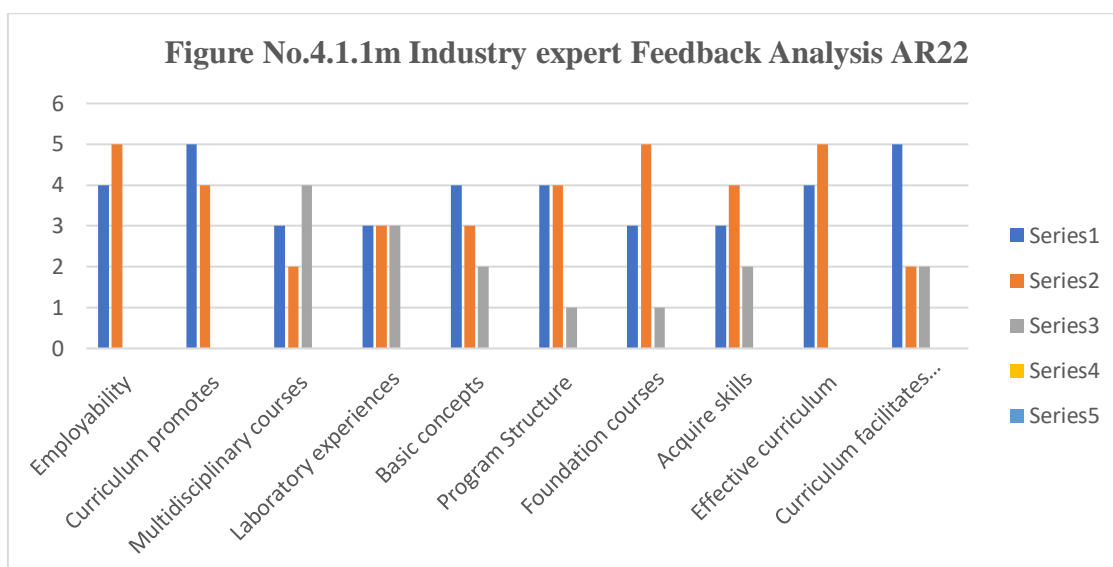**SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree**

Figure No.4.1.1m Industry expert Feedback Analysis AR22

Table No. 4.1.1n R&D/ HMA (Professional body) Feedback Analysis AR22

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	5	5	0	0	0	90
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	6	4	0	0	0	92
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	7	3	0	0	0	94
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	4	3	3	0	0	82
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	5	5	0	0	0	90

		SA	ALE	A	ASE	D	
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	6	4	0	0	0	92
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	7	3	0	0	0	94
8	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	6	4	0	0	0	92
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	9	1	0	0	0	98
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	8	1	1	0	0	94

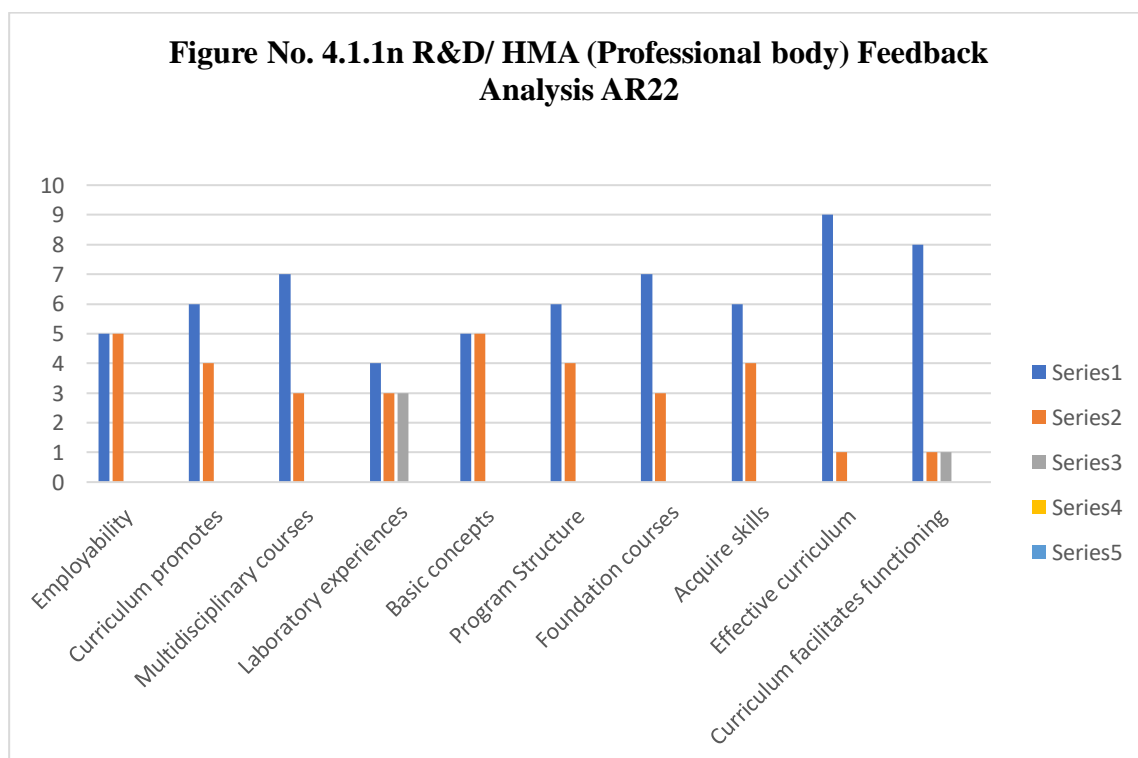**SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree**

Figure No. 4.1.1n R&D/ HMA (Professional body) Feedback Analysis AR22

Table 4.1.1o Parent Feedback analysis AR 22

S. No	Questionnaire	SA	ALE	A	ASE	D	%
1	Employability is given adequate weightage in curriculum design and development.	4	5	0	0	0	88
2	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	5	4	0	0	0	92
3	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	5	4	0	0	0	92
4	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental learning, designing projects and explore through problem/project based learning	5	4	0	0	0	92
5	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	7	2	0	0	0	96
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	4	5	0	0	0	88
7	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	6	3	0	0	0	94
8	Curriculum facilitates student to	6	3	0	0	0	94

		SA	ALE	A	ASE	D	
	acquire skills to be communicator, collaborator, and leader						
9	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	4	5	0	0	0	88
10	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	7	2	0	0	0	96

SA: Strongly agree, ALE: Agree with a lean towards excellence, A: Agree, ASE: Agree with some exceptions, D: Disagree

Figure No. 4.1.1o Parent Feedback analysis AR22
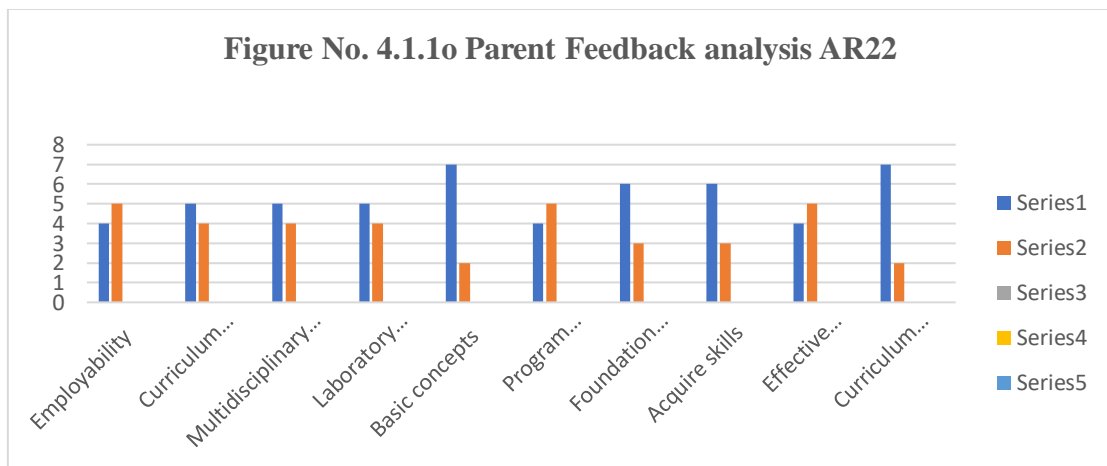
Suggestions:

1. Industry representatives and HMA members were of the opinion that Business Analytics and Analytics in functional areas could be offered.

2. They also suggested that faculty should be properly trained be faculty for the coursework commences.

3. Furthermore, a lab component in each of the analytics courses may be encouraged.

4. Parents suggested that value-added courses in Business Communication or Soft skills be encouraged for better employability.

5. Earlier, recruiters wanted students to be more open and available for internships, fieldwork, and real-time project work. They suggested a tie-up with voluntary organizations, NGOs, market research agencies, and membership in professional bodies, which would help the student take initiative, think creatively, and make their own decisions.

Table No. 4.1.1p Action Taken Report on Feedback from parent/ industry/ professional body members on Curriculum Development AR 22

	Geethanjali College of Engineering and Technology	
	Department of Management Studies	
	Action Taken Report on Feedback from parent/ industry/ professional body members on Curriculum Development AR 22	
	Suggestion	**Action taken**
1	Business Analytics and Analytics in functional areas could be offered.	Courses relating to Analytics shall be included in curriculum.
2	A lab component in each of the analytics courses may be encouraged.	Lab component in Analytics courses will be encouraged
3	Value-added courses in Business Communication or Soft skills are encouraged for better employability.	Value added courses will be increased in future.
4	Real time exposure	Project work with field work will be encouraged.

Table No. 4.1.1q Alumni Feedback Analysis on 25 Dec 2021

S. No	Questionnaire	(a)	(b)	(c)	(d)	(e)	Avg	%
1	How do you rate the syllabus / curriculum prescribed for the study by GCET? a) Very good b) Good c) Average d) Poor	3	6	2	0	0	4.09	82
2	How far has the syllabus been beneficial for your higher studies and / or Professional development? a) Highly useful b) Quite useful c) moderately useful d) Not useful	2	6	3	0	0	3.91	78
3	What is the social relevance of the syllabus / curriculum on which the study program was based? a) Highly relevant b) Quite relevant c) Relevant d) Not relevant	4	3	4	0	0	4.00	80
4	How far did the syllabus/curriculum equip you for suitable placements in the job markets? a) Well equipped b) Moderately equipped c) Suitably equipped d) Poorly equipped	4	3	3	1	0	3.91	78

5	How far did the curriculum raise the level of your ability to communicate effectively? a) Very well b) Quite well c) Moderately well c) Poorly	3	5	3	0	0	4.00	80
6	How far did the syllabus / curriculum help you in being a sensitive and responsible citizen towards societal needs? a) Very well b) Quite well c) Moderately well d) Poorly	3	5	2	1	0	3.91	78
7	To what extent is the curriculum relevant to the developmental needs of the nation? a) Very large b) Large c) Moderate d) Poor	4	1	6	0	0	3.82	76
8	To what extent did the experiential learning part of the curriculum is relevant to the overall development of the students, especially application of theoretical knowledge in the lab? a) Very large b) Large c) Moderate d) Poor	3	2	5	1	0	3.64	72
					Percentage		**78.1**	**78**

Suggestions given by the Alumni members:

1. The suggestions given by alumni were very much appreciated.
2. Courses on Business Ethics, Data Analytics, and Functional English were already included in the curriculum during the revision of the curriculum, i.e., in AR20 regulations. A course on advanced Excel was also recommended as desirable.
3. Value-added courses in Design Thinking and Data Analytics are proposed for the following year as they could enhance employment opportunities.
4. Hands-on experience in using software tools for Data Analytics was essential for better quality of employment.
5. Strategic Management Accounting introduced in AR20 was found to provide useful inputs to students in terms of cost concepts.

Table No. 4.1.1r Action Taken Report on Alumni feedback on Curriculum Development AR 22

Geethanjali College of Engineering and Technology	
Department of Management Studies	
Action Taken Report on Alumni feedback on Curriculum Development AR 22	
Suggestion	**Action taken**
1 Courses on Business Ethics, Data Analytics, and Functional English were already included in the curriculum during the revision of the curriculum, i.e., in AR20 regulations. A course on advanced Excel was also recommended as desirable.	Statistical Data Analysis in Lab may be strengthened by using statistical tools like SPSS
2 Value-added courses in Design Thinking and Data Analytics are proposed for the following year as they could enhance employment opportunities.	Design Thinking and Data Analytics is proposed to be added in the curriculum.
3 Hands-on experience in using software tools for Data Analytics was essential for better quality of employment.	Faculty Development Programs on Business Analytics is proposed for the current year.

Table No. 4.1.1s Summary of Type and Number of respondents
Analysis of Feedback on AR 18, AR 20 and AR 22

Stake holders	AR 18	AR 20	AR 22
Internal Faculty	10	10	10
Guest Faculty	3	3	3
Alumni	25	11	11
Industry representatives	10	10	9
HMA members	8	8	10
Parents	10	10	9

The structure and curriculum of MBA is prepared under Autonomous Regulations (AR22) based on the AICTE curriculum guidelines, series of discussions with DAC/ PAC members, BoS members, Industry representatives, and other stake holders including Alumni and guest lecturers. The PEOs, PSOs, were in line with the Vision and Mission statements. NBA guideline was, considered during preparation of Program outcomes. The Program curriculum maps well with Program outcomes.

The feedback received from various stakeholders including industry representatives, HMA members, parents, recruiters, and alumni is overwhelmingly positive and constructive. They

emphasized the importance of offering courses in areas such as business analytics, entrepreneurship, and communication skills to enhance employability and encourage innovation. There is a strong recommendation for hands-on training using software tools for data analytics and a focus on ethics and Indian ethos in management education. The inclusion of open electives and value-added courses is seen as beneficial for a multidisciplinary approach and improving employment opportunities. The need for faculty training, promoting internships and project work, and fostering a proactive attitude among students is also highlighted.

Overall, the feedback underscores the importance of adapting the curriculum meeting the evolving needs of the industry and society and facilitates Critical and Lateral Thinking, Creativity, Innovation and Entrepreneurial Outlook, Business Perspectives with Ethics, Integrity, Honesty, and Inclusivity, Commercial Awareness, Business Leadership, including Global Management Practices leading to improved employability.

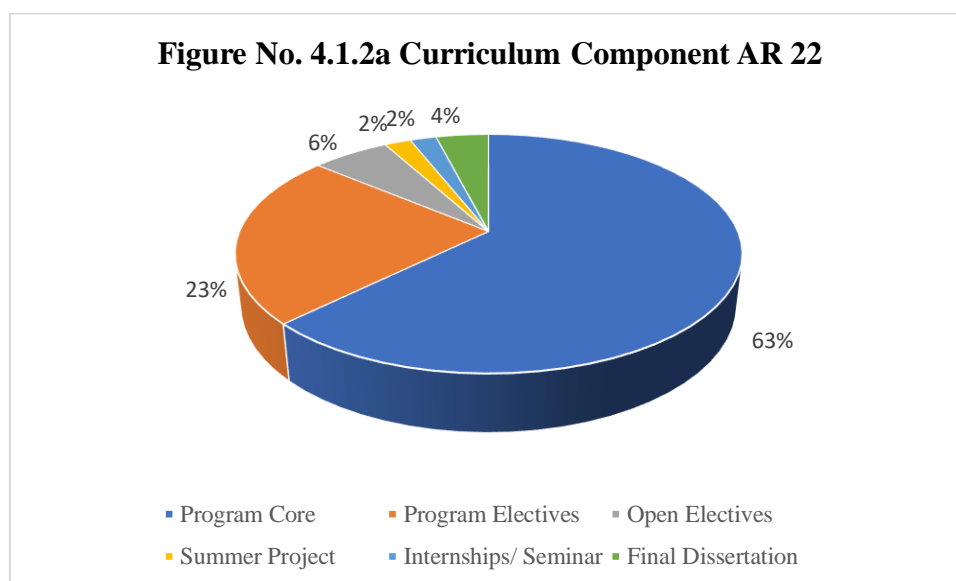## 4.1.2. State the components of the curriculum (15)

Table No. 4.1.2a Components of the curriculum for AR22

Course Component	Curriculum Content (of total number of credits of the program)	Total number of contact hours	Total number of credits
Program Core	62.7	68	64
Program Electives	23.4	24	24
Open Electives	5.9	06	06
Summer Project	2	02	02
Internships/ Seminar	2	02	02
Final Dissertation	4	04	04
Any Other	NA	NA	NA
Total number of credits			**102**

Figure No. 4.1.2a Curriculum Component AR 22

Table No. 4.1.2b Components of the curriculum for AR 20

Course Component	Curriculum Content (of total number of credits of the program)	Total number of contact hours	Total number of credits
Program core	63.8	73	67
Program electives	22.9	24	24
Open electives	5.7	06	06
Summer project	1.9	NA	02
Internships/ Seminar	1.9	02	02
Final Dissertation	3.8	NA	04
Any Other	NA	NA	NA
Total number of credits			105

Figure No.4.1.2b Curriculum Component AR 20

- Program core
- Program electives
- Open electives
- Summer project
- Internships/ Seminar
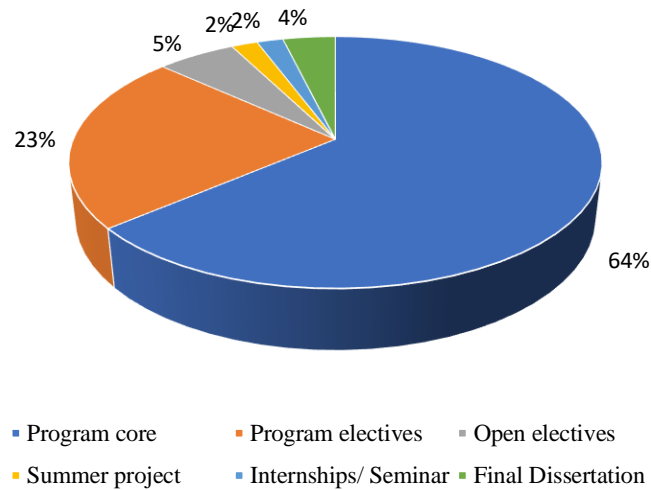- Final Dissertation

Table No. 4.1.2c Components of the curriculum for AR 18

Course Component	Curriculum Content (of total number of credits of the program)	Total number of contact hours	Total number of credits
Program core	61.53	68	64
Program electives	23.07	24	24
Open electives	7.7	08	08
Summer project	1.93	NA	02
Internships/ Seminar	1.93	03	02
Final Dissertation	3.84	NA	04
Any Other	NA	NA	NA
Total number of credits			**104**

Figure No. 4.1.2c Curriculum Component AR 18
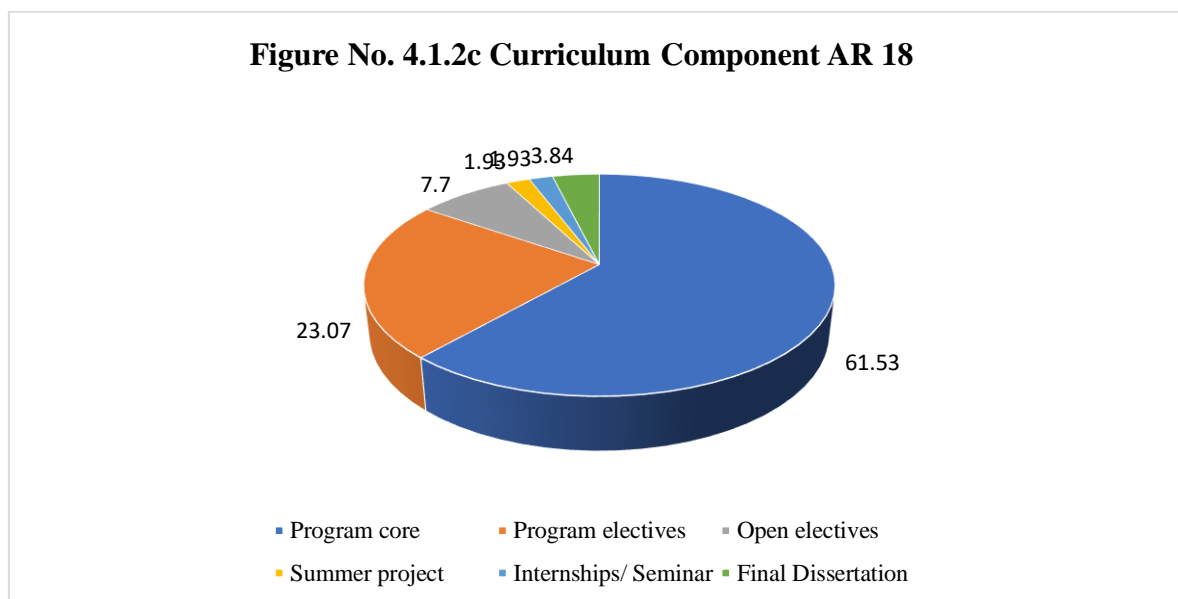
4.1.3. Transaction of the curriculum (10)

Table No. 4.1.3a First year First semester (AR22)

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
22MB01001	Professional Core	Management and Organizational Behavior	4	0	0	64	4
22MB01002		Business Economics	4	0	0	64	4
22MB01003		Financial Reporting & Analysis	4	0	0	64	4
22MB01004		Research Methodology and Statistical Analysis	4	0	0	64	4
22MB01005		Legal and Business Environment	4	0	0	64	4
22MB01006	Open Elective-I	Business Ethics and Corporate Governance	3	0	0	48	3
22MB01007		Project Management					
22MB01008		Sustainability Management					
22MB01009		Cross Cultural Management					
22EN01L01	Professional Core	Business Communication Lab	0	0	2	48	2
22MB01L01		Statistical Data Analysis Lab	0	0	2	48	2
		TOTAL	**23**	**0**	**4**	**464**	**27**

Table No. 4.1.3b First year Second semester AR22

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
22MB02001	Professional Core	Human Resource Management	4	0	0	64	4
22MB02002		Marketing Management	4	0	0	64	4
22MB02003		Financial Management	4	0	0	64	4
22MB02004		Entrepreneurship and Design Thinking	4	0	0	64	4
22MA02005		Quantitative Analysis for Business Decisions	4	0	0	64	4
22MB02006		Logistics & Supply Chain Management	4	0	0	64	4
22MB02007	Open Elective-II	Total Quality Management	3	0	0	48	3
22MB02008		Marketing Research					
22MB02009		International Business					
22MB02010		Rural Marketing					
		TOTAL	**27**	**0**	**0**	**432**	**27**

Table No. 4.1.3c Second year First semester AR22

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
22MB03001	Professional Core	Production & Operations Management	4	0	0	64	4
22MB03002		Management Information Systems	4	0	0	64	4
22MB03003		Business Analytics	4	0	0	64	4
22MB03004	Professional Elective 1	Digital Marketing	4	0	0	64	4
22MB03007		Talent and Performance Management Systems					
22MB03010		Security Analysis and Portfolio Management					
22MB03013		Startup and MSME Management					
22MB03005	Professional Elective 2	Sales and Promotion Management	4	0	0	64	4
22MB03008		Learning and Development					
22MB03011		Risk Management and Financial Derivatives					
22MB03014		Technology Business Incubation					
22MB03006	Professional Elective 3	Consumer Behavior	4	0	0	64	4
22MB03009		Employee relations					
22MB03012		Strategic cost and Management accounting					
22MB03015		Innovation and Entrepreneurship					
22MB03S01	Proj/Internship/Seminar	Summer Internship	0	0	2	32	2
		TOTAL	**24**	**0**	**2**	**416**	**26**

Table No. 4.1.3d Second year Second semester AR22

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
22MB04001	Professional Core	Strategic Management	4	0	0	64	4
22MB04002	Professional Elective 4	International Marketing	4	0	0	64	4
22MB04005		International Human Resource Management					
22MB04008		International Financial Management					
22MB04011		Entrepreneurial Finance					
22MB04003	Professional Elective 5	Services Marketing	4	0	0	64	4
22MB04006		Leadership and Change Management					
22MB04009		Strategic Financial Management					
22MB04012		Entrepreneurial Marketing					
22MB04004	Professional Elective 6	Marketing Analytics	4	0	0	64	4
22MB04007		HR Analytics					
22MB04010		Financial Analytics					
22MB04013		Family Business Management					
22MB04S01	Proj/Internship/Seminar	Pre-submission project Seminar	0	0	2	32	2
22MB04014		Main Project Viva-Voce	0	0	4	64	4
		TOTAL	**16**	**0**	**6**	**352**	**22**

Table No. 4.1.3e First year First semester AR20

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
20MB01001	Professional Core	Management and Organizational Behavior	3	1	-	64	4
20MB01002		Business Law and Environment	3	1	-	64	4
20MB01003		Managerial Economics	3	1	-	64	4
20MB01004		Financial Accounting and Analysis	3	1	-	64	4
20MA01005		Data Analytics	3	1	-	64	4
20MB01006	Open Elective-1	Indian Ethos and Management Ethics	3	0	-	48	3
20MB01007		Cross Cultural Management					
20MB01008		Management of NGOs					
20MB01009		Disaster Management					
20EN01007	Professional Core	Functional English	3	0	-	48	3
20MB01L01		Business Data Analysis Lab	-	-	4	64	2
		Total	**21**	**5**	**4**	**480**	**28**

Table No. 4.1.3f First year Second semester AR20

Course Code	Category	Course Title	Total Number of Contact hours			Total hours	No. of Credits
			Lecture	Tutorial	Practical		
20MB02001	Professional Core	Human Resource Management	3	1	-	64	4
20MB02002		Marketing Management	3	1	-	64	4
20MB02003		Financial Management	3	1	-	64	4
20MB02004		MIS& ERP	3	1	-	64	4
20MA02005		Quantitative Analysis For Business Decisions	3	1	-	64	4
20MB02006		Entrepreneurship	3	1	-	64	4
20EN02L01		Business Communication – Lab	-	-	4	64	2
		Total	**18**	**6**	**4**	**448**	**26**

Table No. 4.1.3g Second year First semester AR20

Course Code	Category	Course Title	Total Number of Contact hours			Total hours	No. of Credits
			Lecture	Tutorial	Practical		
20MB03001	Professional Core	Research Methodology and Statistical Analysis	3	1	-	64	4
20MB03002		Operations Management	3	1	-	64	4
20MB03003	Open Elective II	Total Quality Management	3	0	-	48	3
20MB03004		International Business					
20MB03005		E- Business					
20MB03006		Fundamentals of Corporate Social Responsibility					
20MB03007	Professional Elective I	Strategic Management Accounting	3	1	-	64	4
20MB03010		Performance Management					
20MB03013		Consumer Behavior					
20MB03016		Start up Management					
20MB03008	Professional Elective II	Security Analysis and Portfolio Management	3	1	-	64	4
20MB03011		Learning and Development					
20MB03014		Advertising and Sales Management					
20MB03017		MSME Management					
20MB03009	Professional Elective III	Financial Institutions, Markets & Services	3	1	-	64	4
20MB03012		Employee Relations					
20MB03015		Digital Marketing					
20MB03018		Family Business Management					
20MB03S01	Proj/Internship/Seminar	* Summer Internship – Seminar	-	-	-	32	2
		Total	**18**	**5**	**0**	**400**	**25**

Table No. 4.1.3h Second year Second semester AR20

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lectue	Tutorial	Practical	Total hours	
20MB04001	Professional Core	Strategic Management	3	1	-	64	4
20MB04002		Supply Chain Management	3	1	-	64	4
20MB04003	Professional Elective IV	Strategic Investment and Financing Decisions	3	1	-	64	4
20MB04006		Talent and Knowledge Management					
20MB04009		Retailing Management					
20MB04012		Entrepreneurial Finance					
20MB04004	Professional Elective V	International Financial Management	3	1	-	64	4
20MB04007		International Human Resource Management					
20MB04010		Service Marketing					
20MB04013		Entrepreneurial Marketing					
20MB04005	Professional Elective VI	Financial Derivatives	3	1	-	64	4
20MB04008		Leadership and Change Management					
20MB04011		International Marketing					
20MB04014		Creativity Innovation and Entrepreneurship					
20MB04S01	Proj/Internship/Seminar	Pre Submission Project Seminar	-	-	2	32	2
20MB04015		Main Project Viva Voce	-	-	-		4
		Total	**15**	**5**	**2**	**352**	**26**

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Table No. 4.1.3i First year First semester AR18

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
18MB0101	Professional Core	Management and Organizational Behavior	3	1	-	64	4
18MB0102		Business law and Environment	3	1	-	64	4
18MB0103		Managerial Economics	3	1	-	64	4
18MB0104		Financial Accounting and Analysis	3	1	-	64	4
18MA0105		Statistics for Managers	3	1	-	64	4
18MB0106		Indian ethos and Management ethics	3	1	-	64	4
18EN01L1		Business Communication –Lab	-	-	4	32	2
		Total	**18**	**6**	**4**	**416**	**26**

Table No. 4.1.3j First year Second semester AR18

Course Code	Category	Course Title	Total Number of Contact hours				No of Credits
			Lecture	Tutorial	Practical	Total hours	
18MB0201	Professional Core	Human Resource Management	3	1	-	64	4
18MB0202		Marketing Management	3	1	-	64	4
18MB0203		Financial Management	3	1	-	64	4
18MB0204		MIS& ERP	3	1	-	64	4
18MA0205		Quantitative Analysis For Business Decisions	3	1	-	64	4
18MB0206		Entrepreneur ship	3	1	-	64	4
18MB02L1		Business Data analytics Lab	-	-	4	64	2
		Total	**18**	**6**	**4**	**448**	**26**

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Table No. 4.1.3k Second year First semester AR18

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
18MB0301	Professional Core	Research Methodology and Statistical Analysi	3	1	-	64	4
18MB0302		Operations Management	3	1	-	64	4
18MB0303	Open Elective I	Tourism Management	3	1	-	64	4
18MB0304		Fundamentals of Corporate social responsibility					
18MB0305		E- Business					
18MB0306		Intellectual Property Rights					
18MB0307	Professional Elective I	Consumer behavior	3	1	-	64	4
18MB0310		Risk management					
18MB0313		Performance management					
18MB0316		Materials management					
18MB0319		Start up Management					
18MB0308	Professional Elective II	Advertising and Sales Management	-	-	-	-	-
18MB0311		Security analysis and Portfolio management					
18MB0314		Learning and Development					
18MB0317		Total quality management					
18MB0320		MSME Management					
18MB0309	Professional Elective III	Digital Marketing	3	1	-	64	4
18MB0312		Financial institutions, Markets & Services					
18MB0315		Employee Relations					
18MB0318		Technology management					
18MB0321		Family Business Management					
18MB03S1	Proj/Internship/Seminar	* Summer Internship	-	-	-	-	2
		Total	**18**	**6**	**0**	**384**	**26**

Table No. 4.1.3l Second year Second semester AR18

Course Code	Category	Course Title	Total Number of Contact hours				No. of Credits
			Lecture	Tutorial	Practical	Total hours	
18MB0401	Professional Core	Strategic Management	3	1	-	64	4
18MB0402	Open elective II	Disaster Management	3	1	-	64	4
18MB0403		Cross Culture Management					
18MB0404		Management of NGOs					
18MB0405		Supply Chain Management					
18MB0406	Professional Elective IV	Retailing management	3	1	-	64	4
18MB0409		Strategic investment and financial decisions					
18MB0412		Talent and Knowledge Management					
18MB0415		Business Process Reengineering					
18MB0418		Entrepreneurial Finance					
18MB0407	Professional Elective V	Service Marketing	3	1	-	64	4
18MB0410		International financial management					
18MB0413		International Human Resource Management					

18MB0416		Sourcing and Procurement					
18MB0419		Entrepreneurial Marketing					
18MB0408	Professional Elective VI	International marketing	3	1	-	64	4
18MB0411		Financial derivatives					
18MB0414		Leadership and Change Management					
18MB0417		Project Management					
18MB0420		Creativity Innovation and Entrepreneurship					
18MB04S1	Proj/ Internship/ Seminar	Pre Submission of Project –Seminar	-	-	2	32	1
18MB0418		Comprehensive Viva	-	1	-	16	1
18MB0421		Project	-	-	-	-	4
		Total	**15**	**6**	**2**	**368**	**26**

4.1.4. Overall quality and level of program curriculum (15)

Curriculum design

The Program outcomes, adopted from NBA, as well as AICTE model curriculum, provided the basis for selecting the courses and course content along with the number of credits required. Further, critical analysis of stakeholder feedback provided valuable inputs, which were incorporated in the program curriculum. Regular interaction with stakeholders and review of the curriculum have been ensuring industry relevance, and quality enhancement. The feedback on the proposed curriculum is regularly obtained from various stakeholders such as academicians, industry experts, alumni, parents, and faculty and curriculum updated **once in two years.**

Essential Learning Outcomes: AICTE Model curriculum has identified some key learning outcomes based on national level surveys. Some of the specific knowledge, skills, values, and attitudes that students are expected to attain through the curriculum include:

1. Awareness on Business Ethics and Social Responsiveness

2. Increased Critical Thinking, Business Analysis

3. Global exposure and cross-cultural understanding

4. Exposure to real time Business Environment

5. Effective Communication

6. Demonstration of Leadership and Teamwork

The overall quality of the MBA program curriculum is ensured through:

A balanced mix of students' knowledge, skills, and attitude. The MBA program curriculum provides ample opportunities for students' learning. When students from different cultures and backgrounds, interact during their MBA program, able to develop many skills that are required to manage diverse workgroups in future during their profession. The MBA program's curriculum at GCET is comprehensive enough to give the right knowledge, skills, and attitude to the students paving way for their career progression. Meticulous implementation of OBE into the curriculum under autonomous status in the academic year 2016 has brought greater emphasis to skilling than in the past.

The content designed with the teaching and learning include effectively configured methods such as case-based discussion, audio-visual presentations, role plays, games, field visits, course projects, summer internship and main project, in addition to the conventional modes and with the overall thrust on preparing the students to meet the needs of the competitive business world. It is also supplemented with some practical sessions, guest lectures, value added courses and workshops, wherever possible.

Our curriculum development and / or its revision has been consistent with the following principles:

- Curriculum is outcomes-based and learner-centered: content, learning resources, learning activities, assessment, and evaluation, all derived from, and aligned with program outcomes and course outcomes;

- Course outcomes represent the culminating demonstrations of learning and achievement;

- Course outcomes define the skills, knowledge, and attitudes that a student is expected to demonstrate at the completion of a course or a program of study.

- All course outcomes within the program complement and facilitate attainment of the program outcomes Curriculum is purposeful and promotes holistic development of individual;

- Curriculum is current and relevant with provincial program standards or program descriptions and as per employability needs;

- Curriculum is designed based on Blooms taxonomy;

- Curriculum provides active learning opportunities to maximize student engagement;

- Active learning is the process of learning new ideas, skills and attitudes by doing, performing, and taking action, which is either cognitive or physical and/or can include, but is not restricted to, devices such as games, simulations, introspection, and role playing.

- Curriculum recognizes diversity of students and contributes to the development of a respectful learning environment;

- Curriculum aligns content, learning resources, and authentic assessment with learning outcomes;

- Curriculum complies to relevant standard bodies such as AICTE, FICCI, CII, AIMA etc.;

- Curriculum is consistent with the mission and vision of the department as well as the college

- Curriculum is appropriate to the level at which the qualification is offered;

Comparison with AICTE Model Curriculum: The following comparison highlights the alignment in terms of total credits, internship/fieldwork, core courses, professional electives, open electives, and pedagogy.

Table: 4.1.4.a Comparison with AICTE Model curriculum

	AICTE proposed model curriculum	Department of Management Studies, GCET
Total number of credits	102	102
Credits of internship/ field work	6	6
Internship	Mandatory	Mandatory
Core Courses	Listed in Model Curriculum include	in line with the List in AICTE Model Curriculum
Professional electives	Listed in AICTE model curriculum	in line with AICTE model curriculum
Open electives	Listed in AICTE model curriculum	in line with AICTE model curriculum
MOOC courses	Learn new skills	Offered to Bright students and all those willing to learn more.
Pedagogy	**Proposes:**	**Uses:**
	Case study	Using Case studies
	Experiential/ Live projects	Encourages Live projects
	Virtual teams	Virtual teams in online events.
	Leadership building	Leadership building

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Curriculum mapping

Institutional MBA program's curriculum mapped against AICTE's MBA program's goals is given below.

Table No. 4.1.4b Curriculum Map

Core Courses/Internships/Main Project	Business Ethics and Social Responsiveness	Critical Thinking Business Analysis, Problem solving and Innovation	Global Exposure and cross-cultural understanding	Business Environment and Domain Knowledge	Effective Communication	Leadership and Team Work
Management and Organizational Behavior	-	Y	-	Y	-	Y
Business Economics	Y	Y	-	Y	Y	-
Financial Reporting & Analysis	-	Y	-	Y	-	-
Research Methodology and Statistical Analysis	-	Y	-	Y	-	Y
Legal and Business Environment	Y	Y	-	Y	-	-
Business Ethics and Corporate Governance	Y	-	Y	Y	-	Y
Business Communication Lab	-	Y	-	-	Y	Y
Statistical Data Analysis Lab	-	Y	-	Y	-	-
Human Resource Management	Y	-	-	Y	-	Y
Marketing Management	-	Y	-	Y	Y	-
Financial Management	Y	Y	-	Y	-	-
Entrepreneurship and Design Thinking	Y	Y	-	Y	-	-
Quantitative Analysis for Business Decisions	-	Y	-	Y	-	-
Logistics & Supply Chain Management	-	Y	Y	Y	-	-
International Business	-	-	Y	Y	-	-
Production & Operations Management	-	Y	-	Y	-	-
Management Information Systems	Y	Y	-	-	Y	-

Business Analytics	-	Y	-	-	Y	-
Talent and Performance Management Systems	Y	-	-	-	Y	Y
Security Analysis and Portfolio Management	Y	Y	Y	Y	-	-
Learning and Development	Y	-	-	Y	Y	Y
Risk Management and Financial Derivatives	-	Y	Y	Y	-	-
Employee relations	Y	-	Y	-	-	Y
Strategic cost and Management accounting	Y	Y	-	Y	-	-
Summer Internship	Y	Y	Y	Y	Y	Y
Strategic Management	Y	-	Y	Y	-	-
International Human Resource Management	Y	-	-	Y	Y	Y
International Financial Management	Y	Y	Y	Y	-	-
Leadership and Change Management	Y	-	-	Y	Y	Y
Strategic Financial Management	Y	Y	-	Y	-	-
HR Analytics	Y	-	-	Y	Y	Y
Financial Analytics	Y	Y	-	Y	Y	Y
Pre-submission project Seminar	Y	Y	Y	Y	Y	Y
Main Project Viva-Voce	Y	Y	Y	Y	Y	Y

Apart from a robust curriculum design, the overall quality of program curriculum is explained through a strong emphasis on **student-centric learning** and **faculty competency development.**

Student-centric learning: The program blends conceptual and practical skills to equip students for success in the intricate corporate landscape. It aims to boost employability by providing robust faculty support, engaging in participative teaching methods, and fostering holistic student development. The program's focal point is the cultivation of dynamic professionals with a wide array of competencies, including cognitive, social, emotional, and leadership skills. There is a specific emphasis on leadership skills development, with ample

opportunities for students to enhance their leadership and managerial abilities through club activities.

Faculty competency development: The program places a strong emphasis on faculty competency development, focusing on enhancing academic strengths, and other requisite skills, namely, teaching effectiveness, R & D, consultancy, improvement of qualifications, publications, up- gradation of interpersonal skills.

Focus on Real-World Skills: The curriculum provides students with exposure to real business environments through internship, project work, field trips, interaction with industry experts, volunteering. This encourages critical thinking and business analysis, and emphasizes social responsiveness, business ethics, effective communication, leadership, and teamwork skills.

Employability and Innovation: Most of the courses offered in the program focus on enhancing students' employability by connecting theory to practice, fostering innovation, and preparing them for the requirements of modern business enterprises.

Pedagogical Approach: The pedagogical initiatives used in the curriculum encourages use of innovative teaching methods, such as case study learning, experiential/live projects, virtual teams, and leadership building activities, to enhance the learning experience.

Feedback and Continuous Improvement: Feedback from stakeholders is collected and analysed **once in two years**. The analysis is used to continuously improve the curriculum, ensuring it remains relevant and effective in meeting the needs of students and the industry.

4.2. Learning Processes (75)

4.2.1. Describe the process followed to improve the quality of Teaching& Learning (20)

Creativity, Innovation, Excellence, Honesty, Integrity, Professional Ethics, and Empathy are 'Core Values' explicitly stated as part of GCET's Guiding Principles. Hence, the institute seeks ways and means of improving continuously the quality of its teaching and learning inculcating these core values. The institute's vision sets out that it has students at the center of its aspirations and endeavors and believes that faculty is key to its performance, growth, and vibrancy. Hence, a special emphasis is laid on the development of faculty competencies as well.

Structured Curriculum

The curriculum is published in the Program Syllabus booklet along with details of courses with credits from first semester to fourth semester. All students are given a copy of the Program Syllabus booklet as soon as they join the Program.

The execution plan of the curriculum is formulated through the Academic Calendar prepared well in advance and circulated to students, faculty and others concerned and is meticulously implemented.

Each faculty prepares a lesson plan and shares it with the students and the Head of the department office, and adheres to the same while teaching.

The classroom teaching and learning include effectively configured methods such as case-based discussion, audio-visual presentations, role plays, games, simulations, field visits, and course projects, in addition to the conventional modes and with the overall thrust on preparing the students to meet the needs of the competitive business world. The teaching-learning process is supplemented with some Practical Sessions, guest lectures, value added courses and workshops, wherever possible.

Adherence to Academic Calendar

The Dean, Academic prepares the Academic Calendar for the year and after approval from the Principal, the calendar is disseminated among students and faculty members. This gives the roadmap to execute the program's academic activities

- The Academic calendar is published well before the academic year begins, and is the guide for tracking all academic activities. Detailed academic calendar of the program for each semester is prepared including all activities to be carried out. Changes in the academic calendar are seldom permitted, and if at all, there is a need for any change, it will be reviewed and necessitates the approval of the Academic Council.

- Head of the department along with Dean, Academic, tracks activities and reports to the Principal. Current academic year's (2023-24) academic calendar is presented below:

Phone : 9182058188
Website: www.geethanjaliinstitutions.com
info@gcet.edu.in

Geethanjali College of Engineering and Technology
AUTONOMOUS
(Accredited by NAAC "A+" Grade; ECE, CSE, EEE & CE, B.Tech Programs Accredited by NBA,
Approved by AICTE, New Delhi, Permanently Affiliated to JNTUH)
Sy. No. 33 & 34, Cheeryal (V), Keesara (M), Medchal District. - 501 301.

Academic Calendar (Tentative) for I MBA (Autonomous) for the Academic Year 2023-24

I Semester:
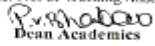
Description	Period	Duration
Commencement of Instruction (Induction Programme)	03-10-2023	
First spell of instructions	03-10-2023 to 02-12-2023	9 weeks
Dusshera Holidays	23-10-2023 to 28-10-2023	1 week
First Mid-Term Examination	04-12-2023 to 08-12-2023	1 week
Submission of First Mid-Term Examinations Marks to Exam Branch on or before	14-12-2023	
Second spell of instructions	11-12-2023 to 09-02-2024	9 weeks
Second Mid-Term examinations	12-02-2024 to 17-02-2024	1 week
Preparation Holidays and Practical Examinations	19-02-2024 to 24-02-2024	1 week
Submission of Second Mid-Term Examinations Marks to Exam Branch on or before	21-02-2024	
End Semester Examinations	26-02-2024 to 12-03-2024	2 weeks

Note: No. of Working /Instructional Days: 91

II Semester:

Description	Period	Duration
Commencement of Instruction	14-03-2024	
First spell of instructions	14-03-2024 to 10-05-2024	8 weeks
Summer Vacation	13-05-2024 to 25-05-2024	2 weeks
First Mid-Term Examination	27-05-2024 to 01-06-2024	1 week
Submission of First Mid-Term Examinations Marks to Exam Branch on or before	06-06-2024	
Second spell of instructions	03-06-2024 to 03-08-2024	9 weeks
Second Mid-Term Examinations	05-08-2024 to 09-08-2024	1 week
Preparation Holidays and Practical Examinations	12-08-2024 to 17-08-2024	1 week
Submission of Second Mid-Term Examinations Marks to Exam Branch on or before	13-08-2024	
End Semester Examinations	19-08-2024 to 31-08-2024	2 weeks

Note: No. of Working /Instructional Days:92

Dean Academics   Principal
PRINCIPAL
Geethanjali College of Engineering and Technol:
(Autonomous)
Cheeryal (V), Keesara (M), Medchal Dist. (T.S.) - 501 301

Sponsored by TEJA EDUCATIONAL SOCIETY, HYDERABAD
Office : Sy. No. 33 & 34, Cheeryal (V), Keesara (M), Medchal Dist. - 501 301.
Phones : 9182058188, 9866308271

Improving Instructional Methods and Using Pedagogical Initiatives

There are three levels of process grouping to improve the quality of teaching and learning

Step 1: Prepare and develop a Course Plan along with associated learning activities and outcomes

- Courses are designed and a course plan is prepared with a mapping to outcomes (COs).
- All faculty members are trained / oriented to develop the course plan and COs.
- Course plans and Lesson Plans are integrated.
- Student feedback at every semester is taken. The feedback is shared with faculty members

Step 2: Integrate academics with the research group of the department

- Research methodology course is taught.
- Case studies are mandated as part of the lecture
- Classrooms are equipped with desktop/projectors/Smart boards, audio systems, , white boards and Wi-Fi to give students a better learning facility

Step 3: Integrate with learning support systems

- Club activities are planned and faculty mentors are trained to take up the responsibility to integrate class room learning through various club activities.
- All faculty members are encouraged to improve the teaching effectiveness with innovative approaches
- Case studies are mandated wherever applicable and are part of GCET's pedagogy. So also, are group discussions, industry visits, guest lectures, and value added-courses by industry experts.

Since, learning from practical business issues is critical, the program lays utmost emphasis on case study method. in each course a minimum of 2/3 cases are discussed. Students are provided with the cases in advance to assure sufficient preparation for discussion. The faculty member serves as a facilitator while discussing case-studies.

Databases and online Resources

The Institute has both paid and free online resources in the center for learning resources (library). They are put to use by faculty and students to enhance the quality of instruction.

Important databases/other resources available in the library are:

- OPAC
- DELNET
- NPTEL/ Coursera/ Udemy/ Great Learning
- CNBC
- NDTV Profit
- SWAYAM
- Many e-books

Certain assignments in Contemporary Business Environment require students to explore and use optimally the relevant academic resources available on the campus.

A modern computer lab with the appropriate software is being used for teaching and learning of certain courses, particularly Business Analytics.

Methodologies for supporting weak and bright students

Every faculty is responsible for identifying **weak and bright students** in the class and will take appropriate measures to support their learning needs. The following are the few approaches used by the faculty:

1. Personal guidance towards academics

2. Encouraging improved performance by weak students through counselling and advice.

3. Remedial classes, wherever essential

4. Additional study/learning materials - including videos

5. Peer learning or coaching by grouping the weak and meritorious students

6. Engage fellow classmates in team/group studies facilitating learning among peers

Advanced learners are

- Provided many opportunities to sustain and further improve their performance.

- Given additional assignments in special/notable events hosted by the institute such as value-added courses, workshops, business conclaves organized by other institutes.

- Encouraged to participate in inter-collegiate competitions and award-winning students are acknowledged.

Occasionally, Principal discusses with faculty reminding them to take necessary actions to motivate and sustain the learning of all student

Table No. 4.2.1a Impact of Remedial classes for Business Law and Environment Course
GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY(Autonomous) CHEERYAL(V) KEESARA(M) MEDCHAL(D).TELANGANA 501301

| Department of Management Studies |
| I YEAR I SEM 2021 BATCH |

Sl.no	Roll .no	Name of the student	Mid-I	Mid-II
1	21R11E0013	GANDAMALLA SHIREESHA	2	20
2	21R11E0045	YOGITHA SRI KARI	6	20
3	21R11E0015	GILAKA BHARANI	7	19
4	21R11E0020	KARUPOTHULA SRUTHI	11	20
5	21R11E0001	ADLA TINKUSHAMBHAVI	12	22
6	21R11E0005	BAYYA ANUSHA	13	23
7	21R11E0028	MOLUGU RAKSHITHA	14	23
8	21R11E0029	MUSLOJU MANASA	14	21
9	21R11E0002	ANUMULA MAMATHA	15	22
10	21R11E0004	BATHANA VENKATA NAGA SHIVA SAI	15	18
11	21R11E0026	KUNA SAI PAVAN	15	19
12	21R11E0034	NENAVATH JAIPAL	15	19
13	21R11E0042	SHEMREDDY RAJASHEKAR REDDY	15	19

Figure No.: 4.2.1 a: Improvement in Mid marks in BLE Batch 2021
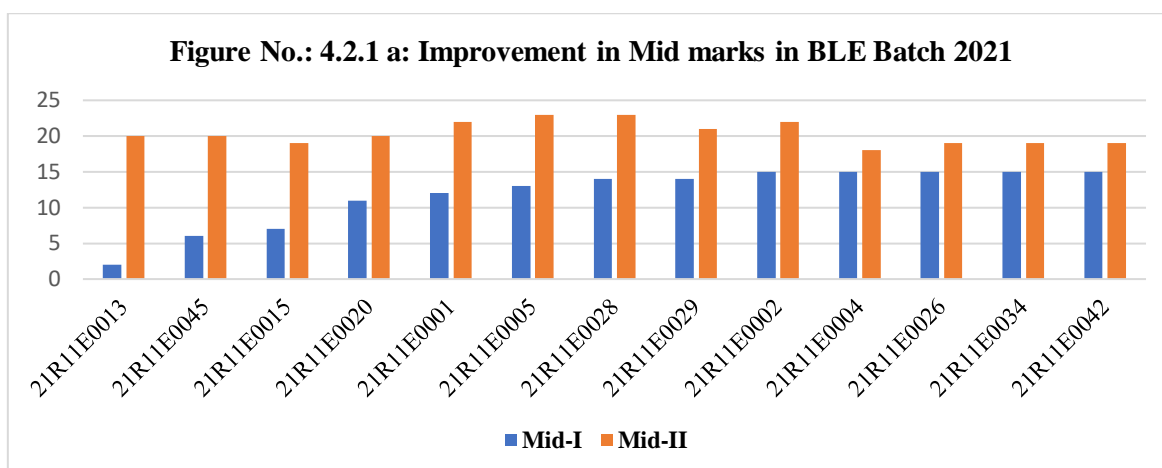
Student Feedback of TLP and Actions taken

Student feedback on Teaching-Learning is taken and the report is shared with faculty members. A meeting with individually faculty members is conducted whenever, the feedback is less than 70 and the faculty member is counseled and appropriate suggestions relating to the same are given. Faculty members who score low are given time and support to improve their performance. They are also given opportunities to participate in different FDPs conducted within and outside the Institute. With these steps, the teaching effectiveness at the department as well as at the institute is being continuously improved.

4.2.2. Quality of continuous assessment and evaluation process (40)

Evaluation of students' performance at GCET is a continuous and multifaceted process. The continuous internal assessment has 40 weightage in AR 22 in determining grades for a course. The Continuous Internal Evaluation shall be made based on the average of the marks secured in the two Mid-Term Examinations conducted, first Mid-Term examinations in the middle of the Semester and second Mid-Term examinations during the last week of instruction.

The list of Assessment Tools used is given below. The faculty uses a combination of the assessment tools based on the specific requirements of a course, announced at the beginning.

1. Case study
2. Assignments
3. Projects – Course Level Project and Summer Project through internship
4. Student Seminars
5. Role Play
6. Presentation
7. Public speaking
8. Viva Voce
9. Mid-term examinations
10. Semester End Exam

Preparation of Internal Question Papers

- Internal question paper (mid-examination paper) is prepared with a perspective of attaining the expected course outcomes and learning levels as per Annexure 4.2.2 (I). While setting the internal mid examination paper every care is taken to ensure that all the topics enunciated for the exam are given equal weightage covering the expected COs thus serving as a tool for the students in the attainment of the expected COs. Each question is mapped to the respective CO and the level of Blooms taxonomy framework.

- The faculty prepares TWO sets of question papers to cover the expected course outcomes in each paper. It is a practice being followed that questions pertaining to higher cognitive levels of Bloom's taxonomy are given a priority while setting the mid examination papers. Proper care is taken to ensure that all the topics along with the expected outcomes are covered uniformly while framing the internal papers. Screening of the question paper at various stages ensures that the question paper maintains the required standards and contains discriminating power (Distinguishing the bright and the average student).

- After preparing TWO sets of question papers, as per the procedure described above, the papers will be examined and assessed by the Question Paper Evaluation Committee (QPEC) as per the guidelines provided in Annexure 4.2.2 (II). The committee comprises of the HoD, one subject expert, faculty currently teaching the course and a Professor from other department scrutinizes each question paper on the following factors
  - Is it aligned with the expected attainment of COs and POs?
  - Is it aligned with the expected knowledge levels of Blooms Taxonomy?
  - Is the language Simple, Clear and Unambiguous
  - Whether uniform weightage is given to the all the units/ topics?
  - Does the question paper contain discriminating power

- The respective faculty member is informed in case of any deviation of the paper from the above factors, and is advised to prepare another set of papers which is again reviewed until it complies fully with the above-mentioned factors.

- Two sets of mid question papers, are to be approved by Question Paper Evaluation Committee (QPEC) and they are sent to the controller of examinations.

- On the day of examination one paper will be selected at random, out of the TWO sets of question papers prepared.

- The procedure for conducting the examinations is clearly defined and notified. It is strictly adhered to. The timeline prescribed for evaluation of the answer scripts is also complied with by the faculty for midterm exams.

Evaluation of internal papers

- The faculty member in consultation with other faculty, who have taught the course earlier in the same or at a different institution, prepares scheme of evaluation by assigning marks for each sub sections of the question. The papers will be evaluated by one among the faculty members who prepared the scheme of evaluation, adhering to the

scheme of evaluation in order to have uniformity in the evaluation process across all students.

- After finalization of the mid marks, the faculty makes a report containing information regarding maximum, minimum and average marks obtained in the internal examination. The attainment of COs is estimated for the class which serves as a feedback to the faculty to decide whether to continue with the same methodology of teaching or adopt a different strategy for bringing an improvement in the attainment levels if the obtained levels are not on the expected lines.

Assignments/ Case Study/ Group Discussion/ Presentations/ Role play and their Evaluation Parameters

- Assessment components such as assignments, case studies, etc. are prepared to help the faculty adhere to the Course Outcomes targeted and evaluated for each course.
- Questions/topics are prepared based on the expected attainment of course outcomes meeting higher cognitive levels of blooms taxonomy, in general higher cognitive levels are tested through assignment, case studies, etc.
- The topics are selected in such a way that students should be able to conduct survey or rigorous search from multiple sources for getting the required information thus serving as a platform for promoting self-learning.
- The tasks given are more exploring in nature meeting the higher cognitive levels of Bloom's taxonomy that expand the learning capabilities of students.
- Assignments, case studies, etc submitted by the students shall be evaluated by the concerned teacher and the students will be given required feedback.

Table No. 4.2.2a Evaluation Parameters for Theory Courses		
Mid-term/ SEE	**Marks**	**Evaluators**
Mid-term examination	30	Faculty who deals with the course
Assignment	5	Faculty who deals with the course
Activity/ Case study/ Role play/ Mini project/ Debate/ Presentation	5	Faculty who deals with the course
Semester End Examination	60	External examiner

Table No. 4.2.2b Evaluation Parameters for Laboratory Courses		
Internal/SEE	**Evaluator(s)**	**Marks**
Write-up on day-to-day experiment	Teacher who conducts the lab	10
Viva-voce (or) tutorial (or) case study (or) application (or) poster presentation	Teacher who conducts the lab	10
Internal Practical Examination	Teacher who conducts the lab	10
Laboratory Project	Teacher who conducts the lab	10
Semester End Examination	Teacher who conducts the lab and External Examiner	60

4.2.3. Quality of student reports/ dissertation (15)

Identification of projects and allocation methodology to faculty members:

Department of Management studies offer:

1. Summer Internship

2. Main project

Project Identification

Summer Internship

Summer internship is carried out during the summer vacation of I Year II Semester and the evaluation is done in II Year I Semester. The students approach any Business Organizations / Corporate of Public and Private Sectors, Government Departments, Research Organizations, J-Hub, T-Hub etc. for the Summer Internship. The students do the Internship during the summer break to acquire practical knowledge by working in any organization. Students apply conceptual learning to practical business problems and, also develop interpersonal relations, working in teams and understanding dynamics in an organization.

Students gain knowledge in the areas related to

a. Management Functions and Organizational Structure

b. Organizational Dynamics in terms of Organizational Behavior, Culture and climate

c. Functional Domain Knowledge

d. Processes and Systems

e. Impact of External and Internal Environment on the Organization.

Main Project

The philosophy of main project is to ensure that students comprehend the various concepts/techniques they have learnt during their program of study and make recommendations/suggestions that are relevant to the societal needs.

Towards this end,

• Head of the department issues a circular during the eight week of second year first semester to all faculty requesting them to identify projects / research problems that have direct strong correlation and relevance to Program Outcomes (POs) and / or Program Specific Outcomes (PSOs).

• Faculty members identify from their research area that are relevant to Program Outcomes (POs) and/or Program Specific Outcomes (PSOs) by the tenth week of second year first semester.

- Students are informed of these areas, and may also propose their own, if they wish to work in a public sector unit, industry, research organization or any other establishment.

➢ Students conduct a literature survey and assess the feasibility of their projects

➢ Students explore various topics within their field of study. They may look at recent trends, current issues, or areas of interest to them. Students often consult with faculty members, advisors, or industry professionals to get feedback on their ideas before commencement of second year second semester.

Allocation of Main Project

- Students who have fulfilled the norms of the academic regulations are permitted to register for the project.

- Head of the department forms Project Review Committee (PRC)

- PRC announces the research areas of faculty members

- Project supervisors are allocated based on their specialization, student preferences, availability, and project feasibility by PRC.

- For in-house projects, there is one internal supervisor who acts as the project guide. For projects in industries/PSUs/companies, or other external establishments, there shall be two guides: an external guide from the industry and an internal guide from the department, who monitors the progress of the project.

Figure No. 4.2.3a Allocation and Evaluation Process of Project Work

Some of the Factors Considered

Environment/ Society Ethics/ Cost / Standards

Project Classification

Application/ Conceptual/ Analytical /Research/ Review

Interaction between Faculty and Student based on the Title of Project given by faculty and Options given by the student

Options from student regarding area of interest

Announcement of Research Problems by Faculty

- Title of the project/research problem/area
- Methodology to be adopted for the execution of the project/research problem
- Relevant theoretical background with suggested references
- Specifications of the tools to be used
- A monthly timeline for the completion of various modules of the

Guide allocation to batches by HoD

Registration of the Project and Mapping with POs and PSOs

Formation of Project Review Committee (PRC) and Appointment of Project Coordinator

- Schedule of Reviews by Project Coordinator
- Continuous monitoring and guidance by Project Guide
- Suggestions from PRC during

Circular from HoD to faculty to identify research areas/ problems that have strong correlation and relevance to POs and PSOs, keeping in view of the

Evaluation of Performance by PRC during Reviews

Demonstration of Project with Results

Project

Publication of Paper / Participation in Project Competitions

Project Evaluation Parameters

1. Whether enough literature survey is made before finalizing the project.
2. Were the objectives clearly stated
3. Was the problem defined clearly
4. Are the results feasible
5. Whether student demonstrated his analytical and critical thinking skills
6. Whether the results are obtained in the expected way.
7. Whether the report is prepared with appropriate use of language and words and with necessary graphs and diagrams
8. Whether student has exhibited his presentation skills
9. Whether the suggestions given by PRC from time to time have been accommodated.

Types and relevance of the reports

1. Summer Internship programs towards the end of first year second semester.
2. Main Project Viva-Voce towards the end of second year second semester.

Relevance of Summer Internship in attainment of POs and PSOs.

The summer internship plays a crucial role in students comprehending organizational structure, its behaviour and dynamics, culture, and management functions in terms of processes and systems. In addition to these, students acquire certain practical experience, develop interpersonal skills, establish a network of support, understand work ethics, impact of external environment on the organization's sustainability and gain domain knowledge, which are directly linked to POs and PSOs. Attaining these skills facilitate students with improved employability, leading to gainful employment, which is one of the PEOs of the program.

Table No. 4.2.3a Mapping of Summer Internship with POs and PSOs:

COs	Course Outcomes for Summer Internship
CO1	Gain exposure to real time business environment and enhance leadership skills. Analyze External and Internal Environment Impact on the Organization.
CO2	Develop communication skills, work in team, network and address business problems. Evaluate the Processes and Systems
CO3	Apply functional domain knowledge gained in class room to the real-world scenario.
CO4	Enhance skills in data analysis, and functional skills in Finance, HR and Marketing.
CO5	Reflect on the experience gained in terms of Organizational Behavior, Culture and Climate during internships and make wiser decisions.

Table No. 4.2.3b Mapping of Summer Internship CO with PO

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	1	-	3	-	3	3	3
CO2	2	-	1	2	2	3	3
CO3	3	3	-	3	-	3	3
CO4	2	3	2	2	2	3	3
CO5	-	-	3	-	3	3	3

Process for monitoring and evaluation of Summer Internship:

- Students should take covering letter/s from the college, addressed to the organization/professional institutions during the beginning of the second semester coursework.
- The students in consultation with Supervisor / Mentor and head of the department should choose any area / topic of Business Management as per the Syllabus prescribed by the College.

The students can approach any Business Organization / Corporate of Public and Private Sectors, Government Departments, Research Organizations, J-Hub, T-Hub, Wehub etc. for the Summer Internship. The students should do the Internship during the summer break.

- During the summer vacation after the I Year II Semester, students undergo a summer internship. in the second semester, before summer vacation, class work is conducted to facilitate internship in summer. Students are given guidance during summer period on a regular basis by the mentors allotted. The mentor tracts the student progress through telephonic conversations and reports the status to HoD from time to time. A presentation of the internship work proposed is presented to the HoD and mentor. During vacation, the student spends time in the organization, observes and interviews employees of the organization and prepares a report.

- After the vacation, during review in the third semester, the student is made to improve upon the report. Towards the end of third semester the students submits the report and gives his final presentation. Marks are allotted in the third semester.

- In case the student fails to work in the vacation period, he is expected to work after college hours or on Saturdays and complete the internship.

- In case the student stills fails to do the internship, student must do the internship in the subsequent year during the summer.

Summer Internship Report

Summer Internship report has to be submitted to the Department after approval by the concerned Supervisor/Mentor and the Head of the Department for the Power Point (PPT) Presentation for Evaluation. The report should be approved by the concerned supervisor and the Head of the department in the second year first semester.

Evaluation of Report

Summer Internship is evaluated for 100 marks out of which 50 marks for continuous performance and remaining 50 marks are for the presentation and report submission. The Report shall be evaluated by the Head, Supervisor/ Mentor and a senior faculty of the Department.

Table 4.2.3c Rubrics for evaluation of summer internship

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement(1)
Exposure to Real-Time Business Environment and Leadership Skills	Demonstrates exceptional understanding	Reasonable understanding	Basic understanding	Lack of understanding
Communication Skills, Teamwork, Networking, and Problem Solving	Exceptional communication skills, teamwork, networking abilities, and problem-solving skills.	Good number of skills	Basic skills	Weak skills
Application of Functional Domain Knowledge	Applies functional domain knowledge effectively to real-world scenarios.	Applies functional domain knowledge adequately to real-world scenarios.	Minimally application	Does not apply
Data Analysis and Functional Skills in Finance, HR, and Marketing	Demonstrates exceptional skills in data analysis	Demonstrates good skills in data analysis	Demonstrates basic skills	Weak skills
Reflection on Organizational Behaviour, Culture, and Climate	Reflects deeply on behaviour, culture, and climate, and makes wise decisions	Makes reasonable decisions	Does not make significant decisions	Does not reflect

Relevance of Main Project in attainment of POs and PSOs

Mapping of Main Project with POs and PSOs

The philosophy of main project is, it should ensure that students have comprehended the various concepts/techniques they have learnt during their program of study and develop a solution for a business problem, be it in terms of business process/strategy through certain analysis of the business needs, organization's operations, and management functions, which have direct bearing on the profitability of the organization, that has reasonable relevance to the society.

Keeping the above in view, the main project should be identified to facilitate student in the development of research ability to independently explore a topic by reading, critiquing prior

work in the chosen area by conducting literature survey, choosing an appropriate method for collection of data, analysis, drawing inferences and conclusions.

This project work facilitates student in the development of critical and lateral thinking, inculcate creativity and innovation, communication skills, both oral and written, self-reflection, and revising thoughts accordingly, interpersonal skills, behavioral skills, attitudes, business perspective with an economic outlook, environmental sustainability, global business practices, professional ethics, legal aspects, honesty and integrity, and entrepreneurial outlook for sustainable societal development.

All the above, have strong correlation and relevance to the POs and PSOs of the program and hence, the project evaluation rubric is designed mapping to the POs and PSOs.

Table No. : 4.2.3d CO for Main Project

CO#	Course Outcomes for Main Project
CO1	Ability to engage independently in literature survey and identifying the business problem or a gap with a statements of problem definition/ gap and the expected deliverables
CO2	Ability to assess societal, health, safety, legal and cultural issues in finding a solution for the identified problem, abide by the norms of professional ethics and business practices
CO3	Ability to formulate a research design, research methodology and decide on the type of data analysis to carry out the project.
CO4	Ability to apply knowledge of Business Management to arrive at a solution(s) for the identified business problem
CO5	Ability to articulate the findings and conclusions of the project and check if it satisfies the objectives of the study.
CO6	Ability to exhibit oral communication skills during presentations of the project work, and writing skills through preparation of the project report.

Table No. 4.2.3e Mapping of COs with POs and PSOs:

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
CO1	2	3	-	-	2	3	3
CO2	-	-	3	3	-	3	3
CO3	-	3	-	3	-	3	3
CO4	3	2	-	-	3	3	3
CO5	-	-	2	-	2	3	3
CO6	-	-	-	2	3	3	3

Table 4.2.3f Mapping of Main Project with POs and PSOs: AY 2022-23

S. No	Roll Number	Project Title	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
1	21R11E0001	Comparative Analysis on Credit Rating with Reference to Selected Private Sector and Public Sector Banks (CAMEL ANALYSIS).	3	3	-	2	3	3	2
2	21R11E0003	Estimation of Risk and Return in Selected Equities in Alice Blue Financial Services Pvt Ltd	3	3	-	2	3	3	2
3	21R11E0004	Affective Well-Being at Workplace – A Study with Reference to Radiant System Pvt Ltd	3	3	3	2	1	2	2
4	21R11E0005	A Study on Portfolio Management and Investment Decision Management at India Infoline Finance Limited.	3	3	-	3	2	3	2
5	21R11E0007	The Study on Impact of NPA's on Financial Stability in Indian Private Banks.	3	3	-	2	2	2	2
6	21R11E0008	A Study on Leverage Analysis and Its Impact on Financial Performance with Reference to Eclatprime Digital Private Limited.	3	3	-	2	3	3	2
7	21R11E0009	Employee Relations Management at Sunrise International Labs Ltd.	3	3	3	2	3	3	2
8	21R11E0010	Evaluation and Impact of Artificial Intelligence in HRM	3	3	3	2	1	2	2
9	21R11E0011	A Study on Mergers and Acquisitions with Reference to Union Bank of India.	3	3	-	2	2	3	2
10	21R11E0012	Financial Performance of Small Finance Bank-A Study with Reference to JANA Small Finance Bank (JSFB).	3	3	-	2	1	3	3
11	21R11E0014	Financial Performance Analysis of Post and Pre Covid Period -A Study with Selected It Companies in India.	3	3	-	1	2	3	2
12	21R11E0015	A Study on Impact of Macro Economic Indicators on BSE and NSE with Reference to Infoline, Hyderabad.	3	3	-	2	1	3	3
13	21R11E0016	Volatility Impact of Stock Price on NSE Indices (Nifty 50 and Nifty Bank), with Special Reference to Selected Banking Companies.	3	3	-	3	2	2	3

14	21R11E0017	A Study on Impact of Monetary Incentives on Employee Job Satisfaction.	3	3	2	3	2	2	2
15	21R11E0018	Risk and Return Analysis-A Study with Reference to Selected IT and Pharma Companies in India.	3	3	-	2	2	3	3
16	21R11E0019	A Study on Impact of Capital Structure Components on Selected IT Companies in India.	3	3	-	2	2	2	2
17	21R11E0020	A Study on Accounts Receivables and Payables with Reference Asian Paints.	3	3	-	3	2	3	2
18	21R11E0021	A Comparative Study of Risk and Return Analysis of Few Selected Banks in India.	3	3	-	2	2	2	2
19	21R11E0022	The Financial Merger of Entertainment Industry - A Study with PVR and INOX in The Stock Market.	3	3	-	3	2	3	2
20	21R11E0024	A Comparative Study of Risk and Return of Equity Shares in SBI BANK and ICICI BANK with Reference to BSE SENSEX.	3	3	-	3	3	3	3
21	21R11E0025	Mindfulness at Workplace.	3	3	3	2	2	2	3
22	21R11E0026	A Comparative Study of Hybrid Equity and Hybrid Debt Mutual Funds with Reference to HDFC.	3	3	-	3	2	3	3
23	21R11E0027	A Study on Succession Planning at Workplace with The Reference international Labs Limited.	3	3	-	2	2	3	2
24	21R11E0028	A Study on Employee Assessment with Reference to Diageo Group of industries.	3	3	2	3	2	2	3
25	21R11E0029	A Study on Effectiveness on Employee Welfare Measures.	3	3	3	3	2	2	2
26	21R11E0030	An Analysis of Effect of Non-Performing Assets on Profitability of Selected Public Sector Banks in India.	3	3	2	2	2	3	3
27	21R11E0031	Work Culture Development with Reference to Diageo Group of Industries.	3	3	2	2	2	2	2

28	21R11E0032	Analysis of Factors Effecting Divided Policies of Selected Companies in India.	3	3	-	3	2	3	2
29	21R11E0033	A Study on Risk and Return Analysis of Equities with Reference to Selected Stocks in Motilal Oswal Securities Limited.	3	3	-	2	2	2	2
30	21R11E0034	Green HRM Practices in Manufacturing Sector – A Study with Reference to Selected Pharma and IT Industries.	3	3	2	3	2	3	2
31	21R11E0035	A Study on Risk and Return Analysis of Selected Stocks with Reference to Karvy Consultancy Limited, Hyderabad	3	3	-	2	1	2	2
32	21R11E0036	Analysis of Financial Performance of Selected Banks in India-Camels Approach.	3	3	-	3	2	2	3
33	21R11E0037	Impact of Emotional Intelligence at Work Place.	3	3	2	3	2	2	2
34	21R11E0038	Risk and Return Analysis of Selected Companies in India- A Study on Risk Management Equities at Angel Broking Limited.	3	3	-	2	1	3	3
35	21R11E0040	A Study on Competency Mapping of Employees at Atria Convergence Technologies Limited.	3	3	3	3	2	2	3
36	21R11E0042	A Study on Portfolio Evaluation of Risk and Return of Selected Securities with Reference to Kotak Securities Ltd-Hyderabad.	3	3	-	3	2	2	2
37	21R11E0043	A Study of Equity and Debt Schemes of Mutual Funds with Reference to Risk and Return in ICICI.	3	3	-	2	1	3	3
38	21R11E0044	Impact of Mergers in Indian Banking Industry-A Study with Reference to Selected Banks in India.	3	3	-	2	2	2	2
39	21R11E0045	Volatility of Securities Traded in NSE with Reference to Selected Pharmaceutical and It Industries in India.	3	3	-	3	2	3	2
40	21R11E0047	Typology and Perception Towards The Software Packages For HR Data Analytics.	3	3	3	2	2	2	2
41	21R11E0048	Investment Portfolio Perspective of Senior Citizens.	3	3	-	3	2	3	2
		Average	**3**	**3**	**2.5**	**2.4**	**2.0**	**2.5**	**2.3**

Table 4.2.3g Mapping of Main Project with PO's and PSO's: AY 2021-22

S. No	Roll Number	Project Title	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
1	20R11E0001	A Study on Canara Bank's Financial Performance Using Camel Model.	3	3	-	1	2	2	2
2	20R11E0002	A Study on Fixed Assets Management with Reference to Samsung India Electronics Pvt Ltd.	3	3	-	2	1	3	3
3	20R11E0003	A Study on Risk and Return on Corporate Bonds of Top 10 AAA Credit Rating Companies in India.	3	3	-	2	1	2	2
4	20R11E0004	Comparative Analysis of Risk and Return on HDFC Bank Limited, ITC Limited, Wipro.	3	3	-	3	2	3	2
5	20R11E0005	A Study on Cash Management of HDFC Bank.	3	3	-	2	2	2	2
6	20R11E0006	Talent Acquisition at Inventors Knowledge Solutions.	3	3	3	2	-	3	2
7	20R11E0007	Training and Development Practices in Health Care Industry A Study with Reference to Inventors Knowledge Solutions Pvt Ltd.	3	3	2	2	2	3	3
8	20R11E0008	Awareness of Credit Rating with Respect to Investors & Stock Brokers.	3	3	-	2	2	2	3
9	20R11E0009	A Study on Human Resource Development Practices in Sec Pvt Ltd.	3	3	3	2	2	3	2
10	20R11E0010	Price Fluctuation of Selected Cement Industry-A Study Before and After Covid Period.	3	3	2	2	1	3	3
11	20R11E0011	Training and Development at Sumega Technologies.	3	3	2	1	2	2	2
12	20R11E0012	Comparative Study on Effectiveness of Different Sources of Recruitment with Special Reference to Placement Agencies in Twin Cities.	3	3	-	2	1	3	3

13	20R11E0013	Recruitment Process Practice of Selected Companies - A Comparative Study with Reference to PepsiCo and Infosys.	3	3	3	3	2	2	2
14	20R11E0014	A Study on Fundamental Analysis of Selected Public Sector Banks in India.	3	3	-	3	2	3	2
15	20R11E0015	A Study of Employee Motivation Practices at FMCG-Ratnadeep Retail Pvt Ltd.	3	3	-	2	1	2	2
16	20R11E0016	Quality of Work of Life at Sumega Technologies.	3	3	-	2	1	3	2
17	20R11E0017	Performance of SBI in Terms of NPA.	3	3	-	3	2	3	3
18	20R11E0018	Portfolio Management Product of Banking Industry -A Study of the IDBI, HDFC, Axis and ICICI.	3	3	-	2	2	2	3
19	20R11E0019	A Study on Online Banking Services of HDFC Bank.	3	3	-	3	1	3	2
20	20R11E0021	A Study on Financial Performance Analysis of FMCG - A Comparative Study with Reference to Britannia and Itc Ltd.	3	3	1	3	3	3	3
21	20R11E0024	A Study on Options and Futures Movement of Metal and Mining Industry with Reference to Tata Steel and JSW Steel.	3	3	-	2	1	2	2
22	20R11E0025	Volatility of Securities Traded in NSE Nifty-A Study with Reference to Selected Pharmaceutical and It Industries.	3	3	-	3	1	3	2
23	20R11E0027	Comparative Fundamental Analysis of Telecom Companies A Study with Respect to Bharat Sanchar Nigam Limited and Vodafone Idea.	3	3	-	2	1	2	2
24	20R11E0028	A Study on E-Banking Services of SBI.	3	3	-	2	3	3	2
25	20R11E0029	A Comparative Analysis of Futures and Options with Reference to Automobile Industry-Tata Motors and Mahindra and Mahindra Ltd	3	3	-	2	2	3	3
26	20R11E0030	Awareness on Applications of Competency Mapping in Service Sectors in Hyderabad.	3	3	-	3	2	3	3

27	20R11E0031	A Study on Performance Appraisal Effectiveness System in Big Bazaar.	3	3	3	2	1	2	3
28	20R11E0032	Performance Appraisal in Sec Industries, Secunderabad.	3	3	3	2	1	3	3
29	20R11E0033	A Study on Job Satisfaction For Employees.	3	3	3	2	2	2	3
30	20R11E0034	Human Resource For Sustainable Development in Restaurants in Hyderabad.	3	3	2	3	2	3	3
31	20R11E0035	Employee Welfare Practices at Food Industry Heritage Pvt., Ltd. Secunderabad.	3	3	3	2	1	2	2
32	20R11E0037	A Study on Employee Engagement Practices in Netix Informatics (Pvt Ltd), Hyderabad.	3	3	2	3	2	2	3
33	20R11E0038	Awareness of Applications of Talent Mapping.	3	3	2	3	3	3	3
34	20R11E0039	A Study on Risk and Return Equity Analysis of SBI and Axis Bank.	3	3	-	2	1	2	3
35	20R11E0040	Comparative Analysis of Selected Mutual Funds with Reference to SBI and HDFC.	3	3	-	2	2	3	3
36	20R11E0041	A Study on Blended and Experiential Learning in Virtual Team Building in Service Sectors in Hyderabad.	3	3	-	1	2	3	1
37	20R11E0042	Equity and Debt Risk and Return Comparative Analysis of Mutual Funds in Banking Industry A Study on Industrial Credit and Investment Corporation of India.	3	3	1	2	2	3	3
38	20R11E0044	A Study on Conflict Management at Invest Leaf Management Solutions.	3	3	3	2	3	2	2
39	20R11E0045	Strategies to Overcome Career Plateauing in Software Companies and A Study of Few Software Companies in Hyderabad.	3	3	3	2	3	3	2
40	20R11E0046	A Study on Comparative Analysis on Merger of Union Bank of India.	3	3	-	2	1	2	2

41	20R11E0047	A Study on Inventory Management Practices of Maruthi Suzuki India Limited.	3	3	-	2	2	3	2
42	20R11E0048	A Study on Claim Settlement Process of LIC in The Wake of Covid-19.	3	3	-	3	3	3	3
43	20R11E0049	Performance Management in Radiant Cables.	3	3	2	3	2	3	3
44	20R11E0050	Interviewers Errors in Conducting Job Interview.	3	3	3	2	1	2	2
45	20R11E0051	A Study on Portfolio Evaluation of Risk and Returns with Reference to BHEL, Wipro and Reliance Communication.	3	3	-	2	1	3	2
46	20R11E0052	Forecasting of Financial Performance of Two Wheeler Automobile Industry-A Study with Reference to Hero Motor Corporation.	3	3		3	2	2	2
47	20R11E0053	Comparative Study of Axis and SBI Option Pricing of Banking Industry.	3	3	-	2	3	3	2
48	20R11E0054	Employee Absenteeism and with Impact on Job Security -A Study with Reference to Various Service Sectors in Hyderabad.	3	3	3	2	2	2	2
49	20R11E0055	A Study of Employee Compensation at Tata Motors Ltd, Secunderabad.	3	3	-	3	2	2	3
50	20R11E0057	Comparative Fundamental Analysis of Selected Petrochemical Companies- A Study on BPCL, HPCL, and IOCL.	3	3		1	2	2	2
		Average	**3**	**3**	**2.5**	**2.2**	**1.8**	**2.6**	**2.4**

Table 4.2.3h Mapping of Main Project with PO's and PSO's: AY 2020-21

S. No	Roll Number	Project Title	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
1	18R11E0022	A study on Employee Motivation at Dynatech Industries.	3	3	3	1	2	1	2
2	19R11E0001	A study on effect of Asset & Liabilities management in HDFC Bank.	3	3	-	2	1	2	3
3	19R11E0002	A Study on Employee Satisfaction at Telangana State Foods.	3	3	3	2	1	2	3
4	19R11E0003	A study on Employee Absenteeism and it's impact on Organizational productivity at Icomm Tele Limited Company.	3	3	3	3	2	3	2
5	19R11E0004	A study on Compensation Management at Bajaj motors.	3	3	3	2	2	2	2
6	19R11E0005	A Study on Performance Evaluation of Mutual funds with respect to selected companies.	3	3	-	2	-	2	3
7	19R11E0006	A Project report on Capital Structure Analysis with reference to Ramco Cement.	3	3	-	2	2	2	2
8	19R11E0007	An Analytical study of foreign exchange risk management with respect to HDFC limited Bank.	3	3	-	2	2	3	3
9	19R11E0008	A study on Talent management.	3	3	3	2	2	3	2
10	19R11E0009	A Project Report on Gold loans and Non-Convertible Debentures at Manappuram finance limited.	3	3	-	2	1	3	3
11	19R11E0011	A project Report on Working Capital Management on TATA Motors.	3	3	-	1	2	3	2
12	19R11E0012	Analytical study on the price valuation methods of cryptocurrency in the light of adoptability in India.	3	3	-	2	1	3	3
13	19R11E0013	A Project Report on The Financial performance of Regional Rural Banks in India.	3	3	1	3	2	2	3

14	19R11E0014	A Study on Financial Performance of Bombay Stock Exchange and National Stock Exchange in India. Between Bond market and stock market with reference to BSE stock market.	3	3	-	3	2	2	2
15	19R11E0015	A Study on Loans and advances in SBI.	3	3	-	2	1	3	3
16	19R11E0016	A Study on Capital Structure Analysis of Dr.Reddy's labs.	3	3	-	2	1	2	2
17	19R11E0018	A Study on Investment in Agri Business (Dhunseri tea and industries).	3	3	-	3	2	3	2
18	19R11E0019	A study on Employee Competency mapping at Vijaya Dair.	3	3	2	2	2	2	2
19	19R11E0020	A study on Impact of Team Work at Airtel, Hyderabad.	3	3	2	3	1	3	2
20	19R11E0022	A study on Quality of Work-Life of the Employees at Hero motors, Hyderabad.	3	3	3	3	3	3	3
21	19R11E0023	A study on the stock prices of selected automobile companies in India.	3	3	-	2	1	2	3
22	19R11E0024	A project Report on pre and post merge of SBI Bank.	3	3	-	3	1	3	3
23	19R11E0025	A Project report on Impact of Dividend Pay-out on Shareholders Wealth with reference to selected IT companies.	3	3	-	2	1	3	2
24	19R11E0026	A Study on Recruitment and Selection Process at Pokaran Limited.	3	3	2	2	3	3	2
25	19R11E0027	A Study on Performance Appraisal at 3G HR Services, Hyderabad.	3	3	3	2	2	3	3
26	19R11E0028	A Study on Impact of Demonetization in HDFC.	3	3	-	3	2	3	3
27	19R11E0029	A study on Employee Grievance handling at Tata motors, Hyderabad.	3	3	2	2	1	2	3
28	19R11E0030	A study on security analysis at ICICI Bank.	3	3	2	2	1	3	3

29	19R11E0031	A Study on Financial Derivatives (futures and options) in ICICI Bank.	3	3	2	2	-	2	3
30	19R11E0032	Effect of NPAs on Bank's profitability with reference to SBI, PNB, HDFC and ICICI.	3	3	-	3	2	3	3
31	19R11E0033	A Study on portfolio evaluation of risk and returns.	3	3	-	2	1	2	2
32	19R11E0035	A study on Micro Finance with reference to HDFC Bank.	3	3	-	3	2	2	3
33	19R11E0036	Analytical study of investor's perception on commodity market with reference to gold and silver.	3	3	2	3	3	3	3
34	19R11E0037	A Study on performance evaluation of equity growth scheme in public and private sector mutual funds (Axis, HDFC, UTI, SBI) Banks.	3	3	-	2	1	2	3
35	19R11E0039	A study on Employee Engagement at Yamaha motors, Hyderabad.	3	3	3	2	2	3	3
36	19R11E0040	A study on Impact of Reward system at Accenture, Raidurg.Faxis.	3	3	-	1	2	3	1
37	19R11E0041	A study on Employees Stress Management at Aptronix (by PLF), Hyderabad.	3	3	1	2	2	2	1
38	19R11E0042	A study on Training and Development at Masquati Indira Prashant township, Hyderabad.	3	3	2	2	3	3	2
39	19R11E0044	A study on Effectiveness of Training at Birla Sunlife Punjagutta, Hyderabad.	3	3	3	2	3	3	2
40	19R11E0045	Analytical study on the financial performance of IDBI Bank - Before and After privatization.	3	3	-	2	1	2	2
41	19R11E0047	A project report on determinants of profitability of commercial Banks of India.	3	3	-	2	2	2	3
42	19R11E0048	A study on Leadership Styles of an Organization" at Infosys Gachibowli, Hyderabad.	3	3	3	3	3	3	3

43	19R11E0049	The Impact of COVID-19 on Stock Returns of the Indian Healthcare and Pharmaceutical Sector with reference to selected companies.	3	3	-	3	2	3	3
44	19R11E0050	A study on Risk and Return under Banking Sector.	3	3	-	2	1	2	3
45	19R11E0051	A Project report on Inventory management and budgetary control at Matrix labs.	3	3	-	2	1	1	2
46	19R11E0052	A study on Employee Benefits and it's impact on Employee productivity" at Aurobindo Pharma Kondapur, Hyderabad.	3	3	2	3	2	2	1
47	19R11E0054	A Study on Investment in Financial Markets of India Bulls.	3	3	-	2	1	2	3
48	19R11E0055	A study on Employee Welfare Measures" at Amogh Industries Hyderabad.	3	3	3	2	2	2	2
49	19R11E0056	A Project on the impact of Mergers and Acquisitions of Public sector Banks in India.	3	3	-	3	1	2	1
50	19R11E0057	A study on Employee Retention" at Maruthi Suzuki, Hyderabad.	3	3	2	1	2	2	2
51	19R11E0058	A study on Organization Culture" at Heritage, Hyderabad.	3	3	2	2	2	2	2
52	19R11E0059	A study on Work-Life Balance of Women Employees", Software sector.	3	3	3	2	3	3	2
53	19R11E0060	A Study on Analysis of Financial Leverage on Profitability and Risk.	3	3	-	2	1	2	2
Average			**3**	**3**	**2.4**	**2.2**	**1.7**	**2.4**	**2.4**

Process for Monitoring and Evaluation

It is expected that postgraduate students, who execute main project in their final year take up problems, which can lead to a research publication or at least facilitate them with research outlook so that they may later pursue a research program. Even if they don't pursue a research program, they need to conduct research in their work specific area, in order to ensure their organization maintains its competitive edge, ensuring the customers of the organization are not only delighted, but also recommend others by introducing them to the organization. Keeping this in view, the main project work must necessarily contain a good percentage of research component, which requires literature survey to be carried out, in addition to development of critical and analytical thinking, business acumen, high level of interpersonal skills, requiring excellent communication skills, etiquette, etc.

Hence, it is therefore, essential that the said project being executed by the student must be assessed regularly by close monitoring, giving feedback to the student, and finally evaluated considering all the above parameters. To do so, a rubric has thus been designed appropriately which is presented below.

Table No. 4.2.3i Time line for Main Project

Timeline	Task	Particulars of Task
II Year– II semester (within two weeks)	Allotment of Guide	• Student undertaking. • Automatic Registration for Project if conditions in AR22 are satisfied. • Formulation of PRC committee. • Announcement of Research areas of interest. • Allotment of Guide.
2nd- 4th week		• Literature survey. • Identifying the problem.
5th week		• Area of the Project along with other details such as Place of work, expected project deliverables.
6th week		• Definition of Research problems/ gap. • Proposed research design and data collection tools.
7th week		• Review of literature specific to the project. • Checking on availability of data and feasibility of study.
		• Preliminary presentation to guide. • Mapping with POs. • Pilot study.
8th week	PRC1 presentation	• Presentation should be done before PRC with respect to progress of the project. • Work carried out will be assessed and evaluated; student wise. • Suggestions from PRC.
PRC monitors whether suggestions provided by PRC during earlier reviews have been considered or not.		

Week		Activity
9th-10th week	PRC 2 commencement	Data Collection.
11th week		Research design and methodology to be applied.
12th week		Preliminary data analysis.
13th week		Final data collection and literature review.
14th week	Preparation of Journal Paper/ Conference Paper	Presentation to guide.
15th week	PRC 2 presentation	Presentation to PRC.
PRC monitors whether suggestions provided by PRC during earlier reviews have been considered or not.		
16th week		Submission of Project Report.

The project viva-voce shall be conducted by a committee comprising an external examiner, Head of the Department and project supervisor

Table 4.2.3j Rubrics for Evaluation of Main Project Work

Attributes	Excellent	Good	Average	Acceptable	Unacceptable	Marks Allotted
Area of study, Background and Context based on preliminary literature review, Objectives	Detailed and extensive explanation of the purpose and need of the project. Problem is accurately defined with supporting analysis.	Good explanation of the purpose and need of the project. Problem is well defined with good analysis	Moderate explanation of the purpose and need of the project. Problem is defined with sufficient analysis	Outline explanation of the purpose and need of the project. Problem is defined but not with supporting analysis	Minimal explanation of the purpose and need of the project. Problem is not defined accurately	10
Problem statement/ research question/ hypothesis/ significance of study/ scope and limitations	Extensive Study, explanation of the limitations of the existing system / gaps provided, Well framed hypothesis	Great deal of information is collected. Gap analysis not done. Fairly good hypothesis.	Moderate study of the existing systems; collects some basic Information. Inappropriate hypothesis.	Peripheral study on limitations of the existing systems Limited information Hypothesis not framed.	Minimal study on the limitations of the existing systems; incomplete information Hypothesis not framed.	10
Proposed Research design, methods	Appropriate design methodology and properly justified	Design methodology not properly justified	Design methodology not defined properly.	Methodology not defined properly	Design methodology not specified	10
Review of literature	Literature review is well organized, made as per the format with quality content. Appropriate mention of References.	Literature review is well organized, made as per the format. Quality of content is fair. References not mentioned appropriately.	Literature review is well organized, made as per the format with quality content. References not mentioned appropriately.	Literature review is not well organized, deviated from the format without quality content. Incorrect mention of References.	Literature review is not well organized, deviated from the format without quality content. No mention of References.	10
Oral presentation and discussion	Proper eye contact with audience with a clear voice. With a clear voice. With appropriate body language..	Proper eye contact with audience with a clear voice. With a clear voice. With no proper body language	Occasional eye contact with audience with a clear voice.	Occasional eye contact with audience without a clear voice.	No eye contact with audience without a clear voice.	10

Data collection, analysis, (methods, tools, instruments) presentation in tables, charts	Contents of presentation are appropriate and well delivered with clarity, with good spoken language	Contents of presentation are good and well delivered with good spoken language but less eye contact with audience	Contents of presentations are good but not delivered convincingly and unclear voice	Contents of presentations are not appropriate. Delivered with less confidence and unclear voice	Contents of presentations are not appropriate and not delivered in acceptable manner and voice is not audible.	30
Summary/ suggestion conclusion	Project report is very well organized with appropriate graphs and charts. Use of appropriate language/ word choice, formatting, and writing conventions. Report is according to the specified format References and citations are appropriate.	Project report is well organized with graphs and charts. Use of decent language/word choice and writing conventions. Report is according to the specified format. References and citations are mentioned.	Project report is according to the specified format but the language used needs improvement. in-sufficient references and citations	Project report is not fully according to the specified format and not organized in the expected manner in-sufficient references and citations.	Project report not prepared according to the specified format. Language used is in correct. References and citations are not appropriate	10
Final Oral presentation and Discussion	Results are presented and justified in a very appropriate manner Project work aptly discusses the findings and conclusions.	Results are presented and justified in good manner Project work discusses the findings and conclusions.	Results presented but not justified in a satisfactory manner. Project work partially discusses the findings and conclusions. specified	Results are not accurate and justification is not appropriate	Results are not presented properly Project work is not summarized and concluded	10

Sample evaluation sheets

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
DEPARTMENT OF MANAGEMENT STUDIES
EVALUATION OF PROJECT SEMINAR (PRE-SUBMISSION): 20MB04S1 BY PRC
ACADEMIC YEAR 2022-23, BATCH 21-23, II YEAR II SEMESTER
PRC – Report I on Project Proposal

Name of the Faculty: Mr. K. Naupal Reddy   Date: 25ᵗʰ Jun, 23

Sl.No.	Name of the student	Roll No.	Title (area of study), Background and context (based on preliminary literature review), objectives	Problem statement, and Research Question or Hypothesis, significance of study	Proposed Research Design and Methods	Review of literature	Oral Presentation & Discussion	PRC-1 Total
			Marks -10	Marks-10	Marks-10	Marks-10	Marks-10	Marks-50
1	D. Navya	21R11E0041	8	9	8	9	9	43
2	A. Tinkushamble	,, 01	10	10	9	10	10	49
3	J. Thukaram	,, 18	9	8	8	8	9	42
4	K. Sai pavan	,, 25	9	8	9	8	8	42
5	Priyanka. B	,, 38	7	6	8	7	7	35
6								
7								
8								
9								
10								

P.T.O.

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
DEPARTMENT OF MANAGEMENT STUDIES
EVALUATION OF PROJECT SEMINAR (PRE-SUBMISSION): 20MB04S1 BY PRC
ACADEMIC YEAR 2022-23, BATCH 21-23, II YEAR II SEMESTER
PRC – Report II on Project Completion

Name of the Faculty: Mr. K. Naupal Reddy   Date: 25ᵗʰ July, 23

SLNo.	Name of the student	Roll No.	Data collection, and Analysis (Method followed, tools, instruments used) and presentation in Tables, charts etc	Summary / suggestion conclusions	Oral presentation & Discussion	PRC-2 Total	Grand Total
			30	10	10	50	100
1	Adla Tinkushamble	21R11E0001	29	10	10	49	98
2	Dasari Navya	,, 11	27	8	8	43	86
3	Jupally Thukaram	,, 18	28	9	9	46	88
4	Kuna Sai Pavan	,, 26	26	8	9	43	85
5	Priyanka Banotu	,, 38	22	7	6	35	70
6							
7							
8							
9							
10							

P.T.O.

Quality of dissertation

After the allocation of the project, specifying its title students identify the methodology to be adopted for the execution of the project by reading the relevant theoretical background, collecting data, analysing it, drawing inferences and conclusions. Student regularly meets project supervisor and apprises regarding the progress made and submits a report to that effect. Project reviews are conducted by the PRC as per the schedule given in the beginning of the semester.

Student is also informed regarding the evaluation of the project along with rubric used. At each review suggestions are given for improvement. Students are also provided with the templates to be used in the preparation of the thesis, which is checked by the supervisor directing student to make necessary corrections, if any and before submission of the final thesis, the plagiarism check must be carried out and similarity index should be less than 30 and only then the student is allowed to submit thesis. The attributes used in the rubric to evaluate the quality of the project is given in the table . This continuous monitoring has been resulting in quality theses.

Figure No.: 4.2.3 b Quality of Dissertation: Percentage of Projects Under Each Areas AR 21
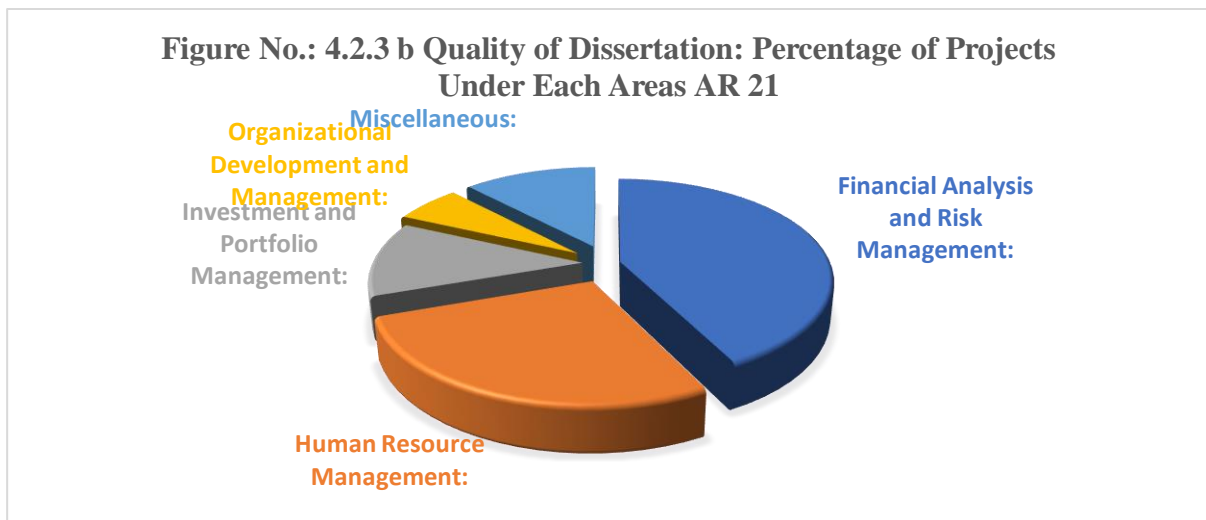
CRITERION 5	Student Quality and Performance	100

Table No. 5.1a Student Intake

Item	CAY (2023-24)	CAYm1 (2022-23)	CAYm2 (2021-22)	CAYm3 (2020-21)	CAYm4 (2019-20)
Approved Intake	60	60	60	60	60
Number of students admitted (N)	63	61	44	57	59
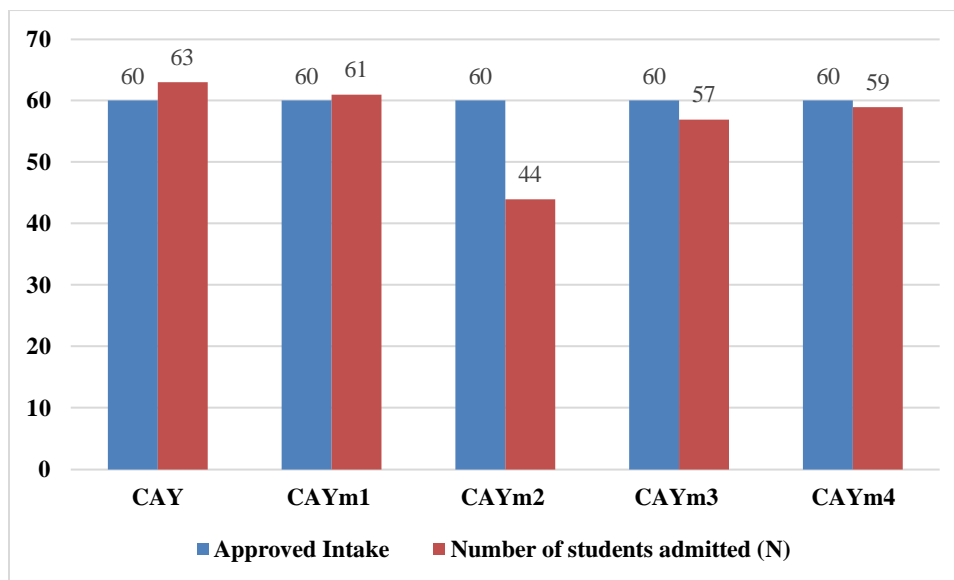
Figure No. 5.1a Student Intake

Table No. 5.2 Success Rate

Year of entry	Number of students admitted (N)	Number of students who have completed	
		I Year	II Year
CAY (2023-24)	63	On going	On going
CAYm1 (2022-23)	61	48	On going
CAYm2 (LYG) (2021-22)	44	37	36
CAYm3 (LYGm1) (2020-21)	57	50	47
CAYm4 (LYGm2) (2019-20)	59	50	50

CAY = Current Academic Year

CAYm1: Current Academic Year minus 1

CAYm2: Current Academic Year minus 2 = Last Year Graduate (LYG)

CAYm3: Current Academic Year minus 3 = Last Year Graduate minus 1 (LYGm1)

CAYm4: Current Academic Year minus 4 = Last Year Graduate minus 2 (LYGm2)

5.1 Enrollment Ratio (Admissions) (20)

Table No. 5.1b Enrollment Ratio

Year of entry	Student	Number of students	Enrollment Ratio
CAY (2023-24)	60	60	100
CAYm1 (2022-23)	60	60	100
CAYm2 (LYG) (2021-22)	60	44	73.33
CAYm3 (LYGm1) (2020-21)	60	57	95
CAYm4 (LYGm2) (2019-20)	60	59	98.33
Average Enrollment Ratio			93.33

Enrollment Ratio = Number of students admitted/ Sanctioned intake
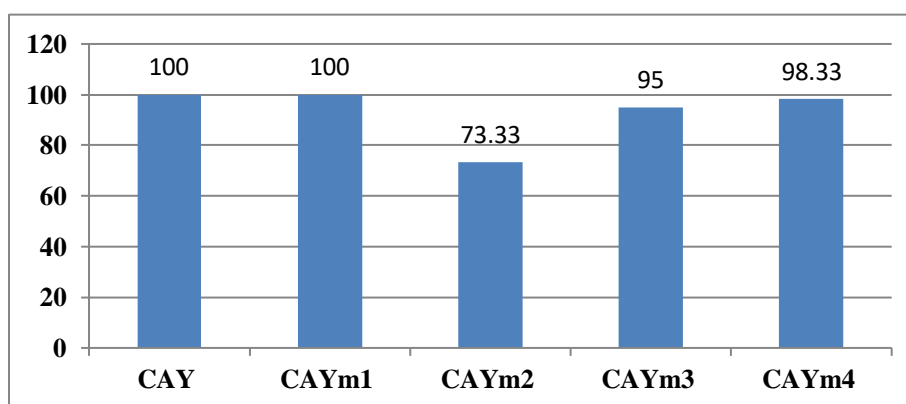
Figure No. 5.1b Enrollment Ratio

5.2 Success Rate (Students clearing in minimum time) (10)

S.I. = Number of students completed program in minimum duration / Number of students admitted

Average SI = Mean of Success Index (SI) for past
three batchesSuccess rate = 10 × Average SI

Table No. 5.2 Success Rate

Item	Last Year of Graduate, LYG (2021-23 Batch)	Last Year of Graduate minus 1, LYGm1 (2020-22 Batch)	Last Year of Graduate minus 2, LYGm2 (2019-21 Batch)
Number of students admitted (N)	44	57	59
Number of students who have graduatedwithin the stipulated period of a program	36	47	50
Success Index (SI)	0.8181	0.8245	0.8474
Average SI	(0.8181+0.8245+0.8474)/3=0.8253		
Success Rate	8.253		
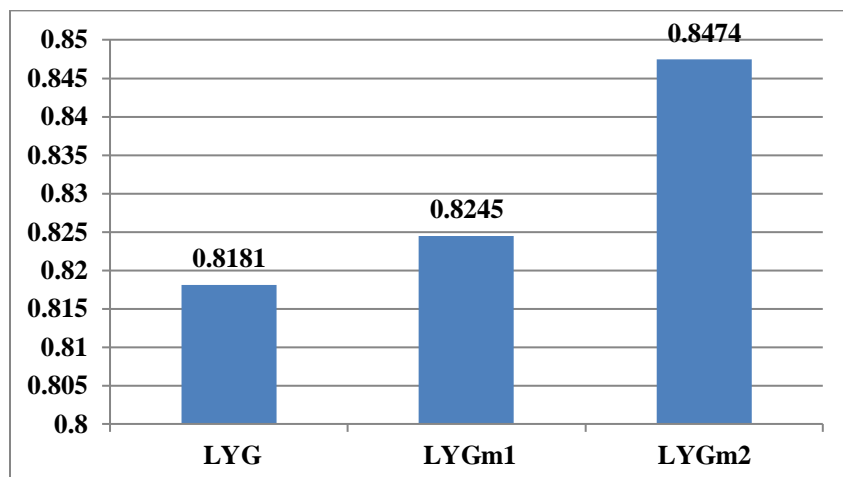
Figure No. 5.2 Success Index

5.3 Final Year Academic Performance (Percentage marks scored) (10)

Academic Performance = Average API (Academic Performance Index)

API = ((Mean of final Year Grade Point Average of all successful Students on a 10-point scale)

Successful students are those who have passed in all final year courses.

Table No. 5.3 Academic Performance

Academic Performance	CAYm1 (2022-23)	CAYm2 (2021-22)	CAYm3 (2020-21)
Mean of final Year Grade Point Average of all successfulStudents on a 10-point scale(X)	9.04	8.78	8.56
Total no. of successful students (Y)	36	47	50
Total no. of students appeared in the examination (Z)	41	50	54
API = x* (Y/Z)	**7.93**	**8.25**	**7.92**
Average API = (AP1 + AP2 + AP3)/3	**(7.93+8.25+7.92)/3=8.03**		
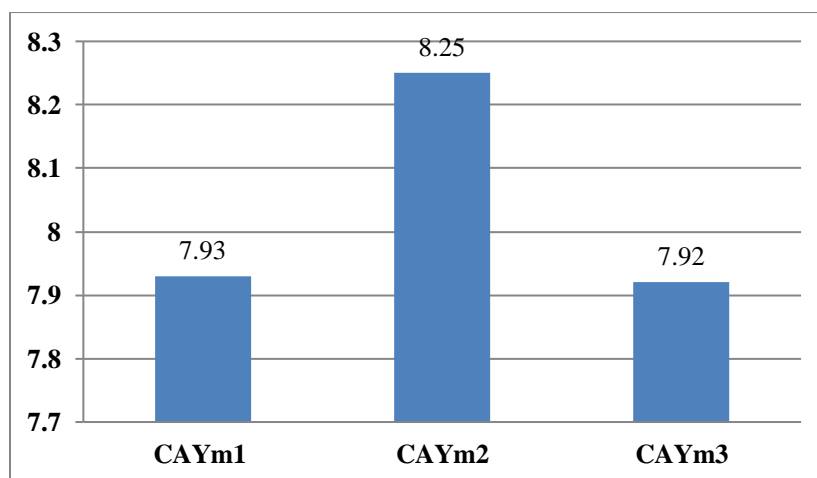
Figure No. 5.3 Academic Performance

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5.4 Placement, Higher Studies, and Entrepreneurship (40)

5.4.1 Placement (30)

Assessment Points = 30 × average placement; N is the total no. of students admitted in first year

Item	CAYm1 (2022-23)	CAYm2 (2021-22)	CAYm3 (2020-21)
Total Number of students admitted in first Year of the program (N)	44	57	59
No. of students placed in companies or Government Sector (x)	33	37	31
No. of students pursuing Ph.D. / Higher Studies (y)	-	2	1
No. of students turned entrepreneur (In the areas related to managementdiscipline) (z)	1	-	1
x + y + (1.2*z) =	**34.2**	**39**	**33.2**
Placement Index: x + y + (1.2*z) N	**P1 = 0.77**	**P2 = 0.68**	**P3 = 0.56**
Average placement= (P1 + P2 + P3)/3	**(0.77+0.68+0.56)/3 = 0.67**		
Assessment Points = 30 × average placement	**= 0.67*30 = 20.1**		

5.4.2 Quality of Placement (10)

Item	CAYm1 (2022-23) Management Stream (M1)	CAYm2 (2021-22) Management Stream (M2)	CAYm3 (2020-21) Management Stream (M3)
No. of students placed	33	37	31
Median Salary for Placement	2.5	2.8	2.69
Highest Salary	3.71	7.72	6.72

Table No. 5.4a Management Studies Academic Year 2022-2023

S. No	Name of the student placed	Enrollment No.	Name of the Employer	Appointment letter Reference no. with date
1	Adla Tinku Shambhavi	21R11E0001	Rohini Minerals Pvt Ltd	18-Jan-24
2	Bandari Harish Reddy	21R11E0003	Rohini Minerals Pvt Ltd	18-Jan-24
3	B.V.Naga Shivasai	21R11E0004	SBI	11-Sep-23
4	Bayya Anusha	21R11E0005	Rohini Minerals Pvt Ltd	18-Jan-24
5	Challa Praveen Kumar	21R11E0007	Rohini Minerals Pvt Ltd	18-Jan-24
6	Challa Pavan Kumar	21R11E0008	Eclatprime	01-Nov-22
7	Chintala Karunakar	21R11E0009	Rohini Minerals Pvt Ltd	18-Jan-24
8	Daramoni Salvadri Sree Chandana	21R11E0010	Senecaglobal	28-Dec-22
9	Dingi Sreenivas	21R11E0012	Kamai Elivators	27-Nov-22
10	Gandla Niharika	21R11E0014	Sri Rajeshwari Hatcheries Pvt Ltd	18-Jan-24
11	Gilaka Bharani	21R11E0015	Sri Rajeshwari Hatcheries Pvt Ltd	18-Jan-24
12	Jaganeela Akhila	21R11E0017	Wood Sense	06-Nov-23
13	Jupally Thukaram	21R11E0018	Wells Fargo	08-Nov-23
14	Kalapatapu Uday Bhaskar	21R11E0019	Sri Rajeshwari Hatcheries Pvt Ltd	18-Jan-24
15	Karupothula Sruthi	21R11E0020	Rohini Minerals Pvt Ltd	18-Jan-24
16	Korampally Srikanth Reddy	21R11E0022	Rohini Minerals Pvt Ltd	18-Jan-24
17	Kummarikuntla Srilekha	21R11E0025	Wood Sense	04-Nov-23
18	Kuna Sai Pavan	21R11E0026	Kamai Elivators	27-Nov-23
19	M. Lasya	21R11E0027	Rohini Minerals Pvt Ltd	18-Jan-24
20	Molugu Rakshitha	21R11E0028	Rohini Minerals Pvt Ltd	18-Jan-24
21	Nagulapalli Nagesh	21R11E0030	ICICI bank	15-Sep-23 (1384564248)
22	Narige Shravya Yadav	21R11E0031	Real Page India Pvt Ltd	30-Aug-23
23	Narla Bhanu Prasad	21R11E0032	Sri Rajeshwari Hatcheries Pvt Ltd	18-Jan-24
24	Neelam Neeraja	21R11E0033	Sri Rajeshwari Hatcheries Pvt Ltd	18-Jan-24
25	Nukalagudem Pooja	21R11E0035	ICICI bank	07-Aug-23 (1384535481)
26	Pamula Bharath Kumar	21R11E0036	I –Process services(India) Pvt Ltd	21-Dec-23

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S. No	Name of the student placed	Enrollment No.	Name of the Employer	Appointment letter Reference no. with date
27	Pochampally Vinitha	21R11E0037	ICICI bank	17-Aug-23 (1384546318)
28	Priyanka Banothu	21R11E0038	Rohini Minerals Pvt Ltd	18-Jan-24
29	Ragam Manasa	21R11E0040	Foundever	01-Jan-24
30	Syed Mujahed Mirza Jaffery	21R11E0043	Accenture	12-Dec-23
31	Vidhya Rallapalli	21R11E0044	ICICI bank	29-Sep-23 (1384553321)
32	Yogitha Sri Kari	21R11E0045	Rohini Minerals Pvt Ltd	18-Jan-24
33	Mutyala Sai Kiran	21R11E0047	HR Square	17-Nov-23

Table No. 5.4b Management Studies Academic Year 2021-2022

S. No	Name of the student placed	Enrollment No.	Name of the Employer	Appointment letter Reference no. with date
1	Badugu Mounika	20R11E0001	Resolute B2B	05-Jan-22
2	Bodannagari Anjali	20R11E0002	L-cube Innovative Solutions Pvt Ltd	04-Dec-21
3	Boddra Boina Sai Raj	20R11E0003	KROLL	14-Oct-22
4	Cheruvu Sreelekha	20R11E0006	Vahini Poultries Pvt Ltd	26-Oct-22
5	Dandu Janaki Anjana	20R11E0007	IKS Health	14-Mar-22
6	Darbha Sowjanya	20R11E0008	Verzeo	27-Jan-22
7	Eddga Hari Kishore Goud	20R11E0009	Vahini Poultries Pvt Ltd	26-Oct-22
8	G. Vineela	20R11E0011	Kaara	23-Aug-22
9	Gudivada Shree Keerthi	20R11E0012	Vahini Poultries Pvt Ltd	26-Oct-22
10	Gundugollu Sownikya	20R11E0014	Legato	11-May-22
11	Gurrala Shireesha	20R11E0016	Vahini Poultries Pvt Ltd	26-Oct-22
12	J. Sneha	20R11E0017	Synchrony	28-Feb-22
13	Jaanu Ranaprathap	20R11E0018	Vahini Poultries Pvt Ltd	26-Oct-22
14	Karanam Sandhya	20R11E0019	Legato	11-May-22
15	Kola Swathi	20R11E0021	Wipro	15-Sep-22
16	Kota Lakshmi Aparna	20R11E0024	TBRC business research Pvt ltd	26-Oct-22
17	Malyala Sai Kiran Chary	20R11E0028	SS&C	23-Dec-22
18	Marri Sai Venu Gopal	20R11E0029	Accenture	23-Dec-22

19	Meesala Srilekha	20R11E0030	Verzeo	27-Jan-22
20	Nalluri Narashimha Nikhil	20R11E0032	Success Trading	17-Nov-21
21	Naredla Smithanya Reddy	20R11E0033	Rohini Edu Services Pvt.Ltd	09-Dec-22
22	Prathikanti Sushmitha	20R11E0037	Verzeo	27-Jan-22
23	R.Malavika	20R11E0038	Verzeo	27-Jan-22
24	Shanagonda Padma	20R11E0041	Verzeo	27-Jan-22
25	Talakayala Lavanya	20R11E0042	Resolute B2B	05-Jan-22
26	Tappa Sai Teja	20R11E0044	Cognizant	17-Sep-22 (21231007)
27	Uppalaguptapu Monika	20R11E0045	Vahini Poultries Pvt Ltd	26-Oct-22
28	Uppuluri Venkata Harichandana	20R11E0046	Russell Tobin	19-Sep-22
29	Vadapally Akhila	20R11E0047	Dr.Patnam Mahender Reddy Institution of Medical Science	09-Dec-22
30	Velala Rukmini Sri Sowmya	20R11E0048	JM Financial	28-Dec-21
31	Vattela Akhila	20R11E0049	Vahini Poultries Pvt Ltd	26-Oct-22
32	Lothukunta Likitha	20R11E0050	Vahini Poultries Pvt Ltd	26-Oct-22
33	Suravu Sandeep	20R11E0051	Hexad Solutions India Pvt ltd	10-Dec-22
34	Eeramalli Madhavi	20R11E0053	Dr.Patnam Mahender Reddy Institution of Medical Science	10-Dec-22
35	Porika Vennela	20R11E0054	Vahini Poultries Pvt Ltd	26-Oct-22
36	Shangarapu Shivaramakrishna	20R11E0055	Rohini Edu Services Pvt.Ltd	10-Dec-22
37	Vangeti Aakanksha	20R11E0057	Pepsico Global Business Services India LLP	21-Jan-22

Table No. 5.4c Management Studies Academic Year 2020-2021

S. No	Name of the student placed	Enrollment No.	Name of the Employer	Appointment letter Reference no. with date
1	Abhijeet Mukherjee	19R11E0001	Conneqt	24-Nov-21
2	Badishetti Deekshitha	19R11E0002	Rohini Edu Services Pvt.Ltd	15-Sep-21
3	Bahatam Gayathri	19R11E0003	Rohini Edu Services Pvt.Ltd	15-Sep-21

4	Bainla Shiva Kumar	19R11E0004	Vahini Poultries Pvt Ltd	08-Oct-21
5	Balekar Vaishnavi	19R11E0005	Dr.Patnam Mahender Reddy Institution of Medical Science	15-Sep-21
6	Beeram Rachana	19R11E0007	Vahini Poultries Pvt Ltd	08-Oct-21
7	Chinnam Prameela	19R11E0009	Wipro	08-Oct-21
8	D.Sirisha	19R11E0011	IKS Health	25-Apr-22
9	D.Sushmitha	19R11E0012	Factset	20-May-21
10	Dumpa Mamatha	19R11E0013	Dr.Patnam Mahender Reddy Institution of Medical Science	15-Sep-21
11	Eega Bhagya Laxmi	19R11E0014	Vahini Poultries Pvt Ltd	08-Oct-21
12	Govindu Rakesh	19R11E0018	Sivika Foods Pvt ltd	06-Dec-21
13	J.Sarah	19R11E0023	EY	01-Oct-21
14	Jupally Prasanna Laxmi	19R11E0024	Rohini Edu Services Pvt.ltd	15-Sep-21
15	Kamarajugadda Sreenuta Likhita	19R11E0026	Sivika Foods Pvt Ltd	06-Dec-21
16	Kunisetty Sai Vasudha Roshini	19R11E0029	Vahini Poultries Pvt Ltd	08-Oct-21
17	Kura Srinath	19R11E0030	Vahini Poultries Pvt Ltd	08-Oct-21
18	Madarla Praveen Kumar	19R11E0032	Vahini Poultries Pvt Ltd	08-Oct-21
19	Mahadevuni Vijay Kumar	19R11E0033	Vahini Poultries Pvt Ltd	08-Oct-21
20	Medur Dayanand Megha	19R11E0036	Wipro	13-Sep-21
21	Mettu Nikitha	19R11E0037	Wipro	18-Oct-21
22	P. B. Vamshi Krishna	19R11E0039	Ags Health	12-Nov-21
23	P. Lavanya	19R11E0040	Sivika Foods Pvt Ltd	06-Dec-21
24	P. Prabhudas Reddy	19R11E0041	Sivika Foods Pvt Ltd	06-Dec-21
25	P. Sri Kanya	19R11E0042	Accenture	12-Aug-21
26	Seelam Manitej	19R11E0051	Sivika Foods Pvt ltd	06-Dec-21
27	Sonal Madre	19R11E0052	Vahini Poultries Pvt Ltd	08-Oct-21
28	Toota Pavani	19R11E0055	Vahini Poultries Pvt Ltd	08-Oct-21
29	Vanga Sowjanya	19R11E0057	Sivika Foods Pvt Ltd	06-Dec-21
30	Bandlamudi Chandana	19R11E0059	Sivika Foods Pvt Ltd	06-Dec-21
31	Talla Sahithi	19R11E0060	Factset	20-May-21

5.5 Student Diversity (5)

(Diversity may include Experience, Gender diversity, Qualification, Geographic diversity (within state,outside state, outside country), ESCS)

Year	Sanctioned Intake	Gender	Within State	Outside State	Other Country	Management Stream	Other Streams	Fresher	Experienced*	Total
CAY (2023-24)	60	M	22	1	-	01	23	23	-	23
		F	39	1	-	09	30	40	-	40
Total			**61**	**2**	**-**	**10**	**53**	**63**	**-**	**63**
CAYm1 (2022-23)	60	M	26	-	-	02	26	26	-	26
		F	34	1	-	04	29	35	-	35
Total			**60**	**1**	**-**	**06**	**55**	**61**	**-**	**61**
CAYm2 (2022-23)	60	M	18	-	-	0	19	18	-	18
		F	25	1	-	01	24	26	-	26
Total			**43**	**1**	**-**	**01**	**43**	**44**		**44**

*minimum two years

Table No. 5.5.1a Gender Diversity

Year	Male		Female		Total
	No. of students	%	No. of students	%	
2023-24	23	36.51	40	63.49	**63**
2022-23	26	42.62	35	57.38	**61**
2021-22	18	40.91	26	59.09	**44**
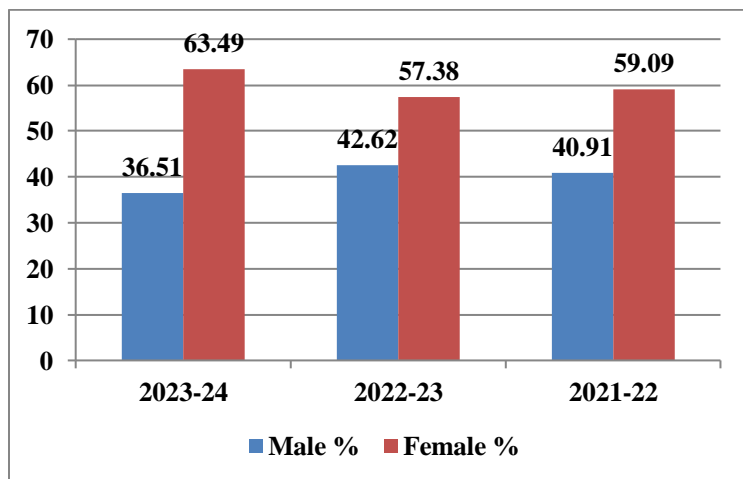
Figure No. 5.5.1a Gender Diversity

Table No. 5.5.1b Geographic Diversity

Year	Within State (Telangana)		Outside State (Andhra Pradesh)		Total
	No. of students	%	No. of students	%	
2023-24	61	96.83	2	3.17	**63**
2022-23	60	98.36	1	1.64	**61**
2021-22	43	97.73	1	2.27	**44**
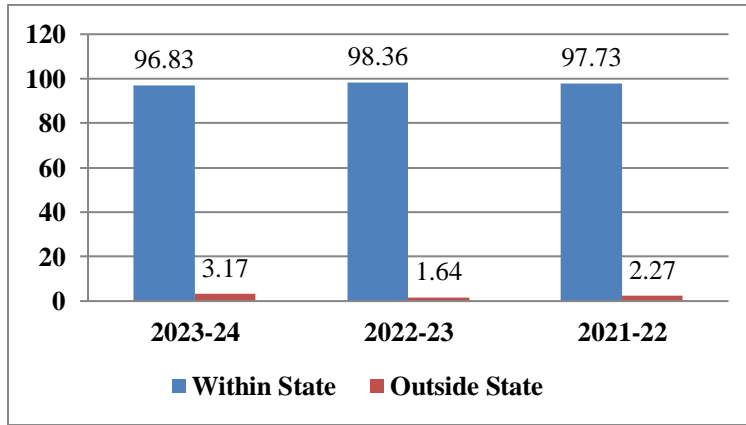
Figure No. 5.5.1b Geographic Diversity

Table No. 5.5.1c Qualification Diversity

Year	Management Stream		Other Streams		Total
	No. of students	%	No. of students	%	
2023-24	10	15.87	53	84.13	**63**
2022-23	06	9.84	55	90.16	**61**
2021-22	01	2.27	43	97.73	**44**
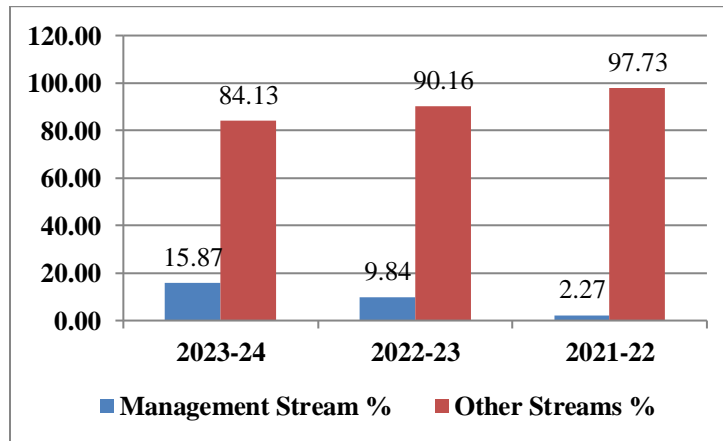
Figure No. 5.5.1c Qualification Diversity

Table No. 5.5.1d Other Stream Wise Diversity

Category	2023-24		2022-23		2021-22	
	No. of students	%	No. of students	%	No. of students	%
B.Com	42	79.25	39	70.91	35	81.40
B.Tech	0	0.00	01	1.82	03	6.98
B.Sc.	09	16.98	14	25.45	05	11.63
BA	02	3.77	01	1.82	0	0
	53	100.00	55	100.00	43	100.00
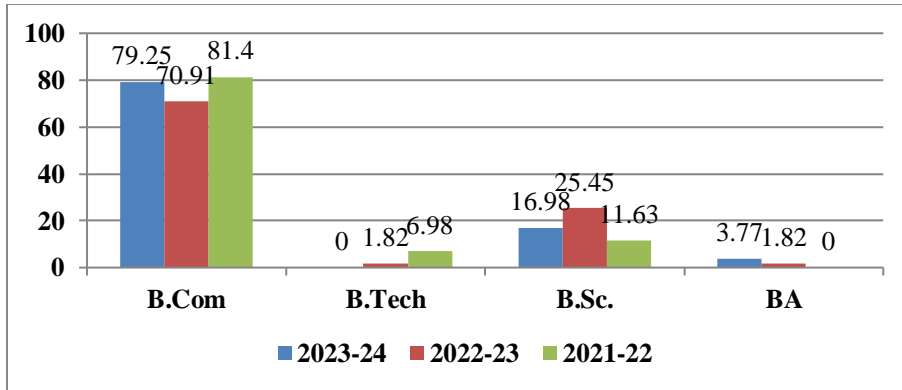
Figure No. 5.5.1d Other Stream Wise Diversity

Table No. 5.5.1e Category Diversity

Category	2023-2024		2022-2023		2021-2022	
	No. of students	%	No. of students	%	No. of students	%
OC	8	12.70	18	29.51	13	29.55
SC	7	11.11	10	16.39	7	15.91
ST	6	9.52	2	3.28	3	6.82
BC	36	57.14	27	44.26	17	38.64
BC-E	3	4.76	0	0.00	2	4.55
EWS	3	4.76	4	6.56	2	4.55
Total	63	100	61	100	44	100
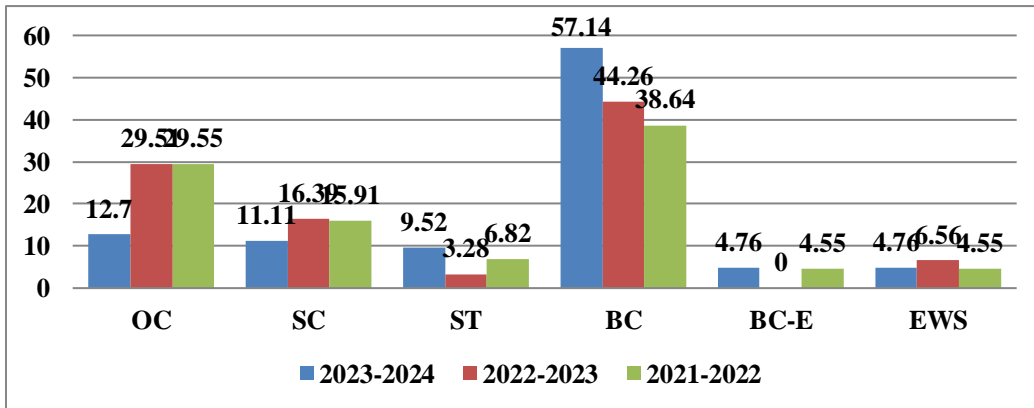
Figure No. 5.5.1e Category Diversity

5.6 Professional Activities (15)

5.6.1 Students' participation in Professional societies/chapters and organizing management events (10)

The MBA Program at Geethanjali College of Engineering and Technology through its long-standing membership with the HMA since 2017 offers students exceptional professional development opportunities. These include industry networking events, workshops, guest lectures, and exclusive member benefits, all designed to bridge the gap between theory and practice, develop essential skills, and prepare them for successful careers. The department of Student memberships in Professional chapters and their participation are given in annexures 5.6.1a, 5.6.1b, 5.6.1c, 5.6.1d and 5.6.1e.

Table No. 5.6.1a Professional societies/chapters Membership

Sl. No	Name of the Chapter	Membership
1.	Hyderabad Management Association (HMA)	Annual Membership

Activities under Professional Societies/Chapters Activities

Table No. 5.6.1b Academic Year 2023-2024

S. No	Date	Activity	No. of Students participated
1	16.11.2023	Workshop on "Patent Drafting and Registration"	125

Table No. 5.6.1c Academic Year 2022-2023

S. No	Date	Activity	No. of Students participated
1	08.08.2022	Webinar on Business Model Canvas	35

Table No. 5.6.1d Academic Year 2021-2022

S.No	Date	Activity	No. of Students participated
1	04.03.2022	Workshop on Design thinking for Business and Entrepreneurship	33
2	11.03.2022	Workshop on Product- Market fit	35

Management Events Organized

The MBA Program at Geethanjali College of Engineering and Technology, where innovation meets excellence. We take immense pleasure in presenting a spectrum of management events designed to foster intellectual growth, professional development, and entrepreneurial spirit among our students and participants.

The event "Achieving Problem Solution Fit and Product Market Fit" offered an engaging platform for participants to demonstrate their problem-solving skills and market readiness. Activities included presentations where innovative solutions were showcased, group discussions for diverse perspectives, and a business quiz to test industry knowledge and strategic thinking.

"Bhaswara -2K23" was an enriching and diverse event that provided participants with a platform to showcase their business acumen and leadership skills through activities like the Business Quiz, Paper Presentation, Poster Presentation, Split Hairs - The International Business Proposal with pestle analysis, Young Manager, Mock Trading, and another Business Quiz.

"Bhaswara - 2022" was a vibrant event that provided participants with a platform to showcase their business acumen and innovative ideas. The event featured engaging activities such as a Business Quiz, Paper Presentation, Poster presentation, Business proposals, The wolf of Geethanjali, Young Manager, and Busi Quizy Den (Business Quiz), offering a diverse range of opportunities for learning, collaboration, and competition.

"Management Euphoria 2021" was an electrifying event that celebrated creativity and innovation in various domains. Participants engaged in activities like Ad making, crafting captivating advertisements; Insta Reels, showcasing short and creative videos; Product Innovation Mobile photography, capturing innovative product designs; Tanish - Video making, creating longer video productions; and a lively Dance competition, showcasing artistic talents and performances. In addition the department also organizes various management events under the aegis of various clubs, namely, Entrepreneurship Development Club, Marketing Club, Finance Club, and Human Resource Development Club.

Table No. 5.6.1e List of Management Events

S. No	Name of the Event		No. of students participated
1	Achieving Problem Solution Fit and Product Market Fit-2024	Presentations	04
		Group Discussion	18
		Business Quiz	36
2	Bhaswara2K23	Paper Presentation	18
		Poster Presentation	08
		Split Hairs- The International Business Proposal with pestle analysis	07
		Young Manager	17
		Mock Trading	17
		Business Quiz	22
3	Bhaswara2022	Paper Presentation	04
		Poster presentation	04
		Business proposals	03
		The wolf of Geethanjali	11
		Young Manager	14
		Busi Quizy Den(Business Quiz)	10
4	Management Euphoria 2021	Ad making	06
		Insta Reels	04
		Product Innovation	05
		Mobile photography	04
		Tanish- Video making	06
		Dance competition	05

Geethanjali College of Engineering and Technology (Autonomous)

Achieving Problem Solution Fit and Product Market Fit

Department of Management Studies

Geethanjali College of Engineering and Technology

(UGC Autonomous Institution Accredited by NAAC
Permanently Affiliated to JNTUH, ISO 9001:2015 certified)
Cheeryal (V), Keesara (M), Medchal. Dist. 501301

Department of Management studies, in collaboration with Institute's Innovation Council of GCET is organizing a

Session on
Achieving Problem Solution Fit and Product Market Fit

Internal Speaker
Dr. A .Sita Madhavi
And MBA I yr I Sem Student speakers
Student coordinator
1.Sravani
2.Vidya
3.Bhargavi

Dr.A.Sita Madhavi
IIC Member & Faculty Coordinator
Department of Management Studies, GCET
Date :   10-1-2024
Time: 1:00pm – 3:30pm
Venue: Block 1, 310

Registration link: https://forms.gle/V744tJbAD5o5JCZv7

Dr. Nagamani
IIC Coordinator,GCET

Patrons
Dr. Uday kumar Susarla
Principal,GCET

Geethanjali College of Engineering and Technology (Autonomous)

Bhaswara2K23

Department of Management Studies

Geethanjali College of Engineering and Technology (Autonomous)

Bhaswara2022

Department of Management Studies

Geethanjali College of Engineering and Technology
(UGC Autonomous Institution Accredited by NAAC,
Permanently Affiliated to JNTUH, ISO 9001:2015 certified)
Cheeryal (V), Keesara (M), Medchal. Dist. 501301

Dept. Of management students is association
with IQAC and IIC, GCET
Online event
MANAGEMENT EUPHORIA 2021
24 May 2021
to
31 May 2021
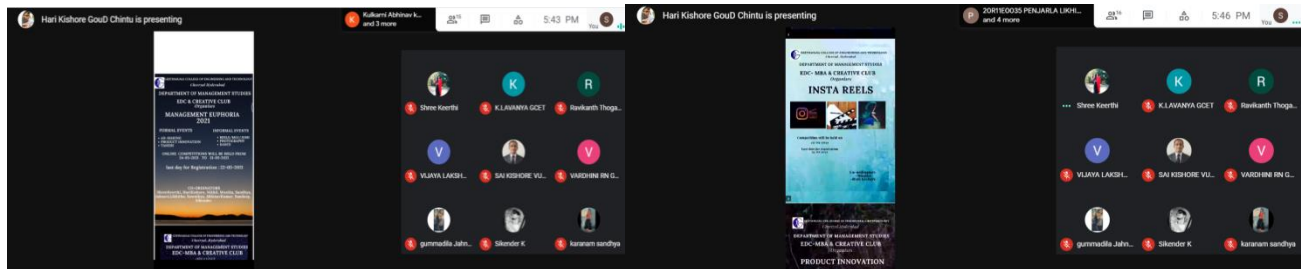
Entrepreneurship Development Club

The main objective of the Entrepreneurship Development Club is to infuse creativity and innovation among the students of our college. The club provides a platform for the students to learn the techniques and style to manage a business. It helps to train them to participate in external competitions and forums on entrepreneurship. It also provides the students with the basic skills and knowledge in running a business thus nurturing them into confident and responsible entrepreneurs and the details are given in annexure 5.6.1f and 5.6.1g.

Activities under Entrepreneurship Development Club
Table No. 5.6.1f Academic Year 2022-2023

S. No	Date	Activity	No. of Students Participated
1	23-12-2022	Poster Presentation on "Ideas For Entrepreneurship and Innovation"	35
2	03-02-2023	Workshop on Entrepreneurship and Innovation as Career Option	52

Table No. 5.6.1g Academic Year 2021-2022

S. No	Date	Activity	No. of Students Participated
1	04-03-2022	Workshop on Design Thinking for Business and Entrepreneurship	33

Marketing Club

The club organizes quizzes, creative idea generation sessions, case studies and current news analysis sessions. The activities help the students keep them abreast with the latest happenings in the said domain and the details are given in annexure 5.6.1h and 5.6.1i.

Activities under Marketing Club
Table No. 5.6.1h Academic Year 2022-2023

S. No	Date	Activity	No. of Students Participated
1	16-08-2022	Webinar on Marketing Planning to Implementation	35

Table No. 5.6.1i Academic Year 2021-2022

S. No	Date	Activity	No. of Students Participated
1	18-12-2021	Workshop on Data Analysis for Ideation and Business Decisions Using R Programming	80

Finance Club

The Finance Club organizes games, simulations and quizzes to make the students familiar with the nuances in the finance field. The sessions by industry experts on the career opportunities in the financial services industry help the students to identify their field of choice and the details are given in annexure 5.6.1j and 5.6.1k.

Activities under Finance Club
Table No. 5.6.1j Academic Year 2021-2022

S. No	Date	Activity	No. of Students Participated
1	13-05-2022	A workshop on Intellectual Property Rights titled "An overview on IPR and IP Management for start-ups"	40

Table No. 5.6.1k Academic Year 2020-2021

S. No	Date	Activity	No. of Students Participated
1	07-12-2020	Webinar on Financial Well being	35

Human Resources Development Club

The HR club brings together students interested in the field of Human Resources Management, help them discover the HR traits in them and basically make them corporate ready. The club provides them an opportunity to interact with the industry personnel and also provide them opportunities for internships and training in the industry and the details are given in annexure 5.6.1l, 5.6.1m and 5.6.1n.

Activities under Human Resources Development Club
Table No. 5.6.1l Academic Year 2023-2024

S. No	Date	Activity	No. of Students Participated
1	16-11-2023	Workshop on "Patent Drafting and Registration"	125

Table No. 5.6.1m Academic Year 2022-2023

S. No	Date	Activity	No. of Students Participated
1	31-05-2022	Workshop On HVPE - "Empowerment Through Self Education"	124

Table No. 5.6.1n Academic Year 2020-2021

S. No	Date	Activity	No. of Students Participated
2.	09-01-2021	webinar on Content writing and Editing process	64

MOOCS (Coursera, Great Learning) Certification Courses Completed by Students
Table No. 5.6.1o Academic Year 2023-2024

Roll No.	Student Name	Topic	Start date	Finish date	Certificate / Audit Course
22R11E0001	A. Priyanka	Human Resource Management	21-12-2023	21-12-2023	Certificate Course
22R11E0001	A. Priyanka	4P's Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0001	A. Priyanka	Create Profile Network	20-12.2023	20-12-2023	Certificate Course
22R11E0001	A. Priyanka	Preparation for job	21-12-2023	21-12-2023	Certificate Course
22R11E0002	Addanki Sreekar	Product Management	21-12-2023	21-12-2023	Certificate Course

22R11E0003	A. Prashanth	Introduction to Management	08-01-2024	08-01-2024	Certificate Course
22R11E0004	B. Sumanth	Product Management	21-12-2023	21-12-2023	Certificate Course
22R11E0006	Bhairavabhatla Sai Apoorva	Business Finance Foundation	21-12-2023	21-12-2023	Certificate Course
22R11E0007	B. Vaishnavi	Human Resource Management	21-12-2023	21-12-2023	Certificate Course
22R11E0008	Borraju Dattathreya	Logistics Management	21-12-2023	21-12-2023	Certificate Course
22R11E0009	Boya Bhanu Prakash	Human Resource Management	21-12-2023	21-12-2023	Certificate Course
22R11E0010	Charukuri BhanuPrasad Yadav	Principles of Management	21-12-2023	21-12-2023	Certificate Course
22R11E0011	Chitharla Vandana	Organizational Behavior	21-12-2023	21-12-2023	Certificate Course
22R11E0011	Chitharla Vandana	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course
22R11E0012	Chityala Prem Kumar	Preparation for Job Interviews	21-12-2023	21-12-2023	Certificate Course
22R11E0012	Chityala Prem Kumar	Google Ads for Beginners	21-12-2023	21-12-2023	Certificate Course
22R11E0012	ChityalaPrem Kumar	Edit Your Photo for Social Media Marketing Using Picsart	21-12-2023	21-12-2023	Certificate Course
22R11E0013	G Janani Goud	Introduction to Strategic Band Management	21-12-2023	21-12-2023	Certificate Course
22R11E0014	Gonti Deepthi	Introduction to Strategic Band Management	21-12-2023	21-12-2023	Certificate Course
22R11E0015	G.Manjunath	Introduction to Management	21-12-2023	21-12-2023	Certificate Course
22R11E0015	G. Manjunath	Financial Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0016	Indala Shravya	Basic Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0016	Indala Shravya	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course
22R11E0017	Jakula Ravali	Google Ads for Beginners	20-12-2023	20-12-2023	Certificate Course

22R11E0018	K Nagaraju Yadav	Market Research	21-12-2023	21-12-2023	Certificate Course
22R11E0019	K Praveen Yadav	Financial Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0019	K Praveen Yadav	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course
22R11E0020	K Sai Vivekananda	Basic Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0021	Kanchuganta Naveen	Product Life	21-12-2023	21-12-2023	Certificate Course
22R11E0022	Karamsi Manender Naik	Market Research	21-12-2023	21-12-2023	Certificate Course
22R11E0023	Katepally Manish Reddy	Basic Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0024	Katta Avinash	Analytical in Finance	21-12-2023	21-12-2023	Certificate Course
22R11E0025	Kavali Sai Nath	Business Finance Foundation	21-12-2023	21-12-2023	Certificate Course
22R11E0026	K. Suryakala	Hiring and on boarding	20-12-2023	20-12-2023	Certificate Course
22R11E0026	K. Suryakala	Business Analysis and process Management	20-12-2023	20-12-2023	Certificate Course
22R11E0026	K.Suryakala	Organic Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0026	K. Suryakala	4P's Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0026	K. Suryakala	Product Management	21-12-2023	21-12-2023	Certificate Course
22R11E0026	K. Suryakala	Human Resource Management	21-12-2023	21-12-2023	Certificate Course
22R11E0027	K. Akhila	Financial Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0028	Korrakuti Manasa	Financial Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0029	K. Lokesh	Introduction to Brand Management	21-12-2023	21-12-2023	Certificate Course
22R11E0030	Kothakonda Sushmitharani	Capital Budgeting Technique	21-12-2023	21-12.2023	Certificate Course
22R11E0031	K. Renu Sree	Building Business	12-10-2023	12-10-2023	Certificate Course

22R11E0031	K. Renu Sree	Hiring and on boarding	21-12-2023	21-12-2023	Certificate Course
22R11E0031	K. Renu Sree	Organic Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0031	K. Renu Sree	Human Resource Management	21-12-2023	21-12-2023	Certificate Course
22R11E0031	K. Renu Sree	4P's Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0032	K. Vaibhavi	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course
22R11E0033	K. Maneesha	Basic Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0034	Kunche Arnith Goud	Stock Market	21-12-2023	21-12.2023	Certificate Course
22R11E0034	Kunche Arnith Goud	Fundamental of Taxation	21-12-2023	21-12-2023	Certificate Course
22R11E0034	Kunche Arnith Goud	Creating a Budget with MS Excel	21-12-2023	21-12-2023	Certificate Course
22R11E0034	Kunche Arnith Goud	Introduction to MS Excel	21-12-2023	21-12-2023	Certificate Course
22R11E0035	M. Akshita	Project Management	21-12-2023	21-12-2023	Certificate Course
22R11E0035	M. Akshita	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course
22R11E0037	Mallelu Kaveri Prasanna	Introduction to Strategic Band Management	20-12-2023	21-12-2023	Certificate Course
22R11E0038	Mothe Nikhil	Performance Management	21-12-2023	21-12.2023	Certificate Course
22R11E0038	Mothe Nikhil	Talent Management	21-12-2023	21-12-2023	Certificate Course
22R11E0038	Mothe Nikhil	People Management	21-12-2023	21-12-2023	Certificate Course
22R11E0039	Mukka Anusha	Business Analysis and Process Management	21-12-2023	21-12-2023	Certificate Course
22R11E0041	Narina Poojitha	4Ps of Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0041	Narina Poojitha	Introduction to Basic Game Development Using Scratch	21-12-2023	21-12-2023	Certificate Course

22R11E0041	Narina Poojitha	Business Analysis and Process Management	21-12-2023	21-12-2023	Certificate Course
22R11E0042	P. Aishwarya Lakshmi	Search Engine Optimization with Squarespace	21-12-2023	21-12-2023	Certificate Course
22R11E0042	P. Aishwarya Lakshmi	Investment Risk Management	21-12-2023	21-12-2023	Certificate Course
22R11E0042	P. Aishwarya Lakshmi	How to set up a Facebook Ads Campaign	21-12-2023	21-12-2023	Certificate Course
22R11E0043	P. Abhinay	Talent Management	21-12-2023	21-12-2023	Certificate Course
22R11E0044	Pinreddy Saikiran Reddy	Basic Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0044	Pinreddy Saikiran Reddy	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course
22R11E0045	R.Sree Vandana	Human Resource Management	21-12-2023	21-12-2023	Certificate Course
22R11E0045	R.Sree Vandana	Data Science Foundation	21-12-2023	21-12-2023	Certificate Course
22R11E0046	Rajendran Swetha	HR Analytics	21-12-2023	21-12-2023	Certificate Course
22R11E0047	Rajput Vijjisha	Preparation for Job Interviews	21-12-2023	21-12-2023	Certificate Course
22R11E0047	Rajput Vijjisha	Google Ads for Beginners	21-12-2023	21-12-2023	Certificate Course
22R11E0047	Rajput Vijjisha	Edit Your Photo for Social Media Marketing Using Picsart	21-12-2023	21-12-2023	Certificate Course
22R11E0047	Rajput Vijjisha	Small Business Marketing	21-12-2023	21-12-2023	Certificate Course
22R11E0048	Rathod Rajkumar	Project Management	21-12-2023	21-12-2023	Certificate Course
22R11E0049	R. Savitha	Financial Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0050	Rudra Gouni Nikhil Kumar	Logistic Management	21-12-2023	21-12-2023	Certificate Course
22R11E0051	Rudraram Harikrishna	Product Management	21-12-2023	21-12-2023	Certificate Course
22R11E0051	Rudraram Harikrishna	Capital Budgeting Technique	21-12-2023	21-12-2023	Certificate Course

22R11E0052	S. Varshini	Creating Budget	21-12-2023	21-12-2023	Certificate Course
22R11E0052	S. Varshini	Preparation for job	21-12-2023	21-12-2023	Certificate Course
22R11E0052	S.Varshini	Google Ads	21-12-2023	21-12-2023	Certificate Course
22R11E0053	S. Kiran Kumar	Date Visualization	08-01-2024	08-01-2024	Certificate Course
22R11E0054	S.Vasavi	Excel for Beginners	21-12-2023	21-12-2023	Certificate Course
22R11E0054	S. Vasavi	Capital Budgeting	21-12-2023	21-12-2023	Certificate Course
22R11E0056	T. Bhanu Prakash	Product life cycle	21-12-2023	21-12-2023	Certificate Course
22R11E0058	T. Santhosh	Business financial foundation	21-12-2023	21-12-2023	Certificate Course
22R11E0059	V. Gayathri	Financial Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0059	V. Gayathri	Basic Accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0059	V. Gayathri	Introduction to Capital Market	21-12-2023	21-12-2023	Certificate Course
22R11E0060	V. Akhila	Stock Market	21-12-2023	21-12-2023	Certificate Course
22R11E0062	V. Upender	Business finance foundation, Basic accounting	21-12-2023	21-12-2023	Certificate Course
22R11E0063	Y. Tejaswini	Introduction to Basic game	11-07-2023	11-07-2023	Certificate Course
22R11E0063	Y. Tejaswini	Preparation for Job Interview	12-10-2023	12-10-2023	Certificate Course
22R11E0063	Y. Tejaswini	Hiring and on boarding	21-12-2023	21-12-2023	Certificate Course
22R11E0063	Y. Tejaswini	4P'S Marketing	20-12-2023	20-12-2023	Certificate Course
22R11E0063	Y. Tejaswini	Sales Management	20-12-2023	20-12-2023	Certificate Course
22R11E0062	V. Upender	Business finance foundation, Basic accounting	21-12-2023	21-12-2023	Certificate Course

Table No. 5.6.1p Academic Year 2022-23

Roll No.	Student Name	Topic	Start date	Finish date	Certificate / Audit Course
22R11E0017	Jakula Ravali	Introduction to MS Excel	07-05-2023	07-05-2023	Certificate Course
22R11E0057	Tadi Lavanya	HR Analytics	06-02-2023	06-02-2023	Certificate Course
22R11E0061	Velamuri Rama Saranya	Build A Business Architecture Using AWS Organization	12-06-2023	12-06-2023	Certificate Course
22R11E0061	Velamuri Rama Saranya	Creating A Budget with Microsoft Excel	12-06-2023	12-06-2023	Certificate Course
22R11E0061	Velamuri Rama Saranya	Use Canva to Create Social Media Visuals for Business	28-06-2023	28-06-2023	Certificate Course
22R11E0061	Velamuri Rama Saranya	Introduction to E-Commerce	06-02-2023	06-02-2023	Certificate Course

Table No. 5.6.1q Academic Year 2021-22

Roll No.	Student Name	Topic	Start date	Finish date	Certificate / Audit Course
20R11E0001	Badugu Mounika	Coursera-English for Career Development	10-10-2021	10-10-2021	Certificate Course
20R11E0003	Boddraboina Sairaj	Information systems auditing, controls and assurance	06-10-2021	06-10-2021	Certificate Course
20R11E0005	Burra Shivanand	Investment Management	16-10-2021	16-10-2021	Certificate Course
20R11E0009	Eddga Harikishore Goud	The Manager's Toolkit	18-10-2021	18-10-2021	Certificate Course
20R11E0011	Vineela Gunja	Training and development with eduflow	07-10-2021	07-10-2021	Certificate Course
20R11E0012	Gudikadi Shree Keerthi	The Manager's Toolkit	17-10-2021	17-10-2021	Certificate Course
20R11E0013	G. Jahnavi	The Managers Toolkit	26-10-2021	26-10-2021	Certificate Course

20R11E0014	Gundugollu Sownikya	Information system, auditing, controlling and assurance	22-10-2021	22-10-2021	Certificate Course
20R11E0015	Gunti Divya	Preparing to manage human resources :HR for people managers	23-10-2021	23-10-2021	Certificate Course
20R11E0016	Gurrala Shireesha	Preparing to Manage Human Resources: HR for People managers.	24-10-2021	24-10-2021	Certificate Course
20R11E0017	J. Sneha	Portfolio and risk management	13-10-2021	13-10-2021	Certificate Course
20R11E0019	Karanam Sandhya	Information systems auditing, controls and assurance	20-10-2021	20-10-2021	Certificate Course
20R11E0028	Malyala Sai Kiran Chary	Project Management: The basics for success	15-10-2021	15-10-2021	Certificate Course
20R11E0030	Meesala Srilekha	Recruiting, Hiring, and on boarding Employees	26-10-2021	26-10-2021	Audit Course
20R11E0031	G. Praveen Kumar	Advance Business strategy	05-11-2021	05-11-2021	Certificate Course
20R11E0033	N. Smithanya Reddy	Recruiting Hiring, on boarding employees	27-10-2021	27-10-2021	Certificate Course
20R11E0034	Nemuri Sai Sapnil Goud	Social Media Management	20-10-2021	20-10-2021	Certificate Course
20R11E0035	Penjarla Likhitha	The Manager's Toolkit: A practical guide to managing people at work	22-10-2021	22-10-2021	Certificate Course
20R11E0037	Prathikanti Sushmitha	The Manager's Toolkit	25-10-2021	25-10-2021	Certificate Course
20R11E0038	R. Malavika	Recruitment , Hiring and on boarding employees	16-11-2021	16-11-2021	Certificate Course
20R11E0042	T. Lavanya	Portfolio and Risk Management	18-10-2021	18-10-2021	Certificate Course
20R11E0044	T. Saiteja	International cyber conflicts	22-10-2021	22-10-2021	Certificate Course

20R11E0045	U. Mounika	The Manager's Toolkit	18-10-2021	18-10-2021	Certificate Course
20R11E0047	Vadapally Akhila	Portfolio and Risk Management	13-10-2021	13-10-2021	Certificate Course
20R11E0048	V.Sri Sowmya	Portfolio and Risk Management	13-10-2021	13-10-2021	Certificate Course
20R11E0050	Lothukunta Likitha	Learning how to learn: Pow	24-10-2021	24-10-2021	Audit Course
20R11E0054	Porika Vennela	Recruiting, Hiring and on boarding employees	02-11-2021	02-11-2021	Audit Course
20R11E0055	K. Shiva Rama Krishna	Project Management	12-10-2021	12-10-2021	Certificate Course
20R11E0057	Vangeti Aakanksha Reddy	Information System Auditing Controls and Assurance	27-10-2021	27-10-2021	Certificate Course

5.6.2 Student's Publications (05)

S. No	Name of the Student	Topic Name	Publisher	Link
1	Dr. Sita Madhavi K. Sandhya J. Sneha	Health Apps in Social media	Research Gate	**https://www.researchgate.net/publication/351563945_HEALTH_APPS_IN_SOCIAL_MEDIA_ABSTRACT**
2	Dr. Sita Madhavi V. R. Sri Sowmya T. Lavanya	Emerging Health Apps	Research Gate	**https://www.researchgate.net/publication/351563752_Emerging_health_apps**
3	Dr. Sita Madhavi K. Abhinav Kumar U. Mounika	A Review and comparative analysis of pharmacies and Health apps	Research Gate	**https://www.researchgate.net/publication/351563653_COMMONALITY_IN_HEALTH_CARE_APPS**

Faculty List – 2023 – 2024 (CAY)

Name of the Faculty Member	Qualification			Association with the Institution	Designation	Date on which Designated asProfessor/ Associate Professor	Date of Joining the Institution	Department	Specialization	Academic Research			Currently Associated (Y/N) Date of Leaving (In case Currently Associated is ("No")	Nature of Association(Regular/Contract)
	Degree (highest degree)	University	Year of attaining higher qualification							Research Paper Publications	Ph.D. Guidance	Faculty Receiving Ph.D. during the Assessment Years		
Dr. J. PardhaSaradhi	Ph.D	AU	19/07/2011	8.3	Professor & HoD	26/11/2015	26/11/2015	MBA	Finance	-	Nil	Nil	Yes	Regular
Dr. A. SitaMadhavi	Ph.D	OU	30/10/2008	7.9	Professor	28/05/2016	28/05/2016	MBA	Marketing	1	Nil	Nil	Yes	Regular
K. Naupal Reddy	MBA	JNTUH	25/03/2010	11.7	Assistant Professor	-	05/07/2012	MBA	Finance	1	Nil	Nil	Yes	Regular
K. Lavanya	MBA	JNTUH	27/11/2009	6.11	Assistant Professor	-	10/03/2017	MBA	Finance	1	Nil	Nil	Yes	Regular
K. Vijaya Lakshmi	MBA	JNTUH	04/09/2014	7.2	Assistant Professor	-	03/01/2017	MBA	Human Resource	-	Nil	Nil	Yes	Regular
Shainaz Begum	MBA	JNTUH	20/06/2014	4.3	Assistant Professor	-	14/11/2019	MBA	Finance	1	Nil	Nil	Yes	Regular

Faculty List – 2022 – 2023 (CAYm1)

| Name of the Faculty Member | Qualification | | | Association with the Institution | Designation | Date on which Designated asProfessor/ Associate Professor | Date of Joining the Institution | Department | Specialization | Academic Research | | | Currently Associated (Y/N) Date of Leaving (In case Currently Associated is ("No") | Nature of Association(Regular/Contract) |
	Degree (highest degree)	University	Year of attaining higher qualification							Research Paper Publications	Ph.D. Guidance	Faculty Receiving Ph.D. during the Assessment Years		
Dr. J. PardhaSaradhi	Ph.D	AU	19/07/2011	7.3	Professor & HoD	26/11/2015	26/11/2015	MBA	Finance	1	Nil	Nil	Yes	Regular
Dr. A. SitaMadhavi	Ph.D	OU	30/10/2008	6.9	Professor	28/05/2016	28/05/2016	MBA	Marketing	1	Nil	Nil	Yes	Regular
K. Naupal Reddy	MBA	JNTUH	25/03/2010	10.7	Assistant Professor	-	05/07/2012	MBA	Finance	1	Nil	Nil	Yes	Regular
K. Lavanya	MBA	JNTUH	27/11/2009	5.11	Assistant Professor	-	10/03/2017	MBA	Finance	-	Nil	Nil	Yes	Regular
K. Vijaya Lakshmi	MBA	JNTUH	04/09/2014	6.2	Assistant Professor	-	03/01/2017	MBA	Human Resource	-	Nil	Nil	Yes	Regular
Shainaz Begum	MBA	JNTUH	20/06/2014	3.3	Assistant Professor	-	14/11/2019	MBA	Finance	-	Nil	Nil	Yes	Regular

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Faculty List – 2021 – 2022 (CAYm2)

| Name of the Faculty Member | Qualification | | | Association with the Institution | Designation | Date on which Designated as Professor/ Associate Professor | Date of Joining the Institution | Department | Specialization | Academic Research | | | Currently Associated (Y/N) Date of Leaving (In case Currently Associated is ("No")) | Nature of Association (Regular/Contract) |
	Degree (highest degree)	University	Year of attaining higher qualification							Research Paper Publications	Ph.D. Guidance	Faculty Receiving Ph.D. during the Assessment Years		
Dr. J. PardhaSaradhi	Ph.D	AU	19/07/2011	6.3	Professor & HoD	26/11/2015	26/11/2015	MBA	Finance	-	Nil	Nil	Yes	Regular
Dr. A. SitaMadhavi	Ph.D	OU	30/10/2008	5.9	Professor	28/05/2016	28/05/2016	MBA	Marketing	1	Nil	Nil	Yes	Regular
K. Naupal Reddy	MBA	JNTUH	25/03/2010	9.7	Assistant Professor	-	05/07/2012	MBA	Finance	1	Nil	Nil	Yes	Regular
K. Lavanya	MBA	JNTUH	27/11/2009	4.11	Assistant Professor	-	10/03/2017	MBA	Finance	1	Nil	Nil	Yes	Regular
K. Vijaya Lakshmi	MBA	JNTUH	04/09/2014	5.2	Assistant Professor	-	03/01/2017	MBA	Human Resource	1	Nil	Nil	Yes	Regular
Shainaz Begum	MBA	JNTUH	20/06/2014	2.3	Assistant Professor	-	14/11/2019	MBA	Finance	1	Nil	Nil	Yes	Regular

Note: *Please provide details for the faculty of the department, cumulative information for all the shifts for all academic years starting from current year in above format*

6.1. Student-Faculty Ratio (SFR) (10)

No. of PG Programs in the Management Department/ Stand-alone Management institutes (m): 01

No. of Students in PG 1st Year = p1- 60

No. of Students in PG 2nd Year = p2 - 60

No. of Students = 60

(The above data to be provided considering all the Management programs of the department)

S = Number of Students in the Department = PG1 + PG2+…..+PG m = 120

F = Total Number of Faculy Members in the Department - 06

Student Faculty Ratio (SFR) = S/F = 120/6 = 20

Table No. 6.1 SFR

Year	CAY (2023-2024)	CAYm1 (2022-2023)	CAYm2 (2021-2022)
P1	60	60	60
P2	60	60	60
Total No. of Students in the Department (**S**)	S1= 120	S2 =120	S3 = 120
No. of Faculty in the Department (**F**)	F1 = 6	F2 = 6	F3 = 6
Student Faculty Ratio (SFR)	SFR1=S1/F1= 20	SFR2= S2/F2= 20	SFR3= S3/F3= 20
Average SFR	**SFR = (SFR1+SFR2+SFR3)/3 = (20+20+20)/3**		**20**

6.1.1 Provide the information about the regular and contractual faculty as per the format mentioned below:

Table No. 6.1.1 Regular and contractual faculty details

AcademicYear	Total number of regular faculty in the department	Total number of contractual faculty in the department
CAY (2023-2024)	06	NIL
CAYm1 (2022-2023)	06	NIL
CAYm2 (2021-2022)	06	NIL

6.2. Faculty Cadre (20)

Academic Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY (2023-2024)	1	2	2	0	4	4
CAYm1 (2022-2023)	1	2	2	0	4	4
CAYm2 (2021-2022)	1	2	2	0	4	4
Average Numbers	RF1=1	AF1=2	RF2=2	AF2=0	RF3=4	AF3=4

Cadre Ratio Marks = [(AF1/RF1) + (AF2 x 0.6/RF2) + (AF3 /RF3x 0.4)] x 10

$$= [(2/01) + (0 \text{ x}0.6/2) + (4/4 \text{ x}0.4)] \text{ x}10$$

= 24

6.3. Faculty Qualification (20)

FQ = 2.0 x [(10X +4Y)/F)] where x is no. of faculty with Ph.D., Y is no. of faculty with Master's Degree, F is no. of faculty required to comply 1:20 Faculty Student ratio (no. of faculty and no. of students required are to be calculated as per 6.1)

Academic Year	X	Y	F	FQ=2.0 x [(10X +4Y)/F)]
CAY (2023-2024)	2	4	6	12
CAYm1 (2022-2023)	2	4	6	12
CAYm2 (2021-2022)	2	4	6	12
Average Assessment				12

6.4. Faculty Retention (20)

No. of faculty members in   CAYm1= 06   CAY= 06

Item	CAY	CAYm1
No of Faculty Retained	06	06
Total No. of Required Faculty in CAYm2	06	06
% of Faculty Retained	100%	100%
Faculty Retained	**100% (100+100)/2**	

6.5. Faculty Initiatives on Teaching and Learning (15)

Teaching philosophy adopted at GCET is towards supporting student learning by providing quality instruction in courses taught and being taught. Teaching learning is centred on the fact that it is enjoyable to the student and teacher as well. It is a joint productive activity where teacher and student involve deeply in the process. We at GCET believe in the saying make the student learn by doing, which gives not only enjoyment but also creates interest in the student, develops analytical and critical thinking, logical reasoning facilitates creativity and innovation enabling the student to explore, thereby making the student a self-learner with enthusiasm to be a lifelong learner.

Innovative Teaching Methods: Following are some of the innovative methods of teaching that are initiated and implemented by the faculty facilitating student centric learning.

Interactive class room sessions: In the pre-technology education context the teacher is the sender, the educational material is the information and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk" method and LCD projector transparencies. This learning perspective is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge.

Experiential Learning - takes place through experiences with reflection on doing. Hands-on-learning is one form of experiential learning. It is facilitated through internships, field trips, industry visits, community service and working on some projects. In experiential learning, students work in groups, along with others, collaboratively and cooperatively, discussing ideas, facilitate them in the development of critical thinking skills, communication skills, and interpersonal skills which would lead to the accomplishment of their academic and career goals. This pedagogical approach also facilitates students the purpose of their learning and how their learning will be useful in their professional development later in their lives, and how they can contribute towards societal development. This pedagogical approach also transforms students in their attitude and behaviour.

Bhoodan Pochampally, Telangana, India
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Long 78.795929°
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Problem/Project/Practice-based learning or profession-based learning (PBL) - as an educational practice continues to have a large influence on all levels of education and across different disciplines. The institution, initially, has adopted 21st century pedagogies in a few courses, subsequently, extended to all courses. Other models that relate to problem-based/practice-based learning include, project-based learning, inquiry-based learning, and design thinking, have been adopted, as these are also part of the evolution of problem-based/practice-based learning.

The educational objectives of PBL are essentially used to facilitate students

➢ Acquire knowledge base that should be better retained, extended by future self-directed study, and integrated from many disciplines
➢ Develop critical thinking/reasoning (problem solving) skills
➢ Develop self-directed learning skills
➢ Further, it facilitates students in achieving integration and cognitive objectives promoting small-group learning, teamwork, and self-directed learning.

In conclusion, PBL presents the most promising prospects for improved learning. Qualities ensured by PBL such as self-directed learning, enhancement of cognitive learning and integration, teamwork, cooperative peer learning, development of reflective attitudes, critical evaluation, and assessment, suggest a potential value of its implementation, particularly, in higher learning. However, some of these qualities still need full investigation to ensure the validity and long-term effectiveness of PBL to produce competent professionals for the new millennium.

Case-Study Approach

Illustrative/Role Play approach is used that emphasizes learning, through narrating a story/situation/scenario, enable students to draw a conclusion, triggers their interest, facilitating the following skills
➢ Form unbiased and non-judgmental opinion
➢ Consider alternatives and make decisions.
➢ Handling of conflict among the team members.
➢ Moral and Ethical issues.

Peer Learning - Involves one or more students teaching other students. Various research studies noted that some students develop enormous interest in some courses, while others experience problems in their learning. In peer learning, faculty encourage students to teach certain concepts to their fellow students and help them learn quickly, as these students by virtue of their cordial relationships with their fellow students will be able to facilitate their learning. The students, who teach their peers not only enhance their business skills, but also develop mutual understanding among themselves and others.

Learning through guest lectures, industrial visits and interactions, and field trips, Wherein, students are facilitated interaction with various experts in the field thereby making them familiar with occupational awareness, developing an ability to understand the philosophy and process of business operations towards sustainable societal development.

Use of Information and Communications Technology (ICT) for improved learning

Preparing relevant power point presentations and videos to augment student learning experiences. Real time exercises and virtual lab exercises adopted by teachers help in the demonstration 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 fruits in terms of not only better comprehension of the concepts 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.

ICT can impact student learning when teachers know how to integrate it into teaching-learning process while teaching any course. College encourages using a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. With the help of ICT a teacher can learn modern methods of teaching. Teacher can work with the students on various projects and assignments. It also helps in providing teaching contents, home works etc. with the use of Power Point presentations teacher can make the students understand complex processes and theories. ICT teaching tools include word processing, spread sheets, databases, e-mail, smart boards, interactive whiteboards and Internet browsing. Teachers also take classes through online mode.

Exploratory approach is used, based on research through field/community visits, determining issues faced by the community and solving them, also facilitates students regarding importance of community service and how it helps them in their learning later in profession. • Evidence-Based Learning and Teaching (EBLT), the principle behind this educational practice is based on the best available data based evidence, rather than traditional or personal judgment or other influences. Evidence-based learning involves setting goals that challenge students intellectually.

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Integrated Learning is focused upon associating classroom learning with solutions of real-world problems. This pedagogical approach enables students organize ideas and concepts, facilitate them to develop the bigger picture. Further, it facilitates students by developing connections across the disciplines and/or among topics leading to multidisciplinary and interdisciplinary learning, develop awareness in terms of global issues, enhance leadership, teamwork, and communication skills, furthering practical skills, critical thinking skills, recognize the meaning, importance, and significance of their academic goals, leading to improvement in employability and career development.

Inquiry-Based Learning (IBL) emphasizes students' roles in the learning process. Faculty direct and guide students on the concepts and knowledge they need to know, and students are encouraged to explore through the material provided along with other resources, ask questions, and share ideas. These aspects facilitate students with an ability

to interact with peers and faculty leading to healthy discussions, develop amicable relationships with all concerned and creating a sociable, and cordial environment for improved learning. In this pedagogical approach, students are provided with opportunities to express themselves and share their thoughts and perspectives resulting in enhanced learning.

6.6. Management Development Program (05)

Management Development Programs Organized
Table No. 6.6a Academic Year 2023-24

S. No	Name of the MDP	Duration	No. of Candidates attended
1	Developing Faculty Members as Academic Leaders	03/07/2023 to 08/07/2023	54
2	Leadership and Governance for Institutional Sustainability	08/05/2023 to 12/05/2023	55

Management Development Programs Attended
Table No. 6.6b Academic Year 2023-24

S. No	Name of the Faculty	Title of the program	Organised by	Duration
1	Dr. J. Padhasaradhi	Six Days Online MDP on "Tableau"	Siva Shivani Institute of Management	19/01/2024 to 24/01/2024
2	Dr. A. Sita Madhavi			
3	Mrs. Shainaz Begum			
4	Mrs. K. Lavanya			
5	Mr. K. Naupal Reddy			
6	Mrs.K.Vijayalakshmi			

Faculty Development Program Organized
Table No. 6.6c Academic Year 2023-24

S. No	Name of the Faculty	Title of the program	Resource Person	Duration
1	Dr. J. Pardhasaradhi	Business Analytics	1. Dr. K. Sasi Kumar 2. Dr. T. Seshadri Kiran	25/08/2023 to 30/08/2023
2	Dr. A. Sita Madhavi		3. Dr. Syed Mansoor Pasha 4. Dr. A. Sita Madhavi	

Faculty Development Program Attended
Table No. 6.6d Academic Year 2023-24

S. No	Name of the Faculty	Title of the program	Organised by	Duration
1	Mr. K. Naupal Reddy	Three-Day FDP on "Citation & Reference Management for Scholarly Writing,"	NSB Bangalore in collaboration with Mendeley, Netherlands	26/02/2024 to 28/02/2024
2	Mrs. Shainaz Begum	Business Analytics	AISSMS college of Engineering, SJC Institute of Technology and Matrusri Engineering College in Collaboration with ExcelR Ed tech Pvt. Ltd.	05/02/2024 to 09/02/2024
3	Mrs. K. Lavanya			
4	Mr. K. Naupal Reddy			
5	Mrs. Shainaz Begum	Dimensions of Economics Today	Jamal Mohamed College, Tiruchirappalli	08/01/2024 to 12/01/2024
6	Mrs. K.Lavanya			
7	Mr. K. Naupal Reddy			
8	Mr. K. Naupal Reddy	One week Faculty Development Programme on Up skill Your Resources	Ayya Nadar Janaki Ammal College, Sivakasi	07/07/2023 to 13/07/2023
9	Mrs. K.Lavanya			
10	Mrs. Shainaz Begum			

Table No. 6.6e Academic Year: 2021-22

S. No	Name of the Faculty	Title of the program	Organised by	Duration
1	Mrs. K. Vijaya Lakshmi	Enabling Entrepreneurship and Start-Up Mind set.	AICTE Training and Learning (Atal)- Shri Guru Gobind Singhji Institute of Engineering and Technology.	16/08/2021 to 20/08/2021
2	Mrs. K. Lavanya	Data Analysis in Management and Engineering Research	AICTE Training and Learning (Atal)-Indian Institute of Information Technology and Management Gwalior	01/08/2021 to 05/08/2021
3	Mrs. Shainaz Begum			
4	Mr. K. Naupal Reddy			
5	Mrs. Shainaz Begum	Outcome Based Education	Department of Management, Karpagam Academy of Higher Education	26/07/2021 to 01/08/2021
6	Mrs. K. Lavanya			
7	Mr. K. Naupal Reddy			
8	Mrs. K. Vijaya Lakshmi	ICT tools for E-content making	St. Joseph's College of Arts and Science, Cuddalore.	26/07/2021 to 28/07/2021
9	Mrs. K. Lavanya	Management of Intellectual Property &Innovation (Creation, Protection &Leveraging of IP)	AICTE Training &Learning (Atal)- National Institute of Industrial Engineering	05/07/2021 to 09 /07/2021
10	Mrs. Shainaz Begum			
11	Dr. A. Sita Madhavi	Advance And Innovative Approaches in Management Education.	AICTE Training &Learning (Atal)	05/07/2021 to 9/07/2021

Table No. 6.6f Academic Year: 2020-21

S. No	Name of the Faculty	Title of the program	Organised by	Duration
1	Mrs. K. Lavanya	Behavioural Finance &Investment Management	AICTE Training & Learning (Atal)-KIIT University Agartala	22/06/2021 to 26/06/2021
2	Mrs. Shainaz Begum			
3	Mr. K. Naupal Reddy			
4	Dr. A. Sita Madhavi	Mural	Rajiv Gandhi Institute of Technology Kottayam.	01/03/2021 to 05/03/2021
5	Mrs. K. Lavanya	Innovation Management	AICTE Training & Learning (Atal)	18/01/2021 to 22/01/2021
6	Mr. K. Naupal Reddy			
7	Mrs. K. Lavanya	Operations Management	AICTE Training and Learning (Atal)	19/12/2020 to 23/12/2020
8	Mr. K. Naupal Reddy			
9	Mrs. Shainaz Begum			
10	Mrs. K. Lavanya	Design Thinking	AICTE Training and Learning (Atal)	14/12/2020 to 18/12/2020
11	Mrs. Shainaz Begum			
12	Mr. K. Naupal Reddy			
13	Mrs. Shainaz Begum	Management Information System	AICTE (Atal)	02/11/2020 to 06/11/2020
14	Mrs. Shainaz Begum	5 Day FDP on Ethics, Moral Values Behavioural Science & Attitude	AICTE (Atal)	12/10/2020 to 16/10/2020
15	Mr. K. Naupal Reddy	FDP on Blended Learning -The New Normal	School of Management, Anurag University, Hyderabad.	12/10/2020 to 16/10/2020
16	Mr. K. Naupal Reddy	Advanced Financial Statement Analysis under AICTE's Quality Improvement Scheme	SCMS Cochin School of Business, AICTE	03/08/2020 to 08/08/2020

17	Mr. K. Naupal Reddy	Universal Human Values- by AICTE (India) Incorporating Universal Human Values in Education	AICTE(Atal)	28/07/2020 to 02/08/2020
18	Mrs. Shainaz Begum			
19	Mrs. K. Lavanya			
20	Mrs. Shainaz Begum	FDP on "Research Methodology"	Balaji Institute of Management Sciences	13/07/2020 to 17/07/2020
21	Mr. K. Naupal Reddy			

Guest Lectures Organized

Table No. 6.6g Academic Year: 2022-23

S. No	Name of the Faculty	Topic	Resource Person	Date
1	Dr. A. Sita Madhavi	Poster Presentation on "Ideas for Entrepreneurship & Innovation"	Dr. Anil Kumar Pupalla	23/12/2022
2	Mr. K. Naupal Reddy	BSE- Capital Market Awareness	Ms. Swapna Shetty	16/11/2022
3	Dr. A. Sita Madhavi	Marketing Planning to Implementation	Dr. Sapna Singh, HCU, Hyderabad	16/08/2022
4	Dr. A. Sita Madhavi	Business Model Canvas	Dr. Nitin Aurora, Amity University, Noida.	08/08/2022

Table No. 6.6h Academic Year: 2021-22

S. No	Name of the Faculty	Topic	Resource Person	Date
1	Dr. A. Sita Madhavi	Product- Market Fit (in Association With IIC)	Dr. P. Ammani, NICMAR, Hyderabad	11/03/2022
2	Dr. A. Sita Madhavi	Design Thinking for Business and Entrepreneurship (in Association With IIC)	Dr. K. Srinivas Rao	04/03/2022

Workshops Organized
Table No. 6.6i Academic Year: 2022-23

S. No	Name of the Faculty	Title	Resource Person	Date
1	Dr. A. Sita Madhavi	Workshop on HVPE - Elimination of Inferiority Complex	Dr. Yadlapalli Mohan Rao	31/05/2023
2	Dr. A. Sita Madhavi	Workshop on Entrepreneurship& Innovation as Career Opportunity	Mr. KireethiPalla, CEO, KP AI Solutions	03/02/2023
3	Dr. A. Sita Madhavi	Workshop on "Amos" for Structural Equation Modelling.	Mrs. B. Naga Devi, Associate Professor from Viswa Viswani Business School, Hyderabad	04/11/2022

Table No. 6.6j Academic Year: 2021-22

S. No	Name of the Faculty	Title	Resource Person	Date
1	Dr. J. PardhaSaradhi	Workshop on Intellectual Property Rights An Overview on IPR And IP Management For Start-Ups	Dr. Y. V. S. Ch. Prasad	13/05/2022
2	Mrs. K. Lavanya			
3	Mrs. Shainaz Begum			
4	Dr. J. PardhaSaradhi	Workshop on Human Values and Professional Ethics Empowerment Through Self Education	Dr. Y. Mohan Rao	01/05/2022
5	Mr. K. Naupal Reddy			
6	Mrs. K. Lavanya			
7	Mrs. Shainaz Begum			
8	Dr. A. Sita Madhavi	Workshop on Design thinking for Business and Entrepreneurship	Dr. K. Srinivasa Rao, B. V. Raju Institute of Technology	04/03/2022
9	Dr. A. Sita Madhavi	Workshop on Data Analysis for Ideation and Business Decisions Using R (In Association With IIC)	Dr. K. Sasi Kumar, Professor, HBS-GITAM	18/12/2021

Workshops Attended
Table No. 6.6k Academic Year: 2022-23

S. No	Name of the Faculty	Duration	Title of the Workshop	Organized by
1	Mr. K. Naupal Reddy	21/11/2022 to 25/11/2022	Five Days National Level Case Study Workshop	St. Joseph's Degree & Pg. College, Hyderabad.
2	Mrs. K. Lavanya			
3	Mrs. Shainaz Begum			
4	Dr. A. Sita Madhavi	02/07/2022 to 16/07/2022	National Level Workshop In Advanced Excel	Essgee Digi skills.

Table No. 6.6l Academic Year: 2020-21

S. No	Name of the Faculty	Duration	Title of Workshop	Organized by
1	Mrs. Shainaz Begum	21/05/2021	Workshop on a Road Map to MBA Projects	Vidya Jyothi Institute of Technology, Hyderabad.
2	Mrs K. Vijaya Lakshmi	28/12/2020	Workshop on Entrepreneurship and Innovation as Career Opportunity	MHRD'S Institution's Innovation Council (IIC) of Vidya Jyothi Institute of Technology, Hyderabad.
3	Mrs K. Vijaya Lakshmi	10/09/2020	GST with Tally.ERP9-Working on Problems and Solutions	Badruka College of Commerce and Arts
4	Mrs. K. Lavanya	03/08/2020 to 08/08/2020	Online Training Program on Advanced Financial Statement Analysis	SCMS Cochin School of Business Sponsored by AICTE.
5	Mr. K. Naupal Reddy			

6.7. Faculty Performance Appraisal and Development System (FPADS) (15)

The responsibilities of faculty members in Higher Education Institutions include teaching, research, mentoring, consulting, industry, and community outreach, among others. These are all professional development activities which require faculty members to enhance their teaching, research and other capabilities which have a direct bearing on not only individual's performance but also on the institutional performance. Hence, it is essential that faculty members continuously update themselves with various advancements taking place in their field, requiring them to attend conferences, seminars, and workshops, participate in professional bodies activities give professional presentations, develop, and maintain professional and collegial relationship communicate effectively on professional matters with various agencies, publish and review research articles. Mentor students, junior faculty members, interact with industry and community, thereby facilitating sustainable development of society.

Institute has a faculty development policy to facilitate their continuous development. Further, created awareness among faculty that they need to carry out all the above-mentioned activities which would facilitate their development linked to institutional development. Subsequently, a faculty performance appraisal and development system has been developed and implemented.

Impact of Faculty Performance Appraisal and Development System in vogue at the institute:

The performance appraisal system has facilitated a vast majority of the faculty attend many faculty development programs, pursue research, publish papers, interact with industry and community, and mentor students. This system implemented at the institute level has facilitated about 20 faculty members acquiring PhD in the last five years, and about 80 pursuing PhD. In addition the system has also motivated faculty published nearly 600 research papers in peer reviewed journals.

Over a period of time this appraisal and development system has been modified and the recent one which shall be used at the end of the current academic year 2023-24, is given in the following page.

Geethanjali College of Engineering and Technology

(UGC Autonomous institution and affiliated to JNTUH, Accredited by NAAC at A+ Grade)
Cheeryala (v), Keesara(M),Medchal (D)Hyderabad-501301.

Faculty Performance Appraisal Form

Academic Year 2023-24

Name of the Faculty Member: Department:

Designation:

Parameter	Score
Classroom Teaching (including laboratory instruction) and results Number of hours taken (Ex: Minimum 43 in 3 credit course) (10) Innovations brought in TLP (10) Implementation of PBL (A minimum of 20hrs project work/3 to 4 case studies as applicable) (60) Action taken for improving performance of slow learners (10) Results obtained (Pass percentage of Theory Courses will be decided by the department) (50) ($\geq$ 95%:50, $\geq$90 <95:45, $\geq$85 <90:40, $\geq$80 <85:35, $\geq$75<80:30, $\geq$65 <75:20, $\geq$60 <65:10) Class room observation of faculty (Observation sheet enclosed) (60)	200
Student / Faculty Mentoring Attendance Monitoring and improvement brought (10) Career mentoring for professional excellence (10) Personality development (5) Academic Progression (20) Motivating students to complete a value added / employability course (5)	50
Research Publications (research papers, articles, text books etc) SCI Publication (one per year):100 Scopus indexed / Web of sciences (Two per year): 70 (35 per paper) Preparation of Monographs: 30 Textbook (one with international publishers such as McGraw Hill, Pearson, etc.): 100 Articles / Chapters in books of reputed publishers (one per year): 50	100
Sponsored research projects (one per year) from different funding agencies such as UGC/DST/AICTE/industry etc.	50
Extension/Consultancy activities ($\geq$50k<100k: 10, $\geq$100k<150k: 25, $\geq$150k<200k: 40, $\geq$200k: 50)	50
Students' supervision for research and allied academic activities (Hackathons / Project Exhibitions / Coding Competitions / Paper Contests / Poster Presentations etc.) Hackathon in MHRD (Participation in final round): 150 Project Exhibition(participation)in IIT/IIIT/ BITS, Hyderabad/NIT: 100 (If won prize: 125)	150

Paper presentations in IIT/IIIT/ BITS, Hyderabad/NIT: 75 (If won prize: 100) Poster presentations in IIT/IIIT/BITS, Hyderabad/NIT: 50 (If won prize: 75) Paper/Poster/Project Presentations (In reputed institutions): 75	
Educational Administration assignments (Department / College) (Subject to a maximum of 100) Program Coordinator (if other than head): 100 Course coordinator: 25 Class In-charge: 25 Time table coordinator: 25 Lab In-charge: 25 Member CRC: 25 Member IQAC: 25 News letter In-charge: 25 Magazine In-charge: 25 Professional body In-charge: 25 Any other administrative responsibility: 25	100
Organization of educational/co-curricular activities such as seminars/conferences etc. Coordinator for: Student Development Program: 25 Faculty Development Program: 25 Internships/Guest Lectures/Industrial Visits/Mini Project/Technical Seminar/ Project Exhibition/Hackathon/Incubation cell/JHUB, etc.: 25 Conference: 50	50
Organization of Extra-curricular activities (subject to a maximum of 25) Each activity: 10	25
Students' Ratings on TLP Feedback: 25 ($\geq$4.5: 25, $\geq$4 <4.5: 20, $\geq$3.5 <4: 15, $\geq$3 <3.5: 10, $\geq$2.5 <3: 5) CRC: 15 ($\geq$4.5: 15, $\geq$4 <4.5: 12, $\geq$3.5 <4: 9, $\geq$3 <3.5: 6, $\geq$2.5 <3: 3) Course End Survey: 10 ($\geq$4.5: 10, $\geq$4 <4.5: 8, $\geq$3.5 <4: 6, $\geq$3 <3.5: 4, $\geq$2.5 <3: 2)	50
Peers/Colleagues rating Technical guidance provided:5 Cooperation: 10 Interpersonal skills: 10	25
Group Head's Rating Willingness to learn: 15 Participation in group activities: 35 Initiative and drive: 5 Creativity and innovation: 5 Adhering to timings: 5 Cooperation with other members: 5 Quality of work carried out: 15	50

HoD's Rating Regularity: 5 Punctuality: 5 Adherence to timelines: 10 Quality of work: 15 Etiquette: 5 Initiative and drive: 5 Creativity and innovation: 5 Interpersonal skills: 5 Travelling an extra mile: 15 Ability to cope with uncertainty: 5	75
Rating by Head of the Institution	25
Grand Total	1000

6.8. Visiting / Adjunct Faculty (10)

Adjunct faculty also includes Industry experts. Provide details of participation and contributions in teaching and learning and /or research by visiting/adjunct/Emeritus faculty etc. for all the assessment years:

Minimum 50 hours per year interaction with adjunct faculty from industry/retired professors/other institutions etc.

A vast majority of the graduates of an institute invariably join an organization taking up employment, while others may become entrepreneurs, freelancers, with a few going for higher education, who eventually may take up employment. In all these cases, graduates must have a good understanding of organizational structure, behavior, culture, among other things. This calls for discussion of case based scenarios with real life examples from industry and other business enterprises. Towards this, GCET has developed a policy for appointing Adjunct/ Visiting faculty and recruiting a few, thereby facilitating the above mentioned learning for the professional development of its students.

Table No. 6.8 Information of the Visiting /Adjunct Faculty Members

S. No	Name of the visiting faculty	Qualification	Area/Domain /Certification programme	Number of Clock Hours		
				2022-2023	2021-2022	2020-2021
1	Dr. K. Sasi Kumar	Ph.D., MBA, Master of Foreign Trade (M.F.T), M.PHIL, M.A. (Economics)	Data analytics	50	-	-
2	Dr. S. T. Raj Mohan	Ph.D., MBA, MA (Eng.)	RMSA (II Year -I Sem)	-	60	-
			MOB (I Year -I Sem)	-	60	50
			SM (II Year -II Sem)	-	-	60
3	Mr. V. Sai Kishore	MBA(Finance and Marketing)	FIMS (II Year -I Sem)	-	60	-
			SIFD (II Year -II Sem)	-	60	60

6.9. Academic Research (70)

Faculty Paper Publication (50)

(List of Publications in referred journals, reputed conferences, books, book chapters, case studies in public domain etc.).

Paper Publications in Referred Journals by the faculty

In recognition of the pivotal role that scholarly research which plays in advancing knowledge, fostering critical inquiry, and enriching academic discourse, our institution is committed to promoting a vibrant culture of academic research. Grounded in the pursuit of excellence and dissemination of impactful ideas, institution has been facilitating faculty development contributing towards research, that enables it to carve a niche for itself. Institution has been encouraging faculty to publish their research work in refereed journals and has been incentivizing such research.

Table No.6.9 Research Publications by faculty		
Academic Year	**Publications in Journals**	**Conference Proceedings**
2023-2024 (CAY)	2	7
2022-2023 (CAYm1)	3	1
2021-2022 (CAYm2)	4	1

List of Research Publications
Table No. 6.9a Academic Year 2023-2024

S. No	Name of the Faculty	Title of the Research Publication	Name of the Journal	Date of Publication / Presentation
1	Mrs. K. Lavanya	Analysis of Risk And Return on Corporate Bonds of Top 10 AAA Credit Rating Companies in India	International Journal of Emerging Technologies and Innovative Research (www.jetir.org), ISSN:2349-5162, Vol.10, Issue 7, page no. f 254-f 258, July-2023. Available: http://www.jetir.org/papers/JETIR2307532.pdf	Jul-23
2	Mrs. Shainaz Begum	Awareness of Credit Rating With Respect to Investors & Stock Brokers	International Journal of Emerging Technologies and Innovative Research ISSN:2349-5162, Vol.10, Issue 7, page no.f259-f264. Available: http://www.jetir.org/papers/JETIR2307533.pdf	Jul-23

List of Research Publications
Table No. 6.9b Academic Year 2022-2023

S. No	Name of the Faculty	Title of the Research Publication	Name of the Journal	Date of Publication / Presentation
1	Dr. A. Sita Madhavi	Career Plateauing and Mental Health	International Journal for Novel Research and Development, ISSN 2456-4184, Vol 8, Issue 2, Feb 2023 Available: https://www.ijnrd.org/papers/IJNRD2302012.pdf	Feb-23
2	Dr. J. Pardhasaradhi	An Analytical Study of Mergers and Acquisitions with Reference to Union Bank of India	International Journal of Creative Research Thoughts, Volume 11, Issue 1 January 2023	ISSN: 2320-2882 with the Impact Factor: 7.97 Available: https://www.ijcrt.org/papers/IJCRT2301109.pdf	Jan-23
3	Mr. K. Naupal Reddy			

List of Research Publications
Table No. 6.9c Academic Year 2021-2022

S. No	Name of the Faculty	Title of the Research Publication	Name of the Journal	Date of Publication/ Presentation
1	Dr. A. Sita Madhavi	Digital marketing and Crowd funding	Gradiva Review Journal, Volume 8 Issue 1 2022, Page No: 19. ISSN No: 0363-8057 Available: https://gradivareview.com/volume-8-issue-1-2022/	Jan-22
2	Mr. K. Naupal Reddy	A Study on Role of Finance Managers in Modern Management.	International Journal of Emerging Technologies and Innovative Research, (www.jetir.org), ISSN:2349-5162, Vol.9, Issue 4, page no. g208-g215 Available: http://www.jetir.org/papers/JETIR2204632.pdf	Apr-22

| 3 | Mrs. K. Lavanya | A Comparative Study of Pre & Post Covid Stock Returns of the Indian Healthcare and Pharmaceutical Sector | International Journal of Emerging Technologies and Innovative Research (www.jetir.org | UGC and ISSN Approved), ISSN:2349-5162, Vol.9, Issue 4, page no. ppg407-g412 Available: https://www.jetir.org/view?paper=JETIR2204663 | Apr-22 |
| 4 | Mrs. Shainaz Begum | A Study on Systematic Risk, Unsystematic Risk and Return Under Selected Public Banks | International Journal of Emerging Technologies and Innovative Research (www.jetir.org), ISSN:2349-5162, Vol.9, Issue 4, page no.g400-g406 Available: http://www.jetir.org/papers/JETIR2204662.pdf | Apr-22 |

Research Paper presentations in conference/seminar
Table No. 6.9d Academic Year 2023-2024

S. No	Name of the faculty	Name of the conference	Organized by	Title of the paper	Year
1	Mr. K. Naupal Reddy	International Seminar on Global Economic Situation with Specific Reference to Market Trends in India	School of Management and Commerce, Malla Reddy University, Hyderabad.	Role of NBFCS in Driving Sustainable GDP Growth in India	July-23
2	Mrs. K. Lavanya	International Seminar on Global Economic Situation with Specific Reference to Market Trends in India	School of Management and Commerce, Malla Reddy University, Hyderabad.	Indian Small Finance Banks -a New Economic Driver for Financial Inclusion	July-23

3	Mrs. Shainaz Begum	International Seminar on Global Economic Situation with Specific Reference to Market Trends in India	School of Management and Commerce, Malla Reddy University, Hyderabad.	Covid-19's Effect on India's Circular Economy Practices	July-23
4	Mr. K. Naupal Reddy	International Finance Conference on 'Sustainability and Technology in the BFSI Sector.	VJIM Campus in Bachupally, Hyderabad.	Impact of Fintech Application-Digital Banking Platforms Profitability of Selected Private Banking Sector.	Feb-24
5	Mrs. K. Lavanya	International Finance Conference on 'Sustainability and Technology in the BFSI Sector.	VJIM Campus in Bachupally, Hyderabad.	Climate Change and Financial Services: Challenges and Opportunities for the Indian Banking Sector.	Feb-24
6	Mrs. Shainaz Begum	International Finance Conference on 'Sustainability And Technology in the BFSI Sector.	VJIM Campus in Bachupally, Hyderabad.	Comparative Analysis on Credit Rating with Reference to Selected Private Sector and Public Sector Banks (Camel Analysis)	Feb-24
7	Dr. A. Sita Madhavi	International Conference on Marketing and Business Strategy (Icombs 2024)	ICFAI Business School, Hyderabad.	Cause-Related Marketing in the Context of Higher Education Institutions in India.	Mar-24

Research Paper presentations in conference / seminar
Table No. 6.9e Academic Year 2022-2023

S. No	Name of the faculty	Name of the conference	Organized by	Title of the paper	Year
1	Dr. J.Pardhasaradhi	International Conference on Rural Entrepreneurship and Sustainable Development	SNIST, Ghatakesar, Hyderabad	Awareness and Risk Attitude of Investors Towards Mutual Fund, A Study in Telangana State.	June-23

Research Paper presentations in conference / seminar
Table No. 6.9f Academic Year 2021-2022

S. No	Name of the faculty	Name of the conference	Organized by	Title of the paper	Year
1	Mr. K. Naupal Reddy	International Conference on Multidisciplinary Research in Economics, Social, Environmental And Cultural Impacts of Tourism.	Madhya Pradesh Management Association, Social Science & Management Welfare Association.	A Study on Women Empowerment and their Investment Behaviour	Feb-22

6.10. Sponsored Research (20)

Funded research from outside; considering faculty members contributing to the program: (Provide a list with Project Title, Funding Agency, Amount and Duration)
Funding Amount (Cumulative during CAYm1, CAYm2 and CAYm3):
Amount >= 30 Lacs – 20 Marks
Amount >= 20 Lacs and < 30 lacs – 15 Marks
Amount >= 10 Lacs and < 20 lacs – 10 Marks
Amount >= 05 Lacs and < 10 lacs – 05 Marks
Amount >= 03 Lacs and < 05 lacs – 02 Marks
Amount < 3 Lacs – 0 Mark

6.11. Consultancy/Testing/Training (25)

In recognition of the ever-evolving landscape of knowledge and skills, and the paramount importance of excellence in education and professional development, GCET proudly establishes its Consultancy, Testing, and Training Division. Grounded in a commitment to excellence, integrity, and collaboration, our institution endeavors to serve as a beacon of transformative consultancy services.

Table No. 6.11 Academic Year 2022-23
Title: Publicizing Performance of SR Digi Schools in Twin Cities

Consultancy Services offered	Funding Agency	Amount	Duration
Student support services	Sarvahitha Educational Trust	₹ 6,00,000	18/4/2023 to 31/1/2024
Quality assurance			
Publicity and promotion			
Financial management			

(Provide a list with Project Title, consulting, Funding Agency, Amount and Duration)
Funding amount (Cumulative during CAYm1, CAYm2 and CAYm3):
Amount >= 25 lacs – 25 Marks,
Amount >= 20 and < 25 lacs – 20 Marks
Amount >= 15 and < 20 Lacs – 15 Marks,
Amount >= 10 and < 15 Lacs – 10 Marks,
Amount >= 05 Lacs and < 10 lacs – 5 Marks
Amount >= 03 Lacs and < 05 lacs – 2 Marks
Amount < 3 Lacs – 0 Mark

6.12. Faculty as consultant of the industries (10)

(Qualitative assessment on the basis of type of consultancy, number of faculty members involved, type of industries and completion of consultancy assignments).

6.13. Preparation of teaching Cases (10)

(The development and use of cases in teaching and thus promoting learners critical thinking skills)

Department of Management Studies has downloaded cases from various websites towards employing case study methods of teaching learning, in addition to collecting cases from Books, Journals, and a few company specific white papers as cases. Department library has a repository of these cases for use by faculty and students.

Since, learning from practical business issues is critical, the program lays utmost emphasis on case study method. In each course a minimum of 2/3 cases are discussed. Students are provided with the cases in advance to assure sufficient preparation for discussion. The faculty member serves as a facilitator while discussing case-studies.

USE OF CASES

Table No. 6.13a Academic Year: 2023-2024

S. No.	Title of Case	Course (s)
1	Customer Service in Conflict	MOB
2	Employee Equality	TPMS
3	Apple's Health Kit Upgrading to Stay Competitive	MIS
4	Illiquid commodity markets	RM&FD
5	'Google Fit'- Grabbing Space in the Healthcare Landscape.	MM
6	Counterfeit Drugs -An Enduring Challenge for India?	MM
7	A Case study on Orion Financial Management	SAPM and FM
8	A Case study on Nike Inc.	SAPM

Table No. 6.13b Academic Year: 2022-2023

S. No.	Title of Case	Course (s)
1	Walmart-On an Expansion Spree through Primary Healthcare	MM
2	Transportation Decisions and Carbon Emissions at SparQ Inc.	SM
3	Business Decisions	SAPM
4	Supply chain management in Hospital: a case study	LSCM
5	Case study on BOP	IFM
6	Case study on BOP –Accounting treatment on BOP	IFM

Table No. 6.13c Academic Year: 2021-2022

S. No.	Title of Case	Course (s)
1	Corporate social responsibility at Fab India	HRM
2	Don't let an old flame die-A case study on HR job analysis	HRM
3	Case Study on Forward Price	IFM

Table No. 6.13d Academic Year: 2020-2021

S. No.	Title of Case	Course (s)
1	A Case study on tools of financial analysis and control –Morley industries Inc.	FAA
2	A Case study on derivatives of Indian software company	FD
3	Performance vs trade union role in collective bargaining	PM
4	A Case on tasty food products	IB
5	A Case on financial analysis of Computea Ltd	FM

Table No. 6.13e Academic Year: 2019-2020

S. No.	Title of Case	Course (s)
1	Evaluating Vision and Mission Statements	PM
2	A Case study on Kingfisher Airlines Ltd and bank in NPS	FIMS
3	A Study on SKF Bearings best practices	MOB
4	How come they make more than me -A Case study on metro bank trust company	FIMS
5	A Case study on capital budgeting of Gurgaon chemicals	FM

7.1   Industry connect (60)

7.1.1   Initiatives related to industry interaction including industry internship / summer training / study tours / guest lectures. (15)

The fast-changing technological advancements, and customer requirements are leading to a paradigm shift in business processes, have been mandating industry to upgrade their resources, update the work force continuously, and retaining them are increasingly becoming challenging. Further, due to globalization, organizations need to maintain their competitive edge vis-à-vis quality and cost, in addition to adding value to its product or service. In this context, organizations all over the world are looking at institutions of higher learning to churn out quality manpower, capable of learning quickly, being creative, and innovative, who would be able to contribute significantly as soon as they enter their profession as practicing professionals. Hence, industries / business / R and D establishments, higher learning institutions, and society in general, have a strong mutual interest that forms the basis of a partnership between them for mutual benefit.
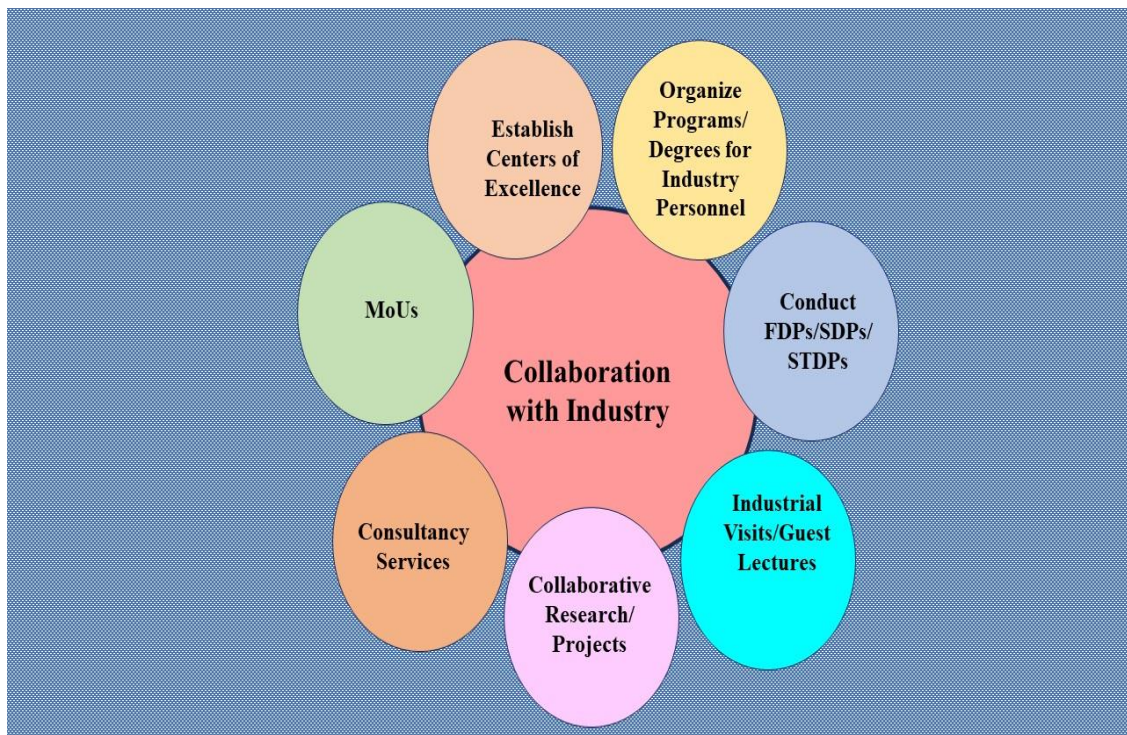
The institution already has an **Industry Institute Interaction (III) Cell,** developed close links with the industry and establishments, wherein

- Invited members from industry into the Governing Body, Academic Council as well as Board of Studies of each department, facilitating the institution towards internships, training requirements, mini projects, major projects, placements, curriculum development etc.

- Signed Memoranda of Understanding (MoU) with fifty-eight (58) organizations, a vast majority of them are industries, for mutual benefit, with the major ones, facilitating internships and employment opportunities.

- Experts are invited for faculty, student, and technical staff development programs.

- Students take up major projects in industry for a period of nearly sixteen (16) weeks during their final year second semester.

- Students and faculty visit to various industries, enabling them to be familiar with occupational awareness, developing an ability to understand the philosophy of business processes and practices while working towards sustainable societal development.

- Vigorously reaching out to industry showcasing our expertise for training the shop floor personnel through short-term refresher programs.

- Organizing seminars, symposiums, exhibitions and workshops in collaboration with industry / R and D organizations.

Industry Internships
Table No. 7.1.1a Academic Year 2023-24

S. No	Roll No	Name of the Student	Date	Organization
1	22R11E0059	V Gayathri Raj	29-11-2023	Rural Development Society
2	20R11E0007	Dandu Janaki Anjana	25-11-2023	Crazy For Success Foundation
3	22R11E0028	Manasa Korrakuti	21-11-2023	Tare Zameen Foundation

Table No. 7.1.1b Academic Year 2022-23

S. No	Roll No	Name of the Student	Date	Organization
1	21R11E0031	N. Shravya	30-05-2022	Simmi Foundation Organization
2	21R11E0016	Chandana Golla	10-05-2022	The Marketer's Edge
3	21R11E0037	Pochampally.Vinitha	23-02-2022	Shine Projects
4	21R11E0035	Nukalagudem. Pooja	20-02-2022	Inamigos Foundation
5	21R11E0004	B. Venkata Naga Shiva Sai	18-02-2022	International Model United Nations

Table No. 7.1.1c Academic Year 2021-22

S. No	Roll No	Name of the Student	Date	Organization
1	20R11E0018	Renduchintala Malavika	25-04-2022	Enable Careers
2	20R11E0046	Uppuluri Harichandana	23-02-2022	Hamari Pahchan NGO
3	20R11E0021	Kola Swathi	20-01-2022	Tryst, IIT Delhi
4	20R11E0028	Sai Kiran Chary	12-12-2021	Tare Zameen Foundation
5	20R11E0053	Madhavi Eeramalli	03-12-2021	Childo Education Research and Development Foundation
6	20R11E0027	Kavya Goud	20-10-2021	Youth Empowerment Foundation
7	20R11E0039	S. Anantha Laxmi	12-10-2021	Team Everest
8	20R11E0017	Sneha Reddy	08-10-2021	Team Everest
9	20R11E0005	Shivanand Goud	04-10-2021	Bhumi
10	20R11E0048	Sri Sowmya Velala	04-10-2021	Enable Careers
11	20R11E0031	G Praveen Kumar	18-05-2021	Hamari Pahchan NGO

Summer training / Summer Internship Seminar
Table No. 7.1.1d Academic Year 2023-24

S. No	Roll No	Name of the Student	Title
1	22R11E0001	Aarepally Priyanka	Infosys
2	22R11E0002	Addanki Sreekar	Ushodaya
3	22R11E0003	Atagalla. Prashant	Mc Donald's
4	22R11E0004	B Sumanth	Vijay Sales
6	22R11E0006	Bhairavabhatla. Sai Apoorva	Dynatech Industries Pvt Ltd
7	22R11E0007	Bahatam Sri Vaishnnavi	National Mart
8	22R11E0008	Borraju Dattathreya	Croma
9	22R11E0009	Boya. Bhanu Prakash	Med quest Diagnostics
10	22R11E0010	Charukuri Bhanu Prasad Yadav	Vijaya Diagnostic Centre
11	22R11E0011	Chitharla Vandana	Bajaj Electronics Pvt Ltd
12	22R11E0012	Chityala Prem Kumar	Reliance Digital
13	22R11E0013	G Janani Goud	Reliance Digital Pvt Ltd
14	22R11E0014	Gonti Deepthi	Westside
15	22R11E0015	Guduru Manjunath Reddy	Bharat Benz
16	22R11E0016	Indala Shravya	Shriram Finance
17	22R11E0017	Jakula Ravali	SBI Life Insurance
18	22R11E0018	K Nagaraju Yadav	Vishal Mega Mart
19	22R11E0019	K Praveen Yadav	More Supermarket
20	22R11E0020	K Sai Vivekananda	Croma Ranigunj
21	22R11E0021	Kanchuganta Naveen	Biological E Pvt Ltd
22	22R11E0022	Karamsi Manender Naik	Vishal Mega Mart
23	22R11E0023	Katepally Manish Reddy	Zudio Solutions Pvt Ltd

24	22R11E0024	Katta Avinash	D-Mart
25	22R11E0025	Kavali Sai Nath	Kalyan Jewellers
26	22R11E0026	Kesari Suryakala	Pantaloons
27	22R11E0027	Kolukonda Akhila	D-Mart
28	22R11E0028	Korrakuti Manasa	Reliance Smart Point
29	22R11E0029	Kota Lokesh Kumar	Vishal Mega Mart
30	22R11E0030	Kothakonda Sushmitharani	Icom Tele Ltd
31	22R11E0031	Kukkala Renu Sree	Kotak Mahindra
32	22R11E0032	Kulkarni Vaibhavi	The Adarsh Co-Operative Urban Bank
33	22R11E0033	Kummari Maneesha	Big C Mobiles
34	22R11E0034	Kunche Arnith Goud	KFC (Kentucky Fried Chicken)
35	22R11E0035	M Akshita	Ratnadeep Super Market
36	22R11E0037	Mallelu Kaveri Prasanna	Max Fashion
37	22R11E0038	Mothe Nikhil	On Ushodaya Super Market
38	22R11E0039	Mukka Anusha	More Super Market
39	22R11E0041	Narina Poojitha	D-Mart
40	22R11E0042	P Aishwarya Lakshmi	D-Mart
41	22R11E0043	Pappula Abhinay	Big C
42	22R11E0044	Pinreddy Saikiran Reddy	Bajaj Finserv
43	22R11E0045	Rachakonda Sree Vandana	Reliance Jio Infocom Limited
44	22R11E0046	Rajendran Swetha	Trends
45	22R11E0047	Rajput Vijjisha	GPR It Solutions
46	22R11E0048	Rathod Rajkumar	D-Mart
47	22R11E0049	Rathod Savitha	Big C
48	22R11E0050	RudraGouni Nikhil Kumar	Lens kart
49	22R11E0051	Rudraram Harikrishna	Muthoot Finance
50	22R11E0052	S Varshini	Karachi Bakery
51	22R11E0053	Silveru Kiran Kumar	Decathlon
52	22R11E0054	Suntaramoni Vasavi	Pantaloons
53	22R11E0055	Sushma Govind Bhise	Bata
54	22R11E0056	T Bhanu Prakash	Croma
55	22R11E0057	Tadi Lavanya	Vishal Mega Mart
56	22R11E0058	Thonukunoori Santhosh	Paragon
57	22R11E0059	V Gayathri	Med plus
58	22R11E0060	Vaddi Akhila	Sud Life Insurance
59	22R11E0061	Velamuri Rama Saranya	Twin cities Mineral Waters Pvt Ltd
60	22R11E0062	Velpula Upender	Manapuram Gold Loans
61	22R11E0063	Yamjala Tejaeshwini	Keerthi Petro Chemical Pvt Ltd

Table No. 7.1.1e Academic Year 2022-23

S. No	Roll No	Name of the Student	Title
1	21R11E0001	Adla Tinku Shambhavi	Reliance Trends
2	21R11E0002	Anumula Mamatha	D Mart
3	21R11E0003	Bandari Harish Reddy	More Super Market
4	21R11E0004	Bathana Venkata Naga Shiva Sai	Pai Electronics
5	21R11E0005	Bayya Anusha	Wipro
6	21R11E0007	Challa Praveen Kumar	Bajaj Electronics
7	21R11E0008	Challa Pavan Kumar	National Mart
8	21R11E0009	Chintala Karunakar	Wipro
9	21R11E0010	Daramoni Salvadri Sree Chandana	Reliance
10	21R11E0011	Dasari Navya	Arokya Milk
11	21R11E0012	Dingi Sreenivas	Mettle Fitness
12	21R11E0013	Gandamalla Shireesha	Saiven Tools &Cratts
13	21R11E0014	Gandla Niharika	Aagro Feeds
14	21R11E0015	Gilaka Bharani	D mart
15	21R11E0016	Golla Chandana	Ushodaya Super Market
16	21R11E0017	Jaganeela Akhila	Pai Electronics
17	21R11E0018	Jupally Thukaram	Big Bazaar
18	21R11E0019	Kalapatapu UdayBhaskar	Sri Sai Balaji Enterprises
19	21R11E0020	Karupothula Sruthi	Summer Internship Karnataka Bank
20	21R11E0021	Kompalli Navanitha	Shri Ram Chit Funds
21	21R11E0022	Korampally Srikanth Reddy	MC Donald's
22	21R11E0024	Kothapalli Thanusri	Big C
23	21R11E0025	Kummarikuntla Srilekha	Wipro
24	21R11E0026	Kuna Sai Pavan	Vertex GYM
25	21R11E0027	M Laasya	KFC
26	21R11E0028	Molugu Rakshitha	Krishna Cloth shop
27	21R11E0029	Musloju Manasa	Goldsmith (Bramham Jewellery)
28	21R11E0030	Nagulapalli Nagesh	Infosys
29	21R11E0031	Narige Shravya Yadav	Abhisri Exclusive (Cloth Showroom)
30	21R11E0032	Narla Bhanu Prasad	BPCL
31	21R11E0033	Neelam Neeraja	Bata
32	21R11E0034	Nenavath Jaipal	Amazon
33	21R11E0035	Nukalagudem Pooja	Bajaj Electronics
34	21R11E0036	Pamula Bharath Kumar	More Retail Super Market
35	21R11E0037	Pochampally Vinitha	Sri Vijaya Enterprises Allumination fabrication
36	21R11E0038	Priyanka Banothu	Big C
37	21R11E0040	Ragam Manasa	Mufti
38	21R11E0042	Shemreddy Rajashekar	Mutual Funds

S. No	Roll No	Name of the Student	Title
		Reddy	
39	21R11E0043	Syed Mujahed Mirza Jaffery	D Mart
40	21R11E0044	Vidhya Rallapalli	Anu Boutiques
41	21R11E0045	Yogitha Sri Kari	Coco Cola
42	21R11E0047	Mutyala Sai Kiran	Vishal Mega Mart
43	21R11E0048	Aireddy Saikumar Reddy	Dominos

Table No. 7.1.1f Academic Year 2021-22

S. No	Roll No	Name of the Student	Title
1	20R11E0001	Badugu Mounika	Bhumi Foundation
2	20R11E0002	Bodannagari Anjali	Wipro
3	20R11E0003	BoddraBoina Sai Raj	Sharma & Associates
4	20R11E0004	Bommakanti Asesh	Pioneer Pultro Tech Engineering Ltd
5	20R11E0005	Burra Shivanand	Bajaj Electronics
6	20R11E0006	Cheruvu Sreelekha	Iks Health Care
7	20R11E0007	Dandu Janaki Anjana	Peer Power Clab Internasal
8	20R11E0008	Darbha Sowjanya	Axis Bank Pvt Ltd-Hyderabad
9	20R11E0009	Eddga Hari Kishore Goud	Balaji Engineering & Fabrication
10	20R11E0010	Etta Sathvika Reddy	Coco-Cola
11	20R11E0011	G Vineela	Voicebay Solutions
12	20R11E0012	Gudikadi Shree Keerthi	Anu Boutique
13	20R11E0013	Gummadilla Jahnavi	Café-Avail Café
14	20R11E0014	Gundugollu Sownikya	D Mart
15	20R11E0015	Gunti Divya	Big 'C'
16	20R11E0016	Gurrala Shireesha	Bata
17	20R11E0017	J Sneha	More Super Market
18	20R11E0018	Jaanu Rana Prathap	Shriram Chits Funds
19	20R11E0019	Karanam Sandhya	Reliance Trends
20	20R11E0021	Kola Swathi	Krishna Cloth shop
21	20R11E0024	Kota Lakshmi Aparna	Learn ovate E commerce
22	20R11E0025	Kulkarni Abhinav Kumar	Ielluric Design
23	20R11E0027	Lothumalla Kavya	D Mart
24	20R11E0028	Malyala SaiKiran Chary	D Mart
25	20R11E0029	Marri Sai Venu Gopal	Shabhoni Associates
26	20R11E0030	MeesalaSrilekha	D Mart
27	20R11E0031	G Praveen Kumar	Arokya Milk
28	20R11E0032	Nalluri Narashimha Nikhil	RK Fuel Point
29	20R11E0033	Naredla Smithanya Reddy	Reliance Smart
30	20R11E0034	Nemuri Sai Sapnil Goud	Biryani zone
31	20R11E0035	Penjarla Likhitha	Lifestyle
32	20R11E0037	Prathikanti Sushmitha	Paradise Restaurant

33	20R11E0038	R Malavika	Carzoo Report
34	20R11E0039	S Anantha Laxmi	Nexhom Automation
35	20R11E0040	Sanke Nikitha	Karnataka Bank
36	20R11E0041	Shanagonda Padma	D Mart
37	20R11E0042	Talakayala Lavanya	Cogerle Services
38	20R11E0044	Tappa Sai Teja	Groove:9
39	20R11E0045	Uppalaguptapu Monika	Ganesh Lifts
40	20R11E0046	Uppuluri Venkata Harichandana	My captain
41	20R11E0047	Vadapally Akhila	Maruti Suzuki
42	20R11E0048	Velala Rukmini Sri Sowmya	Honda
43	20R11E0049	Vattela Akhila	Vishal Market
44	20R11E0050	Lothukunta Likitha	Bajaj Allianz General Insurance Company Ltd
45	20R11E0051	Suravu Sandeep	McDonalds
46	20R11E0052	Bairam Varun Kumar	V.Prompt
47	20R11E0053	Eeramalli Madhavi	Spencer's Retail Market
48	20R11E0054	Porika Vennela	Metro Cash & Carry
49	20R11E0055	Shanigarapu Shivarama Krishna	Varun Motors
50	20R11E0057	Vangeti Aakanksha	Domini Petrol Service BPCL

Table No. 7.1.1g Academic Year 2020-21

S. No	Roll No	Name of the Student	Title
1	18R11E0022	Kandadi Varsha	D Mart
2	19R11E0001	Abhijeet Mukherjee	Big Bazaar
3	19R11E0002	Badishetti Deekshitha	Reliance Smart
4	19R11E0003	Bahatam Gayathri	VB Food Court
5	19R11E0004	Bainla Shiva Kumar	Heritage
6	19R11E0005	Balekar Vaishnavi	Ushodaya Super Market
7	19R11E0006	Balne Jayakrishna	More Supermarket
8	19R11E0007	Beeram Rachana	More Super Market
9	19R11E0008	Boda Yashaswini	Ushodaya Super Market
10	19R11E0009	Chinnam Prameela	Reliance Digital
11	19R11E0011	Dasari Sirisha	Bata
12	19R11E0012	D Sushmitha	Indian Infoline Ltd (LIFE Ltd)
13	19R11E0013	Dumpa Mamatha	Abhijeeth Super Market
14	19R11E0014	Eega Bhagyalaxmi	Big C
15	19R11E0015	Gajula Lakshitha	Veerabhadra Shopping Mall
16	19R11E0016	Gampala Rathan Raj	Project Management At Accenture Solutions Pvt Ltd
17	19R11E0018	Govindu Rakesh	Comfort Ministries
18	19R11E0019	Gunji Revathi	Cognizant Mind space
19	19R11E0020	Gunti Shalini	Mendicity Hospital

20	19R11E0022	Gutla Ashok Kumar	Hyundai
21	19R11E0023	J Sarah	VK Global Publications Pvt.Ltd
22	19R11E0024	Jupally Prasanna Lakshmi	Big Bazar
23	19R11E0025	Kaduru Jyothi	More Super Market
24	19R11E0026	Kamarajugadda Sreenuta Likhita	More Super Market
25	19R11E0027	Komirelli Sowmya	Electronics Corporation Of India Limited
26	19R11E0028	Kumawat Payal	More Super Market
27	19R11E0029	Kunisetty Sai Vasudha Roshini	Tapadia Diagnostic Centre
28	19R11E0030	Kura Srinath	Fact Set
29	19R11E0031	Kurapati Manasa	Fortune Bio -Tech Limited
30	19R11E0032	Madarla Praveen Kumar	Flipkart
31	19R11E0033	Mahadevuni Vijay Kumar	Lakshmi Hyundai
32	19R11E0035	Mamidi Naveen Kumar	RN Metals Pvt Ltd
33	19R11E0036	Medur Dayanand Megha	Medha Servo Drives Pvt.Ltd
34	19R11E0037	Mettu Nikitha	State Bank of Hyderabad
35	19R11E0038	Mudigonda Shiva Kumar	Aptronics
36	19R11E0039	P B Vamshi Krishna	Unlimited Store
37	19R11E0040	P Lavanya	Enjoy Ice cream Factory
38	19R11E0041	P Prabhudas Reddy	Big Basket
39	19R11E0042	P Sri Kanya	D mart
40	19R11E0044	Perunglam Ganesh Jyothi	Taruni Super Market
41	19R11E0045	Pesarlanka Percy	Dontha Brother Textiles
42	19R11E0047	Pravalika Purella	Food Corporation of India
43	19R11E0048	R Gayathri	Bata
44	19R11E0049	Ranga Nitesh Goud	More Supermarket
45	19R11E0050	Rokkam Anju	Bata
46	19R11E0051	Seelam Manitej	Dominos
47	19R11E0052	Sonal Madre	Epitome Training and Recruitment Consultants
48	19R11E0054	Tattari Vinay Kumar	DTDC
49	19R11E0055	Toota Pavani	SV CNC Technologies
50	19R11E0056	Undi Lakshmi Naga Alekhya	Innospire Solutions
51	19R11E0057	Vanga Sowjanya	Max
52	19R11E0058	Varaganti GishnuTeja	Reliance Trends
53	19R11E0059	Bandlamudi Chandana	C3i Solutions
54	19R11E0060	Talla Sahithi	Telangana State Road Transport Corporation (TSRTC)

Industrial Visits

Table No. 7.1.1h Academic Year 2023-2024

S. No	Year/Sem	Date of Visit	Name of the Industry and Place	No. of Students	No. of Faculty members
1	I and II year	16-12-2023	Ramanand Tirtha Institute of Rural Development, Pochampally.	120	4

Table No. 7.1.1i Academic Year 2022-2023

S. No	Year/Sem	Date of Visit	Name of the Industry and Place	No. of Students	No. of Faculty members
1	I and II year	23-06-2023	Shilparamam, Hitech city	81	5
2	I and II year	29-12-2022	Hindustan Coca- Cola beverages, Miyapur.	100	4

Table No. 7.1.1j Academic Year 2020-2021

S. No	Year/Sem	Date of Visit	Name of the Industry and Place	No. of Students	No. of Faculty members
1	I and II year	22-12-2021	Masqati Dairy Products limited, Turkayamjal.	70	3

Guest Lectures by Industrial Experts
Table No. 7.1.1k Academic Year 2023-24

S. No	Date	Title	Resource Person	Organisation and Designation	Target Audience
1	31-05-2023	HVPE - "Elimination of Inferiority complex"	Dr. Y. Mohan Rao	Chairman, Swartha Bharathi Spell - G C Trust and Former Director of M/s.Medha Servo Drives Pvt.Ltd	I and II year Students

Table No. 7.1.1l Academic Year 2022-23

S. No	Date	Title	Resource Person	Organisation and Designation	Target Audience
1	03-02-2023	Entrepreneurship & Innovation as Career Opportunity	Mr. Kireethi Palla	CEO, KP AI Solutions	I and II year Students
2	29-12-2022	Student exposure and Field trip for problem identification	Mr. Satyanarayana Raju	Senior Manager, Coca Cola Miyapur, Hyderabad	I and II year Students
3	16-11-2022	BSE- Capital Market Awareness	Ms. Swapna Shetty	BSE, Trainer	I and II year Students

Table No. 7.1.1m Academic Year 2021-22

S. No	Date	Title	Resource Person	Organisation and Designation	Target Audience
1	16-11-2021	Overview of stock markets, recent devolvement's and job prospects	Mr. G. S. Vinayak,	Manager, National Stock exchange, Regional Office, Hyderabad	I and II year Students
2	09-01-2021	Content Writing and editing process	Ms. Sanmita Desa	Senior Specialist Technical Writer, Nice Systems, Pune	I and II year Students
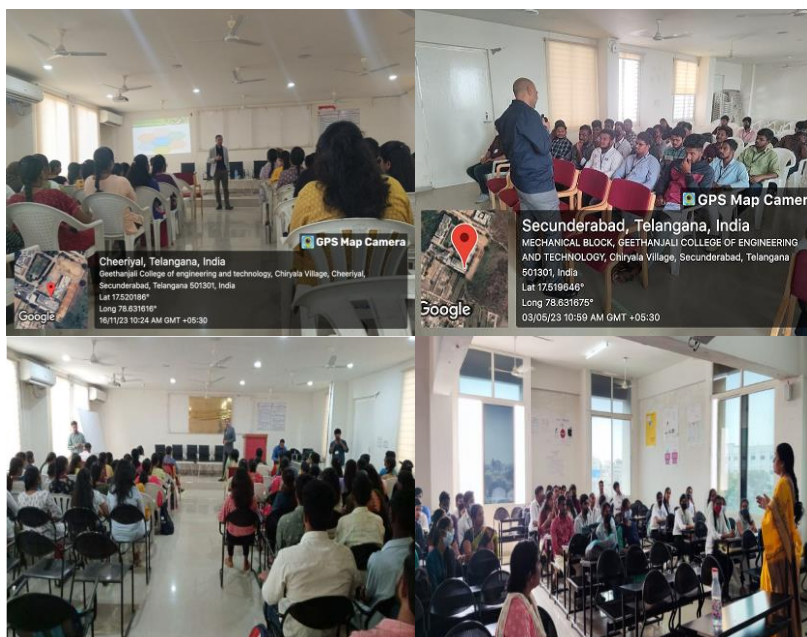
Guest Lectures Delivered by faculty in Industry
Table No. 7.1.1n Academic Year 2022-23

S. No	Date	Title	Name of the faculty	Organization	Target Audience
1	18-08-2022	Fundamentals of Management	Dr. A. Sita Madhavi, Professor	National Institute of Pharmaceutical Education and Research, Hyderabad	I and II year Students
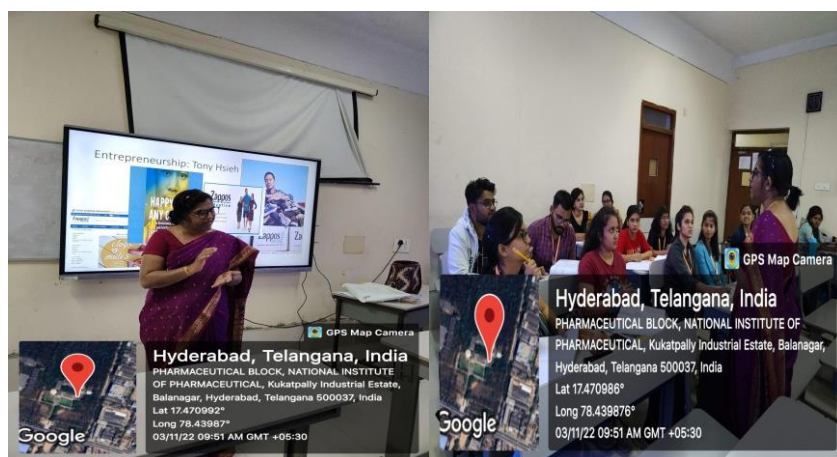
7.1.2 Participation of Industry Professionals in curriculum development, projects, assignments as examiners, in summer projects. (15)

Geethanjali College of Engineering and Technology (GCET) recognize the pivotal role of industry professionals in enhancing the MBA program's relevance and preparing students for successful careers. Through active involvement in curriculum development, projects, assignments, and summer projects, industry experts enrich the

educational experience by bringing real-world insights, trends, and best practices into the classroom. They serve as mentors, examiners, and guides, offering invaluable mentorship, feedback, and networking opportunities to students. This collaborative approach has been ensuring the MBA curriculum remains relevant to the needs of industry/business establishments, equipping graduates with practical skills, industry knowledge, business processes and practices, and development of professional networks essential for employability and thereby paving way towards professional success of its graduates in today's competitive business landscape.

Table No. 7.1.2a Industry Professionals involved in Curriculum Development

S. No	Name	Name of the Organization	Designation
1	A.L. Nageswara Rao	Andhra Bank	Member, BoS Retired General Manager
2	Dr. A. Shankar	TATA Projects	Head, Talent Acquisition
3	K. Tirupataiah	Sri Sairam Enterprises	Operations Director
4	D. Prabhu	DRDO Ministry of Defence	Scientist
5	Prem Kumar	Value labs	HR Executive
6	Sahithi Turlapati	S & P Globe	Research Analyst
7	Mahesh Sarma	Cognizant	Senior Process Executive
8	V. Abishek	Deloitte	Tax Consultant
9	Baby Priya	Wells Fargo	Senior Escalations representative
10	Abhijeet Mukherjee	Hero Fincorp	Credit Analyst
11	Laxmi Aparna	The Business Research Company	Finance Executive
12	Sneha Badiger	Carillon Global Solutions	HR Executive

Table No. 7.1.2b. Industry Professionals in Panel of Examiners

S. No	Name	Name of the Organization	Designation
1	Dr. A. Shankar	TATA Projects	Head, Talent Acquisition
2	Dr. T.S. Nageswara Rao	TSN Consultancy, Vijayawada	CEO

7.1.3   **Initiatives related to industry including executive education, industry sponsored labs, and industry sponsorship of student activities (15)**

The executive education initiatives at Geethanjali College of Engineering and Technology (GCET) have been instrumental in providing specialized training and knowledge tailored to the needs of industry professionals. These initiatives have empowered professionals with advanced skills and insights for leadership roles. Through online teaching assistance for financial and management accounting courses, digital content development for use in LMS, faculty of business management studies of GCET have enhanced learning experiences of professionals working in industry/business establishments in various domains.

Table No. 7.1.3a Academic Year 2020-21

S. No	Name of the Organization	Name of the Faculty	Duration	Mode	Nature of Work
1	BITS-Work Integrated Learning Program division	Mrs. K. Lavanya	26-07-2022 to 31-12-2022	Online	Teaching Assistant for the course-MBA (Financial and Management Accounting)
2	Go Digital Now	Dr. A. Sita Madhavi	09-12-2020 to 15-02-2021	Online	Content And Digital Media Associate
3	Waterleaf Consultancy	Dr. A. Sita Madhavi	08-09-2020 to 02-11-2020	Offline	Developing LMS in Marketing Management

7.1.4 Involvement of Industry professional as members of various academic bodies / board (15)

The institution Invited members from industry into the Governing Body, Academic Council as well as Board of Studies, facilitating the institution towards internships, training requirements, mini projects, major projects, placements, curriculum development etc.

Table No. 7.1.4a Industry Professionals in Governing Body

S. No	Name of the Member	Name of the Organization	Designation
1	Mr. Srinivas Pothapragada	Ignitor	Co-Founder
2.	Mr. Seshu Kumar Gudepu	WIPRO	General Manager

Table No. 7.1.4b Industry Professionals in College Academic Council

S. No	Name of the Member	Name of the Organization	Designation
1	Mr. Y. Srinivas	Nano Educational Institutions	Director
2	Mr. Chandra Kishore Prasad	Indian Railways Institute of Signal Engineering and Telecommunications	Sr. Professor (IT &Kavach)
3	Mr. B. Suresh Kumar	Quadrant Future Tek Ltd.	Director
4	Mr. M. Phani	Inspira Enterprise	CIO

Table No. 7.1.4c Industry Professionals in Board of Studies

S. No	Name of the Member	Name of the Organization	Designation
1	A.L. Nageswara Rao	Andhra Bank	Retired General Manager

7.2 International Connect (40)   Nil

CRITERION 8	Infrastructure	75

8.1. Classrooms & Learning Facilities (25)

The Department of Management Studies is fully equipped with the necessary infrastructure to cater to its requirements in terms of class rooms, tutorial room, seminar hall, department library, computing lab for administering all academic activities in order to achieve targeted course and program attainments.

Institutional resources for student centric learning

- Wi-Fi enabled campus.
- Two Internet Service Providers ((ISPs), total 2Gbps Bandwidth).
- E-learning class rooms/laboratories.
- Labs with LCD projectors, digital cameras and AV aids in language labs.
- Centre for Learning Resources

Additional facilities

- Subscription to e-resources and databases, namely, DELNET, INFLIBNET
- Proprietary / open source software: Microsoft Campus License.
- Formal linkage with institutes of National repute
- Facilities to learn from NPTEL/SWAYAM and MOOCs are made available.

Availability of Learning Facilities / Utilization and initiatives to ensure students learning

- **Library and e-library** a mandatory one hour slot kept in the timetable for exclusive use of learning resources in "Centre for Learning Resources."
- **Seminars, Workshops, Guest Lecture and other professional development programs** are conducted to facilitate students with transformation in attitude and values, interpersonal skills, behaviour patterns, cognitive and other business acumen skills leading to their improved employability/entrepreneurship.
  - ➢ Guest lectures, workshops, professional development programs, field trips and industry visits facilitate students to interact with professionals from various walks of life, thus enabling them to learn from various sources of expertise, and gain insights, which would enable them to broaden their perspectives, develop intellectual curiosity, in addition to, establishing a network of support for building their career.

- Seminars and presentations on various topics engage students in focussed discussions, allowing them to have deeper insight on specific subjects of interest. Additionally, Student professional development programs focus on fostering students' personal, academic, and professional growth. All these play a vital role in enhancing students' learning experience, nurturing their talents, and preparing them for future endeavours.
- Field work and industry visits provide students understand and appreciate the functioning of various organizations, business processes and develop business perspectives and how they facilitate sustainable development of society.

- **Laboratory based learning facilities** Apart from the physical infrastructure, the Department has Laboratory to promote the culture of learning in the areas of analytical and language proficiency. The Department has also subscribed to various databases such as **Case centre** and **J-gate**. Availability of MOOCs, DELNET, YouTube, NPTEL to facilitate students to access the relevant information for their learning through resource sharing.

Table No. 8.1 Details of the classrooms and other learning facilities

Type of facilities	Room No.	Square meters	Share /Exclusive
Class room	N- 212	69	**Exclusive**
Class room	N-317	70	
Tutorial	N- 306	35	
Laboratory	N- 201	150	
Department Library	N - 312	69	
Seminar Hall	N-308 & 309	137	

Department of Management Studies

Department Library   **Class Room**

Laboratory
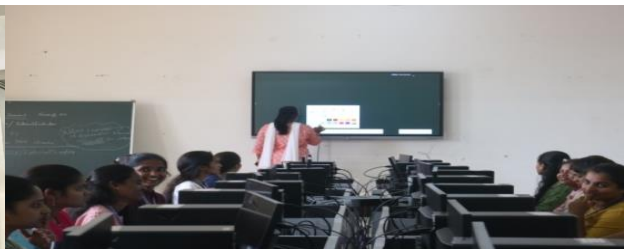
- Sports
  - Outdoor: Basketball court, Volleyball, Football ground, Cricket, Athletic track, etc.
  - Indoor: Caroms, Fitness center, Table tennis, Chess, Snooker etc.
- Canteen
- ATM Facility is available in the campus and shall be extended in due course of time
- Medical facilities
  - Ambulance
  - Infirmary Services: Health center with qualified nurse and staff and a physician on call.
  - First-aid kits and Primary care medicines in all laboratories and department offices
  - Stretchers, Wheelchairs, Oxygen cylinders etc.
  - Tie-up with local hospitals within a 5 km radius.
- The institution has 40 buses plying from various locations of city
- Adequate parking facilities for two and four-wheelers
- Surveillance cameras at various points are available

8.2. Centre for Learning Resources (Library) (20)

- Quality of learning resources (hard/soft copies)
- Relevance of the available learning resources including e-resources
- Accessibility to students

Quality of learning resources (hard/soft copies)

Center for Learning Resources/Library (CLR) in an independent building with built up area of 1263sq.m. CLR is fully automated with ILMS. Digital information centre with 25 systems facilitates accession of e resources, on site and remotely. The library has adequate number of titles/volumes, journals (hard and softcopies) for teaching-learning and research. Departments also maintains library. A computer center with 100 systems is also part of CLR to provide online access to resources.

The CLR houses over 76,000 plus documents comprising of books, theses, journals, Videos, etc. in the field of Engineering, Technology, Science, Humanities, Social Sciences and Management Studies. Centre for learning resources having the subscription of Knimbus Library which is a platform that provides tools like Universal Search, Anywhere Access, Detailed Analytics and Librarian Dashboard on a single integrated platform so that students and faculty can seamlessly access learning resources anytime, anywhere and on any device.

All in-house operations of the Centre for learning resources are fully computerized using the Ez Library and KOHA-Integrated Library Management System (ILMS) software that also provides web-based access to the catalogue of the CLR and some Department learning centers. It has a barcode based automated library system (ALS) and a wide variety of printed and electronic collections catering to the needs of all the students, faculty, and staff.

Quality learning resources include various teaching aids, namely, charts, working models, animations, power point presentations, audio-visual aids which facilitate learning as enjoyable developing understanding and application of the concepts, power of expression both written and oral, logical reasoning and critical thinking, evidence-based judgement, and decision-making ability etc. They also facilitate students with long retention of knowledge through conceptual understanding.

Relevance of available learning resources including e- resources

Every academic year the textbooks and Reference Books are procured on demand of faculty /students Indent is obtained by faculty for textbooks at the beginning of each semester and procured. Books on demand by faculty procured at any time.

CLR maintains diverse range of learning resources in Management Studies, both print and electronic databases, including textbooks, academic journals, case studies, peer-reviewed journals.

Table No. 8.2.1 Library Resources

S. No	Details	Information
1	Website	https://sites.google.com/view/gcetclr-info/gcet
2	Library mail ID	gcetlibrary2601@gmail.com
3	GCET CLR - WEB OPAC Link	http://183.82.8.168/
4	Name of the Internet provider	ACT, DUPL
5	Backup instant recovery, SATA Disks 4TB	Available
6	Available bandwidth	2GB
7	Total No. of Titles	8113
8	Total No. of Volumes	44813
9	Total No. of Donated/Specimen Books	1089
10	Journals Back Volumes	2966
11	Projects	3839
12	Total No of e-Books	Off line-12500 (Digital Library) online-11014 (K-Hub and NLIST)
13	Total No. of Journals	215
14	Total no of e-journals	20943
15	Total No. of CDs	3275
16	E- Resources	IEEE(ASPP), IEEE(CSDL)J-Gate, K-HUB,DELNET, N-LIST, Knimbus and Case center
17	National Digital Library	Membership access to all
18	E-research Platform NPTEL, ShodhGanga, Shodhgangotri, SWAYAM	Available
19	Institutional Membership	DELNET, NLIST and NDL (National Digital Library)
20	Library Automation with Barcode Technology	KOHA Version 21.05.21.000

Table No. 8.2.2 Library Resources - Department of Management Studies

S. No	Details	Information
1	Total No. of Titles	968
2	Total No. of Volumes	5077
3	Total No. of Journals	25
4	Total no of e-journals	3239
5	Total No. of CDs	167
6	Department Membership	J-Gate and Case Centre
7	E Journals - Web downloads	118
8	E- Books	770
9	Case Centre	Case reports
10	Videos(NPTEL, Youtube)	676
11	Projects	1116

Table No. 8.2.3 E-Resources links

S. No	Publisher	URL
1	IEEE (ASPP) IEEE (CSDL)	http://www.ieee.org/ieeexplore
2	J-Gate	https://jgateplus.com/search/index/
3	DELNET	https://delnet.in/
4	K-HUB	https://k-hub.in/
5	N-LIST	https://nlist.inflibnet.ac.in/
6	KNIMBUS	https://geethanjaliinstitutions.knimbus.com/user#/home
7	NDL	https://ndl.iitkgp.ac.in/
8	E-ShodhSindhu	https://ess.inflibnet.ac.in/oes/memberhome.php
9	IRINS	https://geethanjaliengineering.irins.org/dashboard/view_profiles
10	NPTEL	https://nptel.ac.in/168 Courses 197 Videos for management
11	Case Center	https://www.thecasecentre.org/myaccount/account?bt=https%3A%2F%2Fwww%2Ethecasecentre%2Eorg%2Fmyaccount%2Flogin
12	GCET CLR Study Material(institutional repository)	192.168.0.10

Table No. 8.2.4   N-List E-Resources (Subscribed)

S. No	E-Journals (Full text)	Publisher's website
1	American Institute of Physics	http://journals.aip.org
2	Annual Reviews	http://arjournals.annualreviews.org/
3	Economic and Political Weekly (EPW)	http://www.epw.in/
4	Indian Journals	http://www.indianjournals.com/
5	Institute of Physics	http://iopscience.iop.org/
6	JSTOR	http://www.jstor.org/

7	Oxford University Press	https://academic.oup.com/journals
8	Royal Society of Chemistry	http://pubs.rsc.org/en/journals?key=title&value=current
9	H. W. Wilson	http://search.ebscohost.com
10	Cambridge University	https://www.cambridge.org/core
E-Books		
1	Cambridge Books Online	https://www.cambridge.org/core
2	E-library	https://ebookcentral.proquest.com/lib/inflibnet-ebooks
3	EBSCO Host-Net Library	http://search.ebscohost.com
4	Hindustan Book Agency	https://portal.igpublish.com/iglibrary/
5	Institute of South East Asian Studies(ISEAS) Books	https://portal.igpublish.com/iglibrary/
6	Oxford Scholarship	http://www.oxfordscholarship.com/
7	Springer eBooks	http://link.springer.com
8	Sage Publication eBooks	http://knowledge.sagepub.com
9	Taylor Francis eBooks	https://www.taylorfrancis.com/
10	My library-McGraw Hill	https://ebookcentral.proquest.com/lib/inflibnet-ebooks
11	South Asia Archive	http://www.southasiaarchive.com
12	World e-Books Library [Now available through NDLI only]	https://ndl.iitkgp.ac.in/

Department Library

The department maintains a separate library for the faculty members and students. Apart from the textbooks transferred from the central library, the department has some donated books. Students can access these books during their library period or leisure time.

Table No. 8.2.5 Department Library Resources

S. No	Item	Quantity		
		2023-24	2022-23	2021-22
1	Textbooks and References	85	60	48
	Added	25	12	-
2	Donated Books	-	-	3

Accessibility to Students

- **In-house/remote access to e-resources:** Students and faculty can access the Library information within the campus (through LAN). **Off campus access through knimbus**

- **User orientation and awareness**: User orientation sessions will be conducted for new users of the Library.

- **Assistance in searching databases:** Library staff assists the users in searching the database: OPAC-KOHA.

- The first-year students and the newly joined faculty and staff are given awareness on the rules and regulations of the library and also on how to effectively use the library resources.

  - Students can access the library during the working days as per the timings mentioned below: 8 am to 6 pm on all Working days: (Including before and during examination days).

  - Holidays: 10: 00 am to 2: 00 pm

  - During vacation: 10: 00 am to 5: 00 pm

Center for Digital Information

Knimbus- Remote Access   Librarian Dashboard
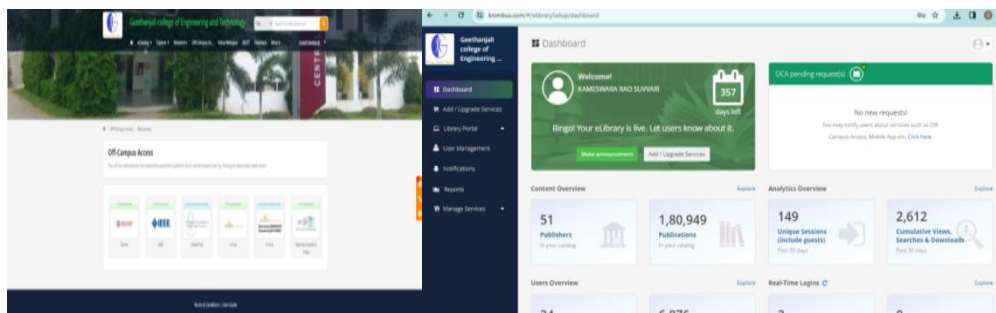
Koha-Webopac   Library website

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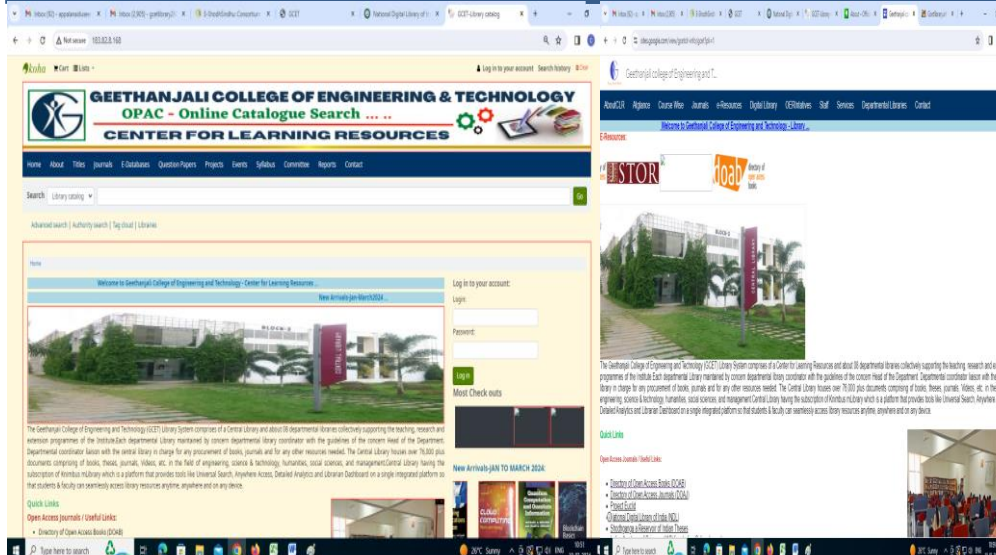
Digital Library	J Gate E - Journals	Case Centre (E-Case studies)
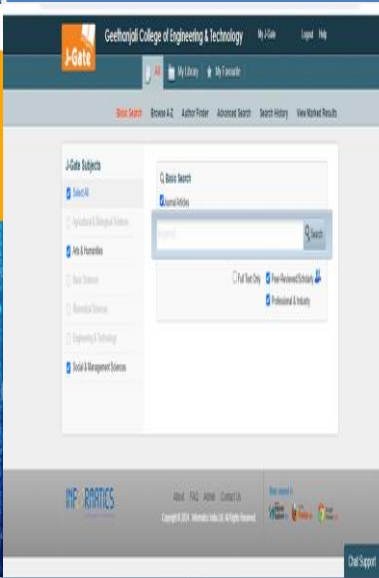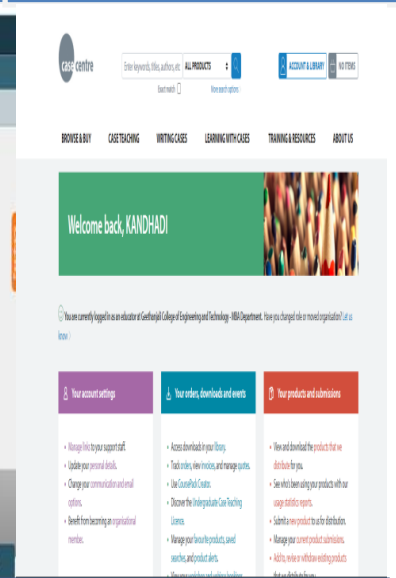
DELNET E-Journals and E-Books	National Library and Information Services Infrastructure
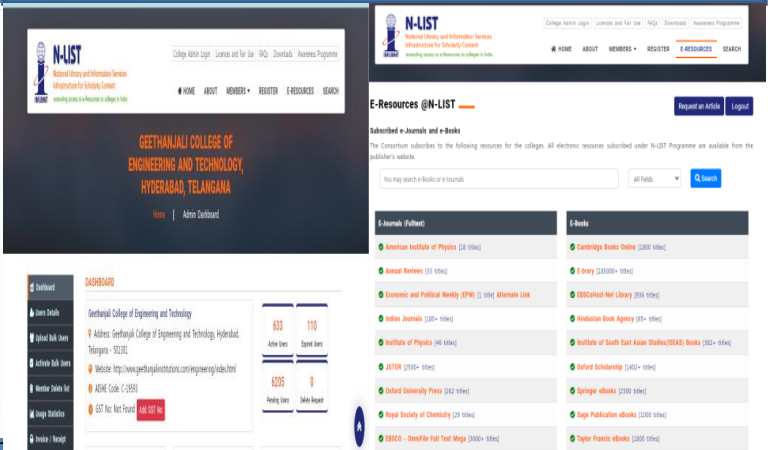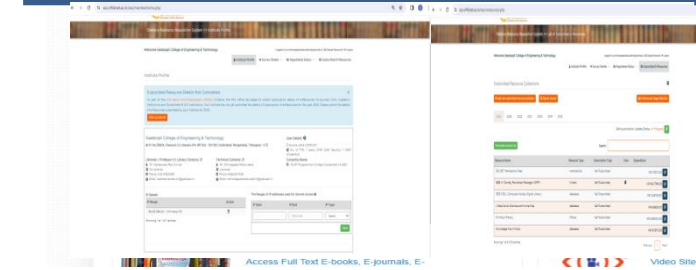
E-ShodhSindhu	IRINS Faculty Profiles

8.3. IT Infrastructure and learning management system (30)

Department of Management Studies has an advanced and well-equipped computing lab comprising 60 systems. The lab is well supported with the required software to carry out all curricular and co-curricular activities. The Lab is connected to the campus network with 2 Gbps internet connection.

<div align="center">Table No. 8.3.1 IT infrastructure Software and Hardware</div>

S. No.	Description	Total Quantity	Specifications
1	Server	2	HP Proliant ML30Gen10 Dell Power Edge R540 S
2	Desktop- LENOVA, ACER, DELL	73	1. Acer - i5 12th generation, 512GB SSD, 8GB RAM -24 No. 2. Dual Core, 1TB HDD, 4GB-49 No.
3	Software	30	1.SPSS, 2. Business Communication Personal Effectiveness Lab Software.
4	Smart Interactive Board	1	Maxhub
5	Firewall	1	Sophos
6	Wireless Access Points	1	Quantum
7	Printers available	2	BrotherHL-L2321D, Cannon L11121E
8	LCD Projectors	1	SONY-1
9	Printer cum Xerox Machines	1	Epson M200
10	Biometric machine	1	Thumb & Face Recognition Device
11	CCTV Surveillance Security Systems	3	CCTV camera CP PLUS

Wi-Fi facility- GCET is Wi-Fi enabled campus. All Staff and Students can access and utilize these services.

Intercom Facility- The campus is well connected with a well-planned Telecom Network with intercom facilities is provided.

GCET website: https://www.geethanjaliinstitutions.com/

A dedicated effort has been made to improve the website over the past few years giving all information about the Institution. This has helped Department of management studies to increase the reach with greater transparency. There is dedicated technical staff to help maintain all the IT resources. Server room looks after the website's designing and maintenance with great enthusiasm.

Learning Management System

- **Reference Globe Learning Management System (RGLMS)** has been used, which enables faculty to create, manage, deliver courses, and share resources. Also helps manage information through ERP. Faculty can create and administer quizzes, tests, and assignments, provide Value Added Courses, training for placements etc. The platform also generates reports on student participation, performance, and engagement, facilitates instant feedback to students, and easy tracking of student progress.

  The following modules facilitate the institution in most of its activities including ease of administration.

  1 Academics
  2 Training for Placements
  3 Center for Learning Resources (Library)
  4 Alumni
  5 Mentoring
  6 Feedback
  7 Transport etc.

RG LMS

- Institution is using BEES software for sending day wise attendance of students, determining teaching effectiveness, conduct of examinations, admissions, evaluation and results processing, Library and accounts.

BEES Software
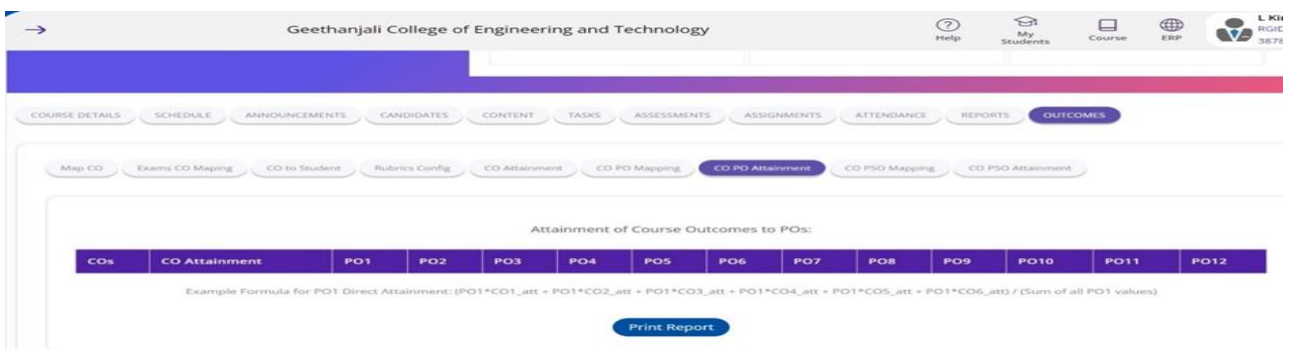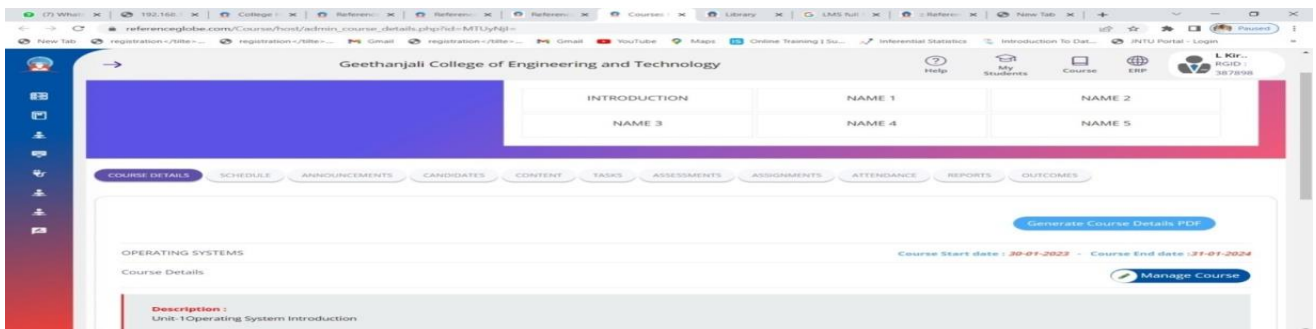
9.1 Alumni Association (10)

Geethanjali College of Engineering and Technology has its Alumni Association registered under the Andhra Pradesh Society Registration Act 2001 (Act No. 35 of 2001). The alumni association has been playing an active role towards the professional development of students and facilitating guest lectures / motivational talks / curriculum design etc.

The alumni of the department of Management Studies have been holding fairly senior positions across various establishments and are actively collaborating with the department in curriculum design, mentoring students in their main projects, and delivering talks, enriching and providing industry exposure to students. Additionally, an annual Alumni Meet is organized on 25th of December every year, to facilitate students establish a network with alumni, facilitating their professional development and a sense of gratification for the alumni as a small token of their contribution towards its alma mater.

Table No. 9.1 Office bearers of Alumni Association 2023-24

S. No	Name	Roll No	Branch	Year of passing	Phone No	Designation
1	Viswa Aditya Akkaraju	06R11A0203	EEE	2010	8074484551	President
2	T.T. Sahiti	16R11E0044	MBA	2018	9908617546	Vice-President
3	Narendra Babu Doddapaneni	07R11A0468	ECE	2011	9703677527	General Secretary
4	K.V. Nikhil	15R11A0485	ECE	2019	8179860329	Joint Secretary

Figure No. 9.1 Certificate of Registration

9.2 Involvement of alumni (25)

- Alumni members are made members of BoS, they contribute in the curriculum design. They examine the current curriculum and give suggestions vis-a-vis the industry - institution interface requirements.

- 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 and 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 Meet

The annual Geethanjali Alumni Meet held on December 25th each year, is a grand gathering of its alumni, which is cherished by all. Nearly two hundred and fifty (250) alumni attend the meeting; enjoy the nostalgic journey back to their college days, filled with joyous reunion with friends and family. The meet is a vibrant celebration featuring a diverse range of engaging activities and entertaining shows, providing a perfect platform for alumni to reconnect, reminisce, and create lasting memories. The details of alumni meet is given in annexure 9.2a.

Geethanjali Alumni Meet 2023
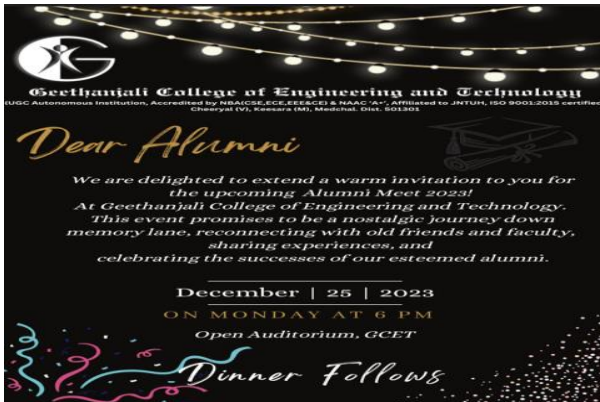
Geethanjali Alumni Meet 2022

Geethanjali Alumni Meet 2021

Visit to Institution and Interaction with students

Alumni interactions are instrumental in bridging the gap between academic learning and industry expectations, offering students practical advice on navigating the job market, developing employability skills, and gaining insights into specific industries and roles. The Table No: 9.2a. details interactions between alumni and students, highlighting the valuable insights and guidance shared during these visits. The interactions include career guidance, and insights into specific industries. These interactions not only help students gain a better understanding of various career paths but also enable them to build valuable networks within their industries of interest.

Table No. 9.2a Details of Alumni Interaction

S. No	Name of the Alumni	Company and Designation	Topic of Interaction	Batch	Date of Interaction
1	J. Prem Kumar (16R11E0035)	HR Executive of Value Labs	Navigating the Job Market: Alumni Insights for MBA Students	2022-24 and 2023-25	27-12-2023
2	V. Abhishek (17R11E0057)	Tax consultant at Deloitte			
3	Mamidi Naveen Kumar (19R11E0035)	Sri Venkateswara Steel Traders	Challenges faced throughout the journey as an of entrepreneur	2022-24 and 2023-25	28-12-2023
4	U. Suman Kumar (17R11E0025)	Senior Equity Pricing Analyst From State Street Company	Employability skills (Job Interview)	2021-23 and 2022-24	17-8-2022
5	Baby Priya (18R11E0006)	Financial Analyst At Wells Fargo	"The skills and mindsets that help to fit into the better position as a fresher into the industry"	202-23 and 2022-24	05-09-2022
6	T. Sahithi (16R11E0044)	Associate Operations at Mass Mutual Global Business Services India	Career and Project guidance	2020-22	28-02-2022
7	Mr. Krishna (07R11E0025)	Glory Concepts (Entrepreneur)	Share Experience as Entrepreneur	2020-22	13-03-2022
8	Sonal Madre (19R11E0052)	Deloitte	Career Guidance and Mock Interviews	2019-21	10-11-2021
9	T. Pavani (19R11E0055)	Goalreify	Career Guidance and Mock Interviews	2019-21	10-11-2021
10	Jishnu (19R11E0058)	Business	Career Guidance and Mock Interviews	2019-21	10-11-2021

11	B. Chandana (19R11E0059)	Reverb fitness studio	Challenges faced throughout the journey as an of entrepreneur	2019-21	10-11-2021
12	Md. Shaffiq (17R11E0040)	Process Associate, Genpact	Project Guidance for Finance students	2018-20	27-09-2019
13	M. Kiran Kumar (17R11E0038)	Research Analyst, FACSET	Project Guidance for Finance students	2018-20	27-09-2019
14	K. Akhila (17R11E0032)	HR Consultant, Water Leaf Co.	Career and Project Guidance For HR Students	2018-20	27-09-2019
15	V. Kavya (17R11E0056)	US Taxation-Deloitte	Project Guidance for Finance students	2018-20	27-09-2019
16	T. Sahithi (16R11E0044)	Research Analyst, S&P	Certifications to complete with MBA	2019-21	27-09-2018
17	Mr. Sairam (12R11E0030)	Senior Analyst, Mortgage Wing, BERKEDIA	Campus to career requirements	2018-20	25-08-2018

Alumni Interaction

Involvement in Curriculum Development

The alumni of the Department of Management Studies have been actively contributing in curriculum development, leveraging their professional background and industry knowledge.

They have appreciated the introduction of a few courses, namely, Data Analytics, Functional English, and Strategic Management Accounting when the curriculum was revised in the year 2020, which in their perception would facilitate students with improved employability.

Alumni suggested to include more case studies in all courses, and appreciated the introduction analytics course in each specialization as professional elective, namely, Finance, Marketing and HR when the curriculum was revised in the year 2022. Further, the alumni have applauded the introduction Business analytics as a core course which would help the student analyze various business issues, thus transforming the organization, by improving their business decision making process. The details of alumni involvement in curriculum development is given in annexure 9.2b

Project guidance

The following alumni have provided guidance to students regarding Project selection, Company selection, Researching Data, and questionnaire preparation etc.

Table No. 9.2b Project guidance by Alumni

S. No	Name of the student	Roll Number	Details of the guidelines	Project Title	Name of the Alumni
1	Chintala Karunakar	21R11E0009	Selection of topic and preparation of questionnaire	Employee Relations Management at Sunrise International Labs Ltd.	J. Prem Kumar-HR Executive of Value Labs
2	Mutyala Sai Kiran	21R11E0047	How to select the topic and preparation of questionnaire to collect the data	Typology and perception towards the software packages for HR data analytics.	
3	Pochampally Vinitha	21R11E0037	Topic selection and data analysis	Impact of emotional intelligence at work place.	
4	Bommakanti Asesh	20R11E0004	Selecting a finance project topic and researching data with proper tools for analysis	Comparative Analysis of Risk And Return on HDFC Bank Limited , ITC Limited, Wipro	T. Sahithi Associate Operations at MassMutual Global Business Services India
5	Burra Shivanand	20R11E0005	Selection of topic and data analysis tools	A Study on Cash Management of HDFC Bank	
6	Etta Sathvika Reddy	20R11E0010	Selection of topic in finance and how to search for the data	Price Fluctuation of Selected Cement Industry-A Study Before and after Covid Period	
7	Vadapally Akhil	20R11E0047	How to select the correct data for analysis	A Study on Inventory Management Practices of Maruthi Suzuki India Limited	Mr. M. Kiran Kumar- Research Analyst, Factset
8	Velala Rukmini Sri Sowmya	20R11E0048	Selection of topic and how to apply the right tools for data analysis	A Study on Claim Settlement Process of LIC In The Wake Of Covid-19	
9	Jupally Prasanna Laxmi	19R11E0024	Selection of topic based on literature study	A project Report on pre and post merge of SBI Bank	Md. Shaffiq - Process Associate, Genpact
10	K. Jyothi	19R11E0025	Selection of data from the data sets available through published sources	A Project report on Impact of Dividend Payout on Shareholders Wealth with reference to selected IT companies	
11	K. Payal	19R11E0028	Selection of topic and tools for data analysis	A Study on Impact of Demonetization in HDFC	

12	P. Prabhudas Reddy	19R11E0041	Topic selection and setting the hypothesis	"A study on Employees Stress Management" at Aptronix (by PLF) Begumpet, Hyderabad.	Ms. K. Akhila- HR Consultant, Water Leaf Co.
13	P. Lavanya	19R11E0040	Selection of topic through the literature study	"A study on Impact of Reward system" at Accenture.	
14	P. Percy	19R11E0045	How to select the topic and collect the data for analysis	Analytical study on the financial performance of IDBI Bank - Before and After privatization	Ms. V. Kavya- US Taxation, Deloitte
15	Ranga Nitesh Goud	19R11E0049	Collecting data on stock returns from financial websites, databases, and market reports.	The Impact of COVID-19 on Stock Returns of the Indian Healthcare and Pharmaceutical Sector with reference to selected companies.	
16	R. Anju	19R11E0050	How to collect the data through published sources for stock returns	A study on Risk and Return under Banking Sector	

Assistance in Entrepreneurship

Some of our alumni became entrepreneurs and have established startups, being the first-generation entrepreneurs in their families. They have been sharing their success stories and the challenges encountered, enlightening and motivating students to start their own establishments.

Table No. 9.2c List of Entrepreneurs

S. No	Batch	Name of the Alumni	Enterprise details
1	2007-09	Krishna Reddy	Glory Concepts
2	2019-21	Mamidi Naveen Kumar	Sri Venkateswara Steel Traders
3	2017-19	Ch. Hari Krishna	Jaish mandi Restaurant
4	2012-14	T. Abhilash	Sri Ram Bakers
5	2007-09	P. Venu	M/S Sai Ratna Foods
6	2019-21	B. Chandana	Reverb Solutions
7	2017-19	A. Pardha Saradhi	Alpha Gen Software Solutions Pvt. Ltd.

Assistance in Placements

Our alumni are employed in various organizations donning different roles. They update faculty and the placement officer about job openings in their respective organizations. The faculty of the department shares the same information in student groups along with the contact details. The alumni support and advise students to succeed in interviews, sharing their experiences and motivating them for career advancement in diverse fields. The Evidence of Information on Placements by Alumni is given in Annexure 9.2c.

9.3 Methodology to connect with Alumni and its implementation (15)

Department of Management Studies, connecting with alumni is a strategic priority aimed at enhancing student experience and fostering a strong alumni community. The approach involves setting clear objectives, and utilizing various communication channels such as Geethanjali alumni portal, email, newsletters and social media platforms. Engagement activities include alumni meets, alumni interactions, guest lectures, project guidance etc. All students at the time of their graduation register themselves as alumni and a comprehensive alumni database is maintained at the institution as well as at the department. Regular feedback is sought to improve upon engagement strategies, through meaningful interactions between alumni and students.
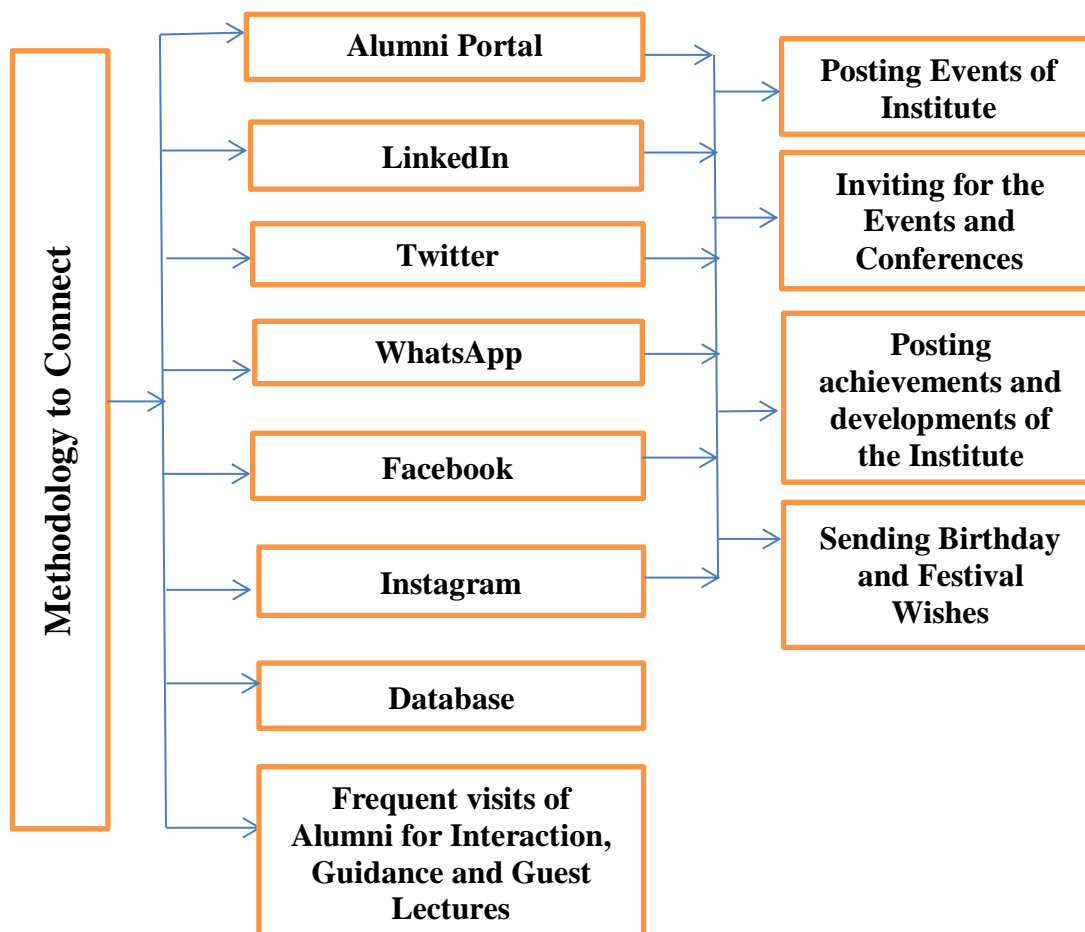
Figure No. 9.3 Methodology to Connect

Alumni portal

Institutional Alumni portal acts as a vital link between the institution and its alumni, serving as a centralized platform for alumni to stay connected, engage with each other, and contribute to their alma mater's development. The portal facilitates professional networking with them providing mentorship for students.

Alumni portal link: http://alumni.gcet.edu.in/
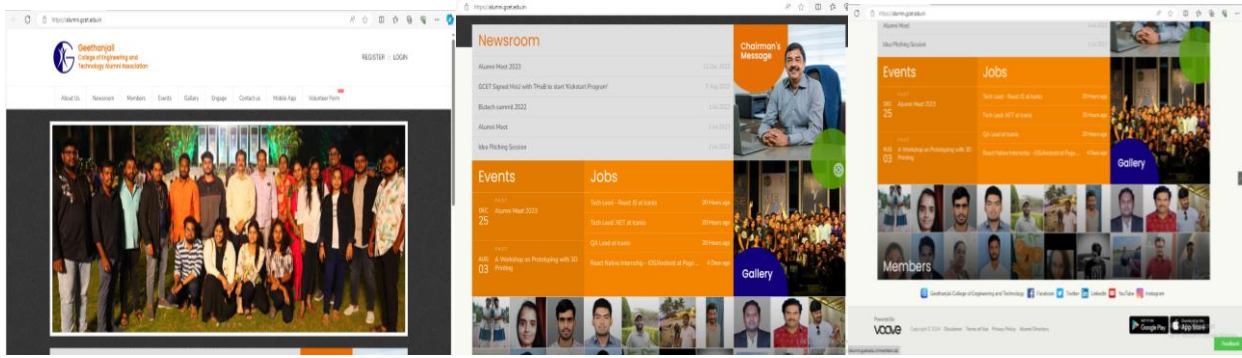
Alumni Database

Alumni database helps in building and nurturing a strong network among graduates. This network can facilitate professional collaborations, job opportunities, and mentorship for current students. Additionally, the database enables the department to engage with alumni by keeping them informed about current events, achievements, and developments. It also serves as a valuable resource for career opportunities, as the department can notify graduates about job openings, internships, and career advancement opportunities. Furthermore, the database is crucial for fostering a strong alumni community, providing career opportunities, seeking feedback for improvement, and promoting the achievements of the Department of Management Studies at Geethanjali College. At Geethanjali College, we have a tradition of preserving alumni data as cherished memories in our "**Memorabilia**" book.

Every Year the Alumni meet is organized on 25th December evening over dinner. The event hosts around 250 alumni.

Students get registered in alumni association on the day, they collect their provisional degrees. Alumni database is maintained and the details are given in annexure 9.3.

News letter

The newsletter serves as a bridge between the department and its stakeholders, namely, students, parents, alumni, recruiters, professional bodies, community etc. keeping them informed about various developments, and achievements of its students, faculty members and alumni. Also mentions opportunities for professional development within the department and the wider community as a whole.

Alumni News

The 9th Alumni Meet of the institution was organized on 25th December 2022. 19 alumni of various batches attended the meet.

Alumni Interaction

S.No	Name of the Alumni	Company and Designation	Topic of Interaction	Addressed Batch	Date of Interaction
1	U. Suman Kumar Kumar (17R11E0025)	Senior Equity Pricing Analyst From State Street Company	Employability skills (Job Interview)	2021-23 and 2022-24	17/8/2022
2	Baby Priya (18R11E0006)	Financial Analyst At Wells Fargo	"The skills and mindsets that help to fit into the better position as a fresher into the industry"	202-23 and 2022-24	5/09/2022

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CRITERION 10	Continuous Improvement	50

10.1. Actions taken based on the results of evaluation of each of the POs and PSOs (20)

Program outcomes (POs) and Program Specific Outcomes (PSOs) serve as measurable indicators of effectiveness of a program. POs and PSOs can be taken as benchmarks for monitoring and evaluating the performance of the program. They enable stakeholders, policymakers, and the public, to assess whether programs are achieving their desired objectives and outcomes.

Attainment of POs and PSOs tracked over a period of time, facilitates identification of areas of success and areas that need improvement, leading to iterative refinements in program design, teaching learning process and evaluation system of the program that help further improvement of the program.

Outcome Based Education (OBE) facilitates tracking the progress of a program with respect to improvements brought in the attainment of POs and PSOs. If the expected attainments of POs and PSOs are not achieved, a thorough analysis is to be carried out to identify the aspects that have resulted in the lower attainments of POs and PSOs. Remedial measures are to be taken to bring required improvement in the attainments. Towards this, POs and PSOs are computed for the batches of 2019-21, 2020-22 and 2021-23. In the pursuit of continuous improvement, certain measures were identified and adopted as indicated below:

- Identified the POs and PSOs, in which the desired target could not be achieved for a particular graduated batch. Subsequently, identified the courses, whose attainments are low, which have a strong bearing in their contribution towards the attainment of POs and PSOs.

- However, in some cases, even if the desired target is achieved for a particular PO/PSO, identified the courses, whose course outcomes have not been attained, but the attainment of PO/PSO is satisfactory, because of the substantial contribution of other courses' attainments to that PO/PSO, although course outcomes have not been attained in a few courses.

- The action plan for the subsequent academic year is recommended for those courses in which the target attainments have not been achieved. The improvements in the attainment of these courses are monitored when these courses are offered next.

- To achieve higher attainments of POs and PSOs as a part of continuous improvement, specific content in course(s) is/are augmented with various academic activities, such as workshops, certificate courses, guest lectures, online MOOC courses, case studies, field visits etc. were implemented.

- Problem / project based activities have been planned and executed to improve the attainment of such courses.

- In addition, interactions and talks by industry experts and business leaders' have

also been conducted for increased student engagement in learning.

All the above have resulted in higher attainment of COs in those courses as well as in a few other courses, thus lead to improved attainment of POs and PSOs.

Table No. 10.1.1 Program Outcomes (POs) and PSOs

PROGRAM OUTCOMES (POs)
PO1: Apply knowledge of management theories and practices to solve business problems.
PO2: Foster Analytical and critical thinking abilities for data-based decision making.
PO3: Ability to develop Value based Leadership ability.
PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.
PO5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
PROGRAM SPECIFIC OUTCOMES (PSOs)
PSO1: Apply Advanced Financial, HR, and Marketing Strategies involving ethical practices with social responsibility to arrive at solutions for given business problems.
PSO2: Demonstrate leadership through analytical ability in Decision Making in managing finance, human resource and marketing functions of an organizational sustainability

Table No. 10.1.2 Summary of POs and PSOs Attainment of three batches

POs	Target	Attained	Target	Attained	Target	Attained
	2019-2021		**2020-2022**		**2021-2023**	
PO1	2.1	2.39	2.1	2.53	2.1	2.54
PO2	2.1	2.38	2.1	2.50	2.1	2.55
PO3	2.1	2.34	2.1	2.52	2.1	2.58
PO4	2.1	2.40	2.1	2.56	2.1	2.50
PO5	2.1	2.39	2.1	2.59	2.1	2.57
PSO1	2.1	2.31	2.1	2.52	2.1	2.50
PSO2	2.1	2.34	2.1	2.53	2.1	2.53

Table No.10.1.2 provides the attainments of POs and PSOs of the last three batches, namely, 2019-21, 2020-22 and 2021-23. For all the three batches, the expected targets of POs and PSOs were achieved. However, in some of the courses, which are mapped to these POs and PSOs, the desired target could not be achieved. These courses were identified and remedial measures were recommended and implemented for improving the outcomes in these courses, so that the mapped POs and PSOs can be achieved. The measures implemented are detailed in the subsequent tables.

Table No. 10.1.3 Actions taken based on the results of evaluation of each of the POs and PSOs (BATCH 2019-2021)

CO, PO and PSO attainments are found to be lower for this batch, since most of the second semester and complete third and fourth semesters classes were conducted online, lesser interaction among faculty and students and peer to peer. Further, the COVID-19 situation had its own psychological impact on every stakeholder. In addition to these mentioned above, a significant number of students hailing from rural background, in particular, whose economic situation is not sound enough, as these do not have electronic gadgets required for carrying out their assignments, case studies etc.

PO1: Apply knowledge of management theories and practices to solve business problems.

POs	Target Level	Attainment Level	Observations
PO1	2.1	2.39	Overall target is attained. However, out of the 34 courses, which are mapped to PO1, eight courses are identified, wherein; the desired target of 2.1 is not attained. These eight courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below:

S. No	Courses	Overall Course Attainment	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Business Law and Environment	1.87	CO2 (1.41), CO3 (1.65) CO4 (1.65), CO5 (1.65)	Students find this course difficult due to its complexity of legal terminology and various sections of law requiring them to remember, thus led to lower attainment of COs.	Students are to be encouraged by providing real-world case studies and examples to get a clear idea on "Business Law and Environment" course.
2	Financial Accounting and Analysis	1.92	CO1 (1.97), CO5 (1.07)	This course involves various concepts such as revenue recognition, matching principles, accrual accounting, and depreciation. Developing a deeper comprehension of these concepts require more practice, particularly for students, who have not been exposed to accounting courses during their undergraduate program.	A bridge course is planned for students facilitating them to have a comprehension of the concepts mentioned to help improve overall performance in "Financial Accounting and Analysis" course.

3	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55), CO4 (1.55), CO5 (1.55)	Students faced difficulty in the course due to lack of practical exposure in cross-functional areas relating to HR management as the classes were conducted online. Additionally, staying updated with HR trends and legal regulations governing employment practices appear be complex for them to comprehend.	Only a few external expert talks and seminars are planned to enhance the knowledge of HR concepts to the students as COVID-19 situation has deteriorated during April, May 2021.
4	Financial Management	1.79	CO1 (1.65), CO2 (1.65) CO3 (1.43), CO4 (1.65)	Financial Management often requires quantitative analysis and mathematical calculations, such as discounted cash flow analysis, financial ratio analysis, and capital budgeting techniques. Students find it challenging to apply accounting formulas and techniques to solve financial problems as most of them are from non-Mathematical background.	A short-term bridge course of a few days with the required concepts in Mathematics to be provided. Students are encouraged by providing practical exercise problems.
5	Intellectual Property Rights	1.41	CO1 (1.65), CO2 (1.65) CO3 (1.35), CO4(0.75), CO5(1.65)	Intellectual Property Rights involve understanding the IP rights, including registration procedures, infringement claims, and enforcement mechanisms, that may be challenging for students without a legal background.	Workshops are to be conducted to provide the necessary legal background for IPR to make students understand about different types of rights and procedures of filing theses rights.
6	Performance Management	1.73	CO2 (1.65), CO3 (1.41) CO4 (0.93), CO5 (1.65)	Performance Management offered in second year first semester requires the background of HR management studied in first year second semester, whose outcomes are found to be low, which has again resulted in this course.	Students are to be encouraged by providing real-world case studies and examples for deeper understanding of the concepts and develop the skills needed for improved attainment in Performance Management course.

7	Learning and Development	2.01	CO1 (1.65), CO2 (1.65) CO4 (1.65)	Learning and Development draws upon various psychological theories that are more abstract for students to not only comprehend but also for them to explicitly explain in the examination.	Assignments related to psychological theories built on human behavior under various circumstances with examples are suggested for improved learning.
8	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Students struggle to comprehend the complex human behaviour and its relation to labour laws, employment contractual obligations linked to workplace policies.	Planned to ask students to give presentations on policies of a few companies as case study and relate them to human behavior, considering themselves as employees.
All the above courses require physical class room learning, which unfortunately could not take place due to COVID-19 situation					

PO2: Foster Analytical and critical thinking abilities for data-based decision making.

POs	Target Level	Attainment Level	Observations
PO2	2.1	2.38	Overall target is attained. However, out of the 33 courses, which are mapped to PO2, eight courses are identified, wherein; the desired target of 2.1 is not attained. These eight courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below:

S.No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Business Law and Environment	1.87	CO2 (1.41),CO3 (1.65) CO4 (1.65), CO5 (1.65)	Students find this course difficult due to its complexity of legal terminology and various sections of law requiring them to remember, thus led to lower attainment of COs.	Students are to be encouraged by providing real-world case studies and examples to get a clear idea on "Business Law and Environment" course.

2	Financial Accounting and Analysis	1.92	CO1 (1.97), CO5 (1.07)	This course involves various concepts such as revenue recognition, matching principles, accrual accounting, and depreciation. Developing a deeper comprehension of these concepts require more practice, particularly for students, who have not been exposed to accounting courses during their undergraduate program.	A bridge course is planned for students facilitating them to have a comprehension of the concepts mentioned to help improve overall performance in "Financial Accounting and Analysis" course.
3	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55) CO4 (1.55), CO5 (1.55)	Students faced difficulty in the course due to lack of practical exposure in cross-functional areas relating to HR management as the classes were conducted online. Additionally, staying updated with HR trends and legal regulations governing employment practices appear be complex for them to comprehend.	Only a few external expert talks and seminars are planned to enhance the knowledge of HR concepts to the students as COVID-19 situation has deteriorated during April, May 2021.
4	Financial Management	1.79	CO1 (1.65), CO2 (1.65) CO3 (1.43), CO4 (1.65)	Financial Management often requires quantitative analysis and mathematical calculations, such as discounted cash flow analysis, financial ratio analysis, and capital budgeting techniques. Students find it challenging to apply accounting formulas and techniques to solve financial problems as most of them are from non-Mathematical background.	A short-term bridge course of a few days with the required concepts in Mathematics to be provided. Students are encouraged by providing practical exercise problems.
5	Intellectual Property Rights	1.41	CO1 (1.65), CO2 (1.65), CO3 (1.35), CO4 (0.75), CO5(1.65)	Intellectual Property Rights involve understanding the IP rights, including registration procedures, infringement claims, and enforcement mechanisms, that may be challenging for students without a legal background.	Workshops are to be conducted to provide the necessary legal background for IPR to make students understand about different types of rights and procedures of filing theses rights.

6	Performance Management	1.73	CO2 (1.65), CO3 (1.41), CO4 (0.93), CO5 (1.65)	Performance Management offered in second year first semester requires the background of HR management studied in first year second semester, whose outcomes are found to be low, which has again resulted in this course.	Students are to be encouraged by providing real-world case studies and examples for deeper understanding of the concepts and develop the skills needed for improved attainment in Performance Management course.
7	Learning and Development	2.01	CO1 (1.65), CO2 (1.65) CO4 (1.65)	Learning and Development draws upon various psychological theories that are more abstract for students to not only comprehend but also for them to explicitly explain in the examination.	Assignments related to psychological theories built on human behavior under various circumstances with examples are suggested for improved learning.
8	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Students struggle to comprehend the complex human behaviour and its relation to labour laws, employment contractual obligations linked to workplace policies.	Planned to ask students to give presentations on policies of a few companies as case study and relate them to human behavior, considering themselves as employees.

PO3: Ability to develop Value based Leadership ability.

POs	Target Level	Attainment Level	Observations
PO3	2.1	2.34	Overall target is attained. However, out of the 20 courses, which are mapped to PO3, six courses are identified, wherein; the desired target of 2.1 is not attained. These six courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below:

S.No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55), CO4 (1.55), CO5 (1.55)	Students may not have adequately prepared for mid-term exams, leading to poor performance in HRM subject, leading to low attainment.	Seminars were conducted to enhance confidence level and knowledge in HRM concepts.
2	Financial Management	1.79	CO1 (1.65), CO2 (1.65) CO3 (1.43), CO4 (1.65)	Financial management often requires quantitative analysis and mathematical calculations, such as discounted cash flow analysis, financial ratio analysis, and capital budgeting techniques. Students find it challenging to apply accounting formulas and techniques to solve financial problems.	Remedial classes were conducted to improve students' performance in exams.
3	Performance Management	1.73	CO2 (1.65), CO3 (1.41) CO4 (0.93), CO5 (1.65)	Students lack practical exposure to Industry. As a result they are not able to think practically in terms of Performance management and employee development. They find it to interpret and analyze HR scenarios in real time.	Conducted seminars in this course and given case studies for students to enhance their understanding level.

4	Learning and Development	2.01	CO1 (1.65), CO2 (1.65) CO4 (1.65)	Semester End Examination questions require more time to answer, since the question paper is lengthy.	High cognitive levels of assignments were given for better understanding in this course.
5	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Latest development in concepts relating to social dialogue and reform are to be read from the case studies and articles. Effort has to be made to increase case study usage in class room teaching.	Case studies were provided for students to make familiar with employee relation laws and their legal acts.
6	Strategic Management	2.09	CO2 (1.65), CO3 (1.65)	Strategic management involves coordination among inter functional areas. Students tend to work independently as a result they do not appreciate the role of other functional areas. They need to be made to work in teams.	Group discussions were conducted for students to improve their understanding levels and enhance their overall performance in exams.

PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

POs	Target Level	Attainment Level	Observations
PO4	2.1	2.40	Overall target is attained. However, out of the 32 courses, which are mapped to PO4, seven courses are identified, wherein; the desired target of 2.1 is not attained. These seven courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below:

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Business Law and Environment	1.87	CO2 (1.41),CO3 (1.65) CO4 (1.65), CO5 (1.65)	Students find this course difficult due to its complexity of legal terminology and various sections of law requiring them to remember, thus led to lower attainment of COs.	Students are to be encouraged by providing real-world case studies and examples to get a clear idea on "Business Law and Environment" course.

2	Financial Accounting and Analysis	1.92	CO1 (1.97), CO5 (1.07)	This course involves various concepts such as revenue recognition, matching principles, accrual accounting, and depreciation. Developing a deeper comprehension of these concepts require more practice, particularly for students, who have not been exposed to accounting courses during their undergraduate program.	A bridge course is planned for students facilitating them to have a comprehension of the concepts mentioned to help improve overall performance in "Financial Accounting and Analysis" course.
3	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55), CO4 (1.55), CO5 (1.55)	Students faced difficulty in the course due to lack of practical exposure in cross-functional areas relating to HR management as the classes were conducted online. Additionally, staying updated with HR trends and legal regulations governing employment practices appear be complex for them to comprehend.	Only a few external expert talks and seminars are planned to enhance the knowledge of HR concepts to the students as COVID-19 situation has deteriorated during April, May 2021.
4	Financial Management	1.79	CO1 (1.65), CO2 (1.65) CO3 (1.43), CO4 (1.65)	Financial Management often requires quantitative analysis and mathematical calculations, such as discounted cash flow analysis, financial ratio analysis, and capital budgeting techniques. Students find it challenging to apply accounting formulas and techniques to solve financial problems as most of them are from non-Mathematical background.	A short-term bridge course of a few days with the required concepts in Mathematics to be provided. Students are encouraged by providing practical exercise problems.

5	Intellectual Property Rights	1.41	CO1 (1.65), CO2 (1.65) CO3 (1.35), CO4 (0.75), CO5(1.65)	Intellectual Property Rights involve understanding the IP rights, including registration procedures, infringement claims, and enforcement mechanisms, that may be challenging for students without a legal background.	Workshops are to be conducted to provide the necessary legal background for IPR to make students understand about different types of rights and procedures of filing theses rights.
6	Performance Management	1.73	CO2 (1.65), CO3 (1.41) CO4 (0.93), CO5 (1.65)	Performance Management offered in second year first semester requires the background of HR management studied in first year second semester, whose outcomes are found to be low, which has again resulted in this course.	Students are to be encouraged by providing real-world case studies and examples for deeper understanding of the concepts and develop the skills needed for improved attainment in Performance Management course.
7	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Students struggle to comprehend the complex human behaviour and its relation to labour laws, employment contractual obligations linked to workplace policies.	Planned to ask students to give presentations on policies of a few companies as case study and relate them to human behavior, considering themselves as employees.

PO5. Ability to lead themselves and others in the achievement of organizational goals,contributing effectively to a team environment.

POs	Target Level	Attainment Level	Observations
PO5	2.1	2.39	Overall target is attained. However, out of the 29 courses, which are mapped to PO5, seven courses are identified, wherein; the desired target of 2.1 is not attained. These seven courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below:

S.No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken:
1	Business Law and Environment	1.87	CO2 (1.41), CO3 (1.65) CO4 (1.65), CO5 (1.65)	Students find this course difficult due to its complexity of legal terminology and various sections of law requiring them to remember, thus led to lower attainment of COs.	Students are to be encouraged by providing real-world case studies and examples to get a clear idea on "Business Law and Environment" course.
2	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55) CO4 (1.55), CO5 (1.55)	Students faced difficulty in the course due to lack of practical exposure in cross-functional areas relating to HR management as the classes were conducted online. Additionally, staying updated with HR trends and legal regulations governing employment practices appear be complex for them to comprehend.	Only a few external expert talks and seminars are planned to enhance the knowledge of HR concepts to the students as COVID-19 situation has deteriorated during April, May 2021.

3	Intellectual Property Rights	1.41	CO1 (1.65), CO2 (1.65) CO3 (1.35), CO4 (0.75), CO5(1.65)	Intellectual Property Rights involve understanding the IP rights, including registration procedures, infringement claims, and enforcement mechanisms, that may be challenging for students without a legal background.	Workshops are to be conducted to provide the necessary legal background for IPR to make students understand about different types of rights and procedures of filing theses rights.
4	Performance Management	1.73	CO2 (1.65), CO3 (1.41) CO4 (0.93), CO5 (1.65)	Students lack practical exposure to Industry. As a result they are not able to think practically in terms of Performance management and employee development. They find it to interpret and analyze HR scenarios in real time.	Conducted seminars in this course and given case studies for students to enhance their understanding level.
5	Learning and Development	2.01	CO1 (1.65), CO2 (1.65) CO4 (1.65)	Semester End Examination questions require more time to answer, since the question paper is lengthy.	High cognitive levels of assignments were given for better understanding in this course.
6	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Latest development in concepts relating to social dialogue and reform are to be read from the case studies and articles. Effort has to be made to increase case study usage in class room teaching.	Case studies were provided for students to make familiar with employee relation laws and their legal acts.
7	Strategic Management	2.09	CO2 (1.65), CO3 (1.65)	Strategic management involves coordination among inter functional areas. Students tend to work independently as a result they do not appreciate the role of other functional areas. They need to be made to work in teams.	Group discussions were conducted for students to improve their understanding levels and enhance their overall performance in exams.

PSO1: Apply Advanced Financial, HR, and Marketing Strategies involving ethical practices with social responsibility to arrive at solutions for given business problems.

PSOs	Target Level	Attainment Level	Observations
PSO1	2.1	2.31	Overall target is attained. However, out of the 29 courses, which are mapped to PSO1, eight courses are identified, wherein; the desired target of 2.1 is not attained. These eight courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Business Law and Environment	1.87	CO2 (1.41), CO3 (1.65) CO4 (1.65), CO5 (1.65)	Students find this course difficult due to its complexity of legal terminology and various sections of law requiring them to remember, thus led to lower attainment of COs.	Students are to be encouraged by providing real-world case studies and examples to get a clear idea on "Business Law and Environment" course.
2	Financial Accounting and Analysis	1.92	CO1 (1.97), CO5 (1.07)	This course involves various concepts such as revenue recognition, matching principles, accrual accounting, and depreciation. Developing a deeper comprehension of these concepts require more practice, particularly for students, who have not been exposed to accounting courses during their undergraduate program.	A bridge course is planned for students facilitating them to have a comprehension of the concepts mentioned to help improve overall performance in "Financial Accounting and Analysis" course.
3	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55) CO4 (1.55), CO5 (1.55)	Students faced difficulty in the course due to lack of practical exposure in cross-functional areas relating to HR management as the classes were conducted online. Additionally, staying updated with HR trends and legal regulations governing employment practices appear be complex for them to comprehend.	Only a few external expert talks and seminars are planned to enhance the knowledge of HR concepts to the students as COVID-19 situation has deteriorated during April, May 2021.

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4	Financial Management	1.79	CO1 (1.65), CO2 (1.65) CO3 (1.43), CO4 (1.65)	Financial Management often requires quantitative analysis and mathematical calculations, such as discounted cash flow analysis, financial ratio analysis, and capital budgeting techniques. Students find it challenging to apply accounting formulas and techniques to solve financial problems as most of them are from non-Mathematical background.	A short-term bridge course of a few days with the required concepts in Mathematics to be provided. Students are encouraged by providing practical exercise problems.
5	Intellectual Property Rights	1.41	CO1 (1.65), CO2 (1.65) CO3 (1.35), CO4 (0.75), CO5(1.65)	Intellectual Property Rights involve understanding the IP rights, including registration procedures, infringement claims, and enforcement mechanisms, that may be challenging for students without a legal background.	Workshops are to be conducted to provide the necessary legal background for IPR to make students understand about different types of rights and procedures of filing theses rights.
6	Performance management	1.73	CO2 (1.65), CO3 (1.41) CO4 (0.93), CO5 (1.65)	Students lack practical exposure to Industry. As a result they are not able to think practically in terms of Performance management and employee development. They find it to interpret and analyze HR scenarios in real time.	Conducted seminars in this course and given case studies for students to enhance their understanding level.
7	Learning and Development	2.01	CO1 (1.65), CO2 (1.65) CO4 (1.65)	Semester End Examination questions require more time to answer, since the question paper is lengthy.	High cognitive levels of assignments were given for better understanding in this course.
8	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Latest development in concepts relating to social dialogue and reform are to be read from the case studies and articles. Effort has to be made to increase case study usage in class room teaching.	Case studies were provided for students to make familiar with employee relation laws and their legal acts.

PSO2: Demonstrate leadership through analytical ability in Decision Making in managing finance, human resource and marketing functions of an organizational sustainability.

PSOs	Target Level	Attainment Level	Observations
PSO2	2.1	2.34	Overall target is attained. However, out of the 33 courses, which are mapped to PSO2, eight courses are identified, wherein; the desired target of 2.1 is not attained. These eight courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Business Law and Environment	1.87	CO2 (1.41), CO3 (1.65) CO4 (1.65), CO5 (1.65)	Students find this course difficult due to its complexity of legal terminology and various sections of law requiring them to remember, thus led to lower attainment of COs.	Students are to be encouraged by providing real-world case studies and examples to get a clear idea on "Business Law and Environment" course.
2	Financial Accounting and Analysis	1.92	CO1 (1.97), CO5 (1.07)	This course involves various concepts such as revenue recognition, matching principles, accrual accounting, and depreciation. Developing a deeper comprehension of these concepts require more practice, particularly for students, who have not been exposed to accounting courses during their undergraduate program.	A bridge course is planned for students facilitating them to have a comprehension of the concepts mentioned to help improve overall performance in "Financial Accounting and Analysis" course.
3	Human Resource Management	1.78	CO2 (1.78), CO3 (1.55) CO4 (1.55), CO5 (1.55)	Students faced difficulty in the course due to lack of practical exposure in cross-functional areas relating to HR management as the classes were conducted online. Additionally, staying updated with HR trends and legal regulations governing employment practices appear be complex for them to comprehend.	Only a few external expert talks and seminars are planned to enhance the knowledge of HR concepts to the students as COVID-19 situation has deteriorated during April, May 2021.

4	Financial Management	1.79	CO1 (1.65), CO2 (1.65) CO3 (1.43), CO4 (1.65)	Financial Management often requires quantitative analysis and mathematical calculations, such as discounted cash flow analysis, financial ratio analysis, and capital budgeting techniques. Students find it challenging to apply accounting formulas and techniques to solve financial problems as most of them are from non-Mathematical background.	A short-term bridge course of a few days with the required concepts in Mathematics to be provided. Students are encouraged by providing practical exercise problems.
5	Intellectual Property Rights	1.41	CO1 (1.65), CO2 (1.65) CO3 (1.35), CO4 (0.75), CO5(1.65)	Intellectual Property Rights involve understanding the IP rights, including registration procedures, infringement claims, and enforcement mechanisms, that may be challenging for students without a legal background.	Workshops are to be conducted to provide the necessary legal background for IPR to make students understand about different types of rights and procedures of filing theses rights.
6	Performance management	1.73	CO2 (1.65), CO3 (1.41) CO4 (0.93), CO5 (1.65)	Students lack practical exposure to Industry. As a result they are not able to think practically in terms of Performance management and employee development. They find it to interpret and analyze HR scenarios in real time.	Conducted seminars in this course and given case studies for students to enhance their understanding level.
7	Learning and Development	2.01	CO1 (1.65), CO2 (1.65) CO4 (1.65)	Semester End Examination questions require more time to answer, since the question paper is lengthy.	High cognitive levels of assignments were given for better understanding in this course.
8	Employee Relations	2.01	CO2 (1.65), CO4(1.65)	Latest development in concepts relating to social dialogue and reform are to be read from the case studies and articles. Effort has to be made to increase case study usage in class room teaching.	Case studies were provided for students to make familiar with employee relation laws and their legal acts.

Table No. 10.1.4 Actions taken based on the results of evaluation of each of the POs and PSOs (BATCH 2020-2022)

PO1: Apply knowledge of management theories and practices to solve business problems.

POs	Target Level	Attainment Level	Observations
PO1	2.1	2.53	Overall target is attained. However, out of the 34 courses, which are mapped to PO1, three courses are identified, wherein; the desired target of 2.1 is not attained. These three courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below

S.No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management and Organizational Behavior (MOB)	1.74	CO2 (1.65), CO3,(1.65), CO5 (1.65)	Since MOB is the first semester course, which requires direct interaction between faculty and student as well as discussion among students, which could not take place due to COVID-19 situation.	Provide case studies and discussions among students
2	Human Resource Management (HRM)	1.48	CO1 (1.31), CO3 (1.07), CO4 (1.97), CO5(1.07)	Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation.	Group discussions, seminars and industry visits to be conducted to improve students' comprehension.
3	Financial Management	1.39	CO1 (1.31), CO2 (1.51) CO3 (1.52), CO4 (1.52), CO5 (1.07)	The course is more quantitative requiring off-line class room learning which took place partially and hence, the lower attainment.	More exercise problems need to be given to improve their performance.

PO2: Foster Analytical and critical thinking abilities for data-based decision making.

POs	Target Level	Attainment Level	Observations
PO2	2.1	2.50	Overall target is attained. However, out of the 32 courses, which are mapped to PO2, three courses are identified, wherein; the desired target of 2.1 is not attained. These three courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below

S.No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management and organizational behavior	1.74	CO2 (1.65), CO3(1.65), CO5 (1.65)	Since MOB is the first semester course, which requires direct interaction between faculty and student as well as discussion among students, which could not take place due to COVID-19 situation.	Provide case studies and discussions among students
2	Human Resource Management	1.48	CO1 (1.31), CO2 (2.00) CO3 (1.07), CO4 (1.97), CO5(1.07)	Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation.	Group discussions, seminars and industry visits to be conducted to improve students' comprehension.

| 3	Financial Management	1.39	CO1 (1.31), CO2 (1.51) CO3 (1.52), CO4 (1.52), CO5 (1.07)	The course is more quantitative requiring off-line class room learning which took place partially and hence, the lower attainment.	More exercise problems need to be given to improve their performance.

PO3: Ability to develop Value based Leadership ability.

POs	Target Level	Attainment Level	Observations
PO3	2.1	2.02	Overall target is attained. However, out of the 20 courses, which are mapped to PO3, three courses are identified, wherein; the desired target of 2.1 is not attained. These three courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management and Organizational Behavior	1.74	CO2 (1.65), CO3(1.65), CO5 (1.65)	Since MOB is the first semester course, which requires direct interaction between faculty and student as well as discussion among students, which could not take place due to COVID-19 situation.	Provide case studies and discussions among students

| 2 | Human Resource Management | 1.48 | CO1 (1.31), CO2 (2.00) CO3 (1.07), CO4 (1.97), CO5(1.07) | Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation. | Group discussions, seminars and industry visits to be conducted to improve students' comprehension. |
| 3 | Financial Management | 1.39 | CO1 (1.31), CO2 (1.51) CO3 (1.52), CO4 (1.52), CO5 (1.07) | The course is more quantitative requiring off-line class room learning which took place partially and hence, the lower attainment. | More exercise problems need to be given to improve their performance. |

PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspectsof business.

POs	Target Level	Attainment Level	Observations
PO4	2.1	2.36	Overall target is attained. However, out of the 32 courses, which are mapped to PO4, three courses are identified, wherein; the desired target of 2.1 is not attained. These three courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management and Organizational Behavior	1.74	CO2 (1.65), CO3(1.65), CO5 (1.65)	Since MOB is the first semester course, which requires direct interaction between faculty and student as well as discussion among students, which could not take place due to COVID-19 situation.	Provide case studies and discussions among students

2	Human Resource Management	1.48	CO1 (1.31), CO2 (2.00) CO3 (1.07), CO4 (1.97), CO5(1.07)	Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation.	Group discussions, seminars and industry visits to be conducted to improve students' comprehension.
3	Financial Management	1.39	CO1 (1.31), CO2 (1.51) CO3 (1.52), CO4 (1.52), CO5 (1.07)	The course is more quantitative requiring off-line class room learning which took place partially and hence, the lower attainment.	More exercise problems need to be given to improve their performance.

PO5: Ability to lead themselves and others in the achievement of organizational goals,contributing effectively to a team environment.

POs	Target Level	Attainment Level	Observations
PO5	2.1	2.17	Overall target is attained. However, out of the 28 courses, which are mapped to PO5, two courses are identified, wherein; the desired target of 2.1 is not attained. These two courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management and Organizational Behavior	1.74	CO2 (1.65), CO3(1.65), CO5 (1.65)	Since MOB is the first semester course, which requires direct interaction between faculty and student as well as discussion among students, which could not take place due to COVID-19 situation.	Provide case studies and discussions among students
2	Human Resource Management	1.48	CO1 (1.31), CO2 (2.00) CO3 (1.07), CO4 (1.97), CO5(1.07)	Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation to understand HR practices.	Group discussions, seminars and industry visits to be conducted to improve students' comprehension.

PSO1: Apply Advanced Financial, HR, and Marketing Strategies involving ethical practices with social responsibility to arrive at solutions for given business problems.

PSOs	Target Level	Attainment Level	Observations
PSO1	2.1	2.36	Overall target is attained. However, out of the 30 courses, which are mapped to PSO1, two courses are identified, wherein; the desired target of 2.1 is not attained. These two courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below

S.No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Human Resource Management	1.48	CO1 (1.31), CO2 (2.00) CO3 (1.07), CO4 (1.97), CO5(1.07)	Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation to understand HR practices.	Group discussions, seminars and industry visits to be conducted to improve students' comprehension.
2	Financial Management	1.39	CO1 (1.31), CO2 (1.51) CO3 (1.52), CO4 (1.52), CO5 (1.07)	The course is more quantitative requiring off-line class room learning which took place partially and hence, the lower attainment.	More exercise problems need to be given to improve their performance.

PSO2: Demonstrate leadership through analytical ability in Decision Making in managing finance, human resource and marketing functions of an organizational sustainability.

PSOs	Target Level	Attainment Level	Observations
PSO2	2.1	2.34	Overall target is attained. However, out of the 32 courses, which are mapped to PSO2, three courses are identified, wherein; the desired target of 2.1 is not attained. These three courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management and organizational behavior	1.74	CO2 (1.65), CO3,(1.65), CO5 (1.65)	Since MOB is the first semester course, which requires direct interaction between faculty and student as well as discussion among students, which could not take place due to COVID-19 situation.	Provide case studies and discussions among students
2	Human Resource Management	1.48	CO1 (1.31), CO2 (2.00) CO3 (1.07), CO4 (1.97), CO5(1.07)	Requires application of HRM principles in practical scenarios, a few industrial visits providing some exposure and interaction with organizations, which could not take place due to COVID-19 situation to understand HR practices.	Group discussions, seminars and industry visits to be conducted to improve students' comprehension.
3	Financial Management	1.39	CO1 (1.31), CO2 (1.51) CO3 (1.52), CO4 (1.52), CO5 (1.07)	The course is more quantitative requiring off-line class room learning which took place partially and hence, the lower attainment.	More exercise problems need to be given to improve their performance.

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<h1 style="text-align:center">Impact of the Action taken</h1>

a. Improvement in the Course Attainment

For the batch of 2019-21, out of the 35 courses of the program, spanning over four semesters, in nine courses mentioned below, the desired target of 2.1 could not be achieved. Remedial measures were suggested as part of the Action Plan to improve the attainment in these identified courses. Accordingly, additional activities were conducted for the next batch of students in the identified courses for which the desired target of the course outcomes could not be achieved. The result of these activities brought substantial improvement in the course outcomes as detailed below:

<p style="text-align:center">Table No. 10.1.3 Improvement in the Course Attainment</p>

COURSES	2019-21	2020-22
Business Law and Environment	1.87	2.28
Financial Accounting and Analysis	1.92	2.36
Human Resource Management	1.78	1.48
Financial Management	1.79	1.39
Intellectual Property Rights	1.41	---
Performance Management	1.73	2.73
Learning and Development	2.01	2.51
Employee Relations	2.01	3.00
Strategic Management	2.09	2.63

Figure No. 10.1.3: Comparison of Course Outcomes
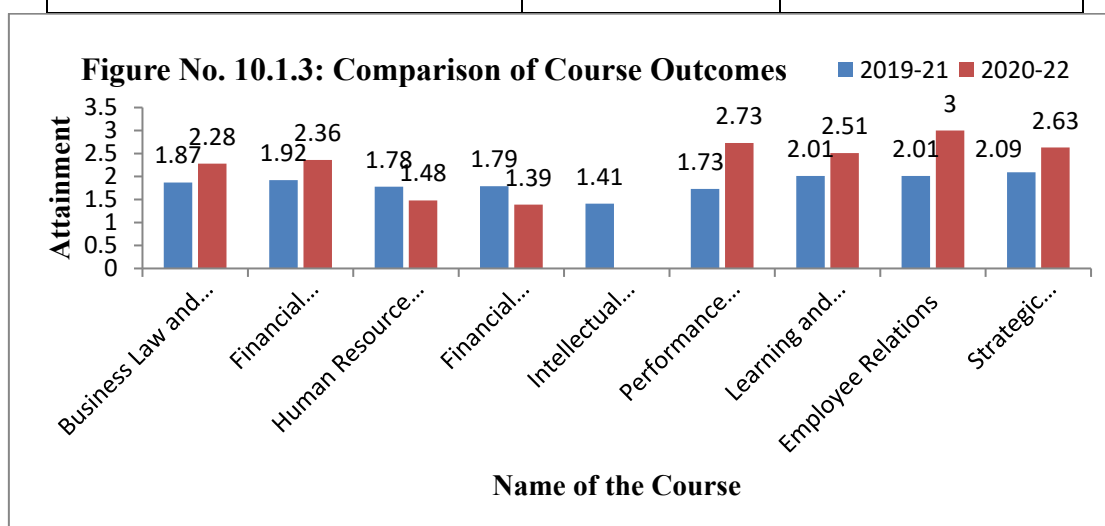
b. Reduction in the number of courses that did not meet the target

For the batch of 2019-21, in **Nine** courses the desired target of 2.1 could not be attained. Remedial measures were suggested and implemented as part of the Action Plan to improve

the attainment in these identified courses. Result of these measures was visible for the subsequent batch of 2020-22, as the number of courses in which the desired target could not be attained was reduced to **Three**, the details of which are shown below:

Table No. 10.1.4 Courses in which the Target was not Attained

Courses	2019-21	Courses	2020-22
Business Law and Environment	1.87	Management and Organizational Behavior	1.74
Financial Accounting and Analysis	1.92		
Human Resource Management	1.78	Human Resource Management	1.48
Financial Management	1.79	Financial Management	1.39
Intellectual Property Rights	1.41		
Performance Management	1.73		
Learning and Development	2.01		
Employee Relations	2.01		
Strategic Management	2.09		

Table No. 10.1.5 Actions taken based on the results of evaluation of each of the POs and PSOs (BATCH 2021-2023)

PO1: Apply knowledge of management theories and practices to solve business problems.

POs	Target Level	Attainment Level	Observations
PO1	2.1	2.54	Overall target is attained. However, out of the 34 courses, which are mapped to PO1, two courses are identified, wherein; the desired target of 2.1 is not attained. These two courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Indian Ethos and Management Ethics	1.83	CO2 (1.65), CO4,(1.65), CO5 (1.65)	Students were unable to connect and correlate the course content to management principles as the course content is more abstract requiring deeper critical and lateral thinking. It is more like understanding the Dharma Sukshma from SANATANA DHARMA.	Provide some case studies correlating management principles involving a few incidents from Indian history and mythology for appreciating Dharma Sukshma from SANATANA DHARMA.
2	Management Information System and Enterprise Resource Planning.	1.65	CO1 (1.65), CO2 (1.65) CO3 (1.65), CO4 (1.65) CO5 (1.65)	This requires technical concepts related to system analysis and design, database management, software development, and data analytics, and difficult to comprehend without associated lab/course based project.	Expert lectures to be conducted, and available laboratory to be used facilitating course based projects.

**PO2:** Foster Analytical and critical thinking abilities for data-based decision making.

POs	Target Level	Attainment Level	Observations
PO2	2.1	2.55	Overall target is attained. However, out of the 32 courses, which are mapped to PO2, one course is identified, wherein; the desired target of 2.1 is not attained. The course along with its corresponding COs, which has contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Management Information System and Enterprise Resource Planning.	1.65	CO1 (1.65), CO2 (1.65) CO3 (1.65), CO4 (1.65) CO5(1.65)	This requires technical concepts related to system analysis and design, database management, software development, and data analytics, and difficult to comprehend without associated lab/course based project.	Expert lectures to be conducted, and available laboratory to be used facilitating course based projects.

PO3: Ability to develop Value based Leadership ability.

POs	Target Level	Attainment Level	Observations
PO3	2.1	2.58	Overall target is attained. However, out of the 20 courses, which are mapped to PO3, two courses are identified, wherein; the desired target of 2.1 is not attained. These two courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S.No.	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Indian Ethos and management ethics	1.83	CO2 (1.65), CO4(1.65), CO5 (1.65)	Students were unable to connect and correlate the course content to management principles as the course content is more abstract requiring deeper critical and lateral thinking. It is more like understanding the Dharma Sukshma from SANATANA DHARMA.	Provide some case studies correlating management principles involving a few incidents from Indian history and mythology for appreciating Dharma Sukshma from SANATANA DHARMA.
2	Management information system and Enterprise resource planning.	1.65	CO1 (1.65), CO2 (1.65) CO3 (1.65), CO4 (1.65) CO5(1.65)	This requires technical concepts related to system analysis and design, database management, software development, and data analytics, and difficult to comprehend without associated lab/course based project.	Expert lectures to be conducted, and available laboratory to be used facilitating course based projects.

PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

POs	Target Level	Attainment Level	Observations
PO4	2.1	2.50	Overall target is attained. However, out of the 31 courses, which are mapped to PO4, two courses are identified, wherein; the desired target of 2.1 is not attained. These two courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S. No.	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Indian Ethos and management ethics	1.83	CO2 (1.65), CO4(1.65), CO5 (1.65)	Students were unable to connect and correlate the course content to management principles as the course content is more abstract requiring deeper critical and lateral thinking. It is more like understanding the Dharma Sukshma from SANATANA DHARMA.	Provide some case studies correlating management principles involving a few incidents from Indian history and mythology for appreciating Dharma Sukshma from SANATANA DHARMA.
2	Management information system and Enterprise resource planning.	1.65	CO1 (1.65), CO2 (1.65) CO3 (1.65), CO4 (1.65) CO5(1.65)	This requires technical concepts related to system analysis and design, database management, software development, and data analytics, and difficult to comprehend without associated lab/course based project.	Expert lectures to be conducted, and available laboratory to be used facilitating course based projects.

PO5: Ability to lead themselves and others in the achievement of organizational goals,contributing effectively to a team environment.

POs	Target Level	Attainment Level	Observations
PO5	2.1	2.57	Overall target is attained. However, out of the 28 courses, which are mapped to PO4, one course is identified, wherein; the desired target of 2.1 is not attained. The course along with its corresponding COs, which has contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Indian Ethos and management ethics	1.83	CO2 (1.65), CO4(1.65), CO5 (1.65)	Students were unable to connect and correlate the course content to management principles as the course content is more abstract requiring deeper critical and lateral thinking. It is more like understanding the Dharma Sukshma from SANATANA DHARMA.	Provide some case studies correlating management principles involving a few incidents from Indian history and mythology for appreciating Dharma Sukshma from SANATANA DHARMA.

PSO1: Apply Advanced Financial, HR, and Marketing Strategies involving ethical practices with social responsibility to arrive at solutions for given business problems

PSOs	Target Level	Attainment Level	Observations
PSO1	2.1	2.50	Overall target is attained. However, out of the 30 courses, which are mapped to PSO1, one course is identified, wherein; the desired target of 2.1 is not attained. The course along with its corresponding COs, which has contributed to the lower attainment are mentioned in the table below.

S. No	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Indian Ethos and management ethics	1.83	CO2 (1.65), CO4(1.65), CO5 (1.65)	Students were unable to connect and correlate the course content to management principles as the course content is more abstract requiring deeper critical and lateral thinking. It is more like understanding the Dharma Sukshma from SANATANA DHARMA.	Provide some case studies correlating management principles involving a few incidents from Indian history and mythology for appreciating Dharma Sukshma from SANATANA DHARMA.

PSO2: Demonstrate leadership through analytical ability in Decision Making in managing finance, human resource and marketing functions of an organizational sustainability.

PSOs	Target Level	Attainment Level	Observations
PSO2	2.1	2.53	Overall target is attained. However, out of the 32 courses, which are mapped to PSO2, two courses are identified, wherein; the desired target of 2.1 is not attained. These two courses along with their corresponding COs, which have contributed to the lower attainment are mentioned in the table below.

S. No.	Courses	Overall Course Attainment Level	Corresponding COs in which the attainment is low	Reasons for low attainment	Action Taken
1	Indian Ethos and management ethics	1.83	CO2 (1.65), CO4(1.65), CO5 (1.65)	Students were unable to connect and correlate the course content to management principles as the course content is more abstract requiring deeper critical and lateral thinking. It is more like understanding the Dharma Sukshma from SANATANA DHARMA.	Provide some case studies correlating management principles involving a few incidents from Indian history and mythology for appreciating Dharma Sukshma from SANATANA DHARMA.
2	Management information system and Enterprise resource planning.	1.65	CO1 (1.65), CO2 (1.65) CO3 (1.65), CO4 (1.65) CO5(1.65)	This requires technical concepts related to system analysis and design, database management, software development, and data analytics, and difficult to comprehend without associated lab/course based project.	Expert lectures to be conducted, and available laboratory to be used facilitating course based projects.

Impact of the Action taken

a. Improvement in the Course Attainment

For the student batch of 2020-22, out of the 34 courses of the program, spread across four semesters, in three courses mentioned below, the desired target of 2.1 could not be achieved. Remedial measures were suggested as part of the Action Plan to improve the attainment in these identified courses. Accordingly, additional activities were conducted for the next batch of students in the identified courses for which the desired target of the course outcomes could not be achieved. The result of these activities has resulted in improvement in the course outcomes for the batch of 2021-23, as detailed below.

Table No.10.1.6 Impact of Action taken

Courses	2020-22	2021-23
Management and organizational behavior	1.74	2.73
Financial Management	1.48	3.00
Human Resource Management	1.39	2.91

Figure No. 10.1.5: Impact of Action taken
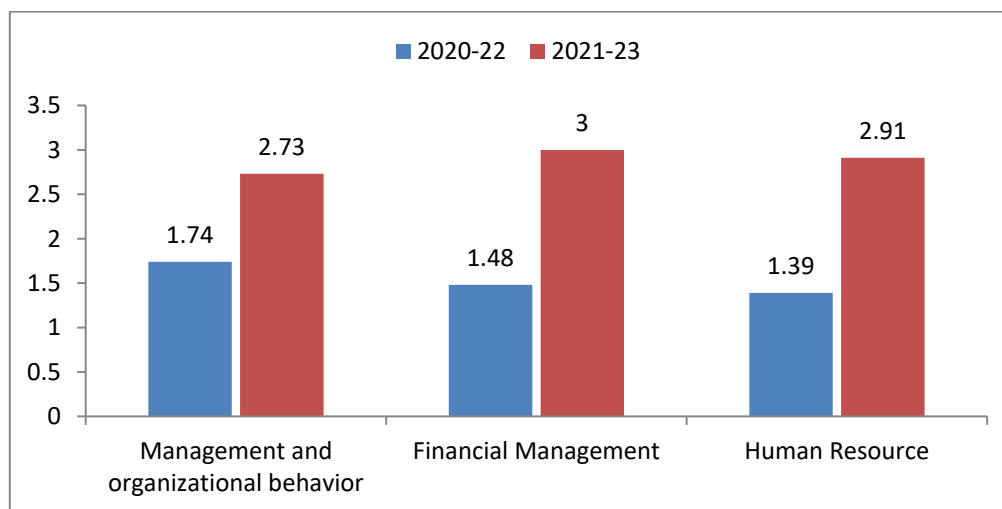
Overall Impact

Program Assessment Committee (PAC) plays a crucial role in ensuring the effectiveness, quality, and relevance of educational programs within an institution. It plays a pivotal role by engaging in assessment, analysis, feedback integration, decision-making, and promoting innovation. Some of the important functions of the committee are indicated below:

- Designs assessment strategies and methodologies to evaluate the outcomes. This includes defining learning outcomes, establishing assessment criteria, and selecting appropriate assessment methods.

- Ensures that educational programs meet the standards set by accrediting bodies, regulatory agencies, and institutional benchmarks. It oversees the continuous improvement of programs to maintain and enhance quality standards.

- Collects and analyzes data related to student learning outcomes, program performance, student feedback, and other relevant metrics. This data-driven approach helps in identifying strengths, weaknesses, and areas for improvement within the programs.

- Assesses the attainment of POs and PSOs and makes decisions regarding program modifications, resource allocation, faculty development, and other initiatives aimed at enhancing program quality and effectiveness.

- The committee meets at least once in a semester and holds thread bear discussions on the COs and POs attainments and suggests measures for the improvement in the attainment of the COs and POs. The result of these suggestions was visible in the improved POs attainment levels for the last three batches of students.

Table No. 10.1.7

POs and PSOs attainment for the Batches of 2019-21, 2020-22 and 2021-23

PO/PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Batch 2019-21	2.39	2.38	2.34	2.40	2.39	2.31	2.34
Batch 2020-22	2.53	2.50	2.52	2.56	2.59	2.52	2.53
Batch 2021-23	2.54	2.55	2.58	2.50	2.57	2.50	2.53

Figure No. 10.1.6 Comparison of POs and PSOs attainment for the last three batches

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Batch 2019-21	2.39	2.38	2.34	2.4	2.39	2.31	2.34
Batch 2020-22	2.53	2.5	2.52	2.56	2.59	2.52	2.53
Batch 2021-23	2.54	2.55	2.58	2.5	2.57	2.5	2.53
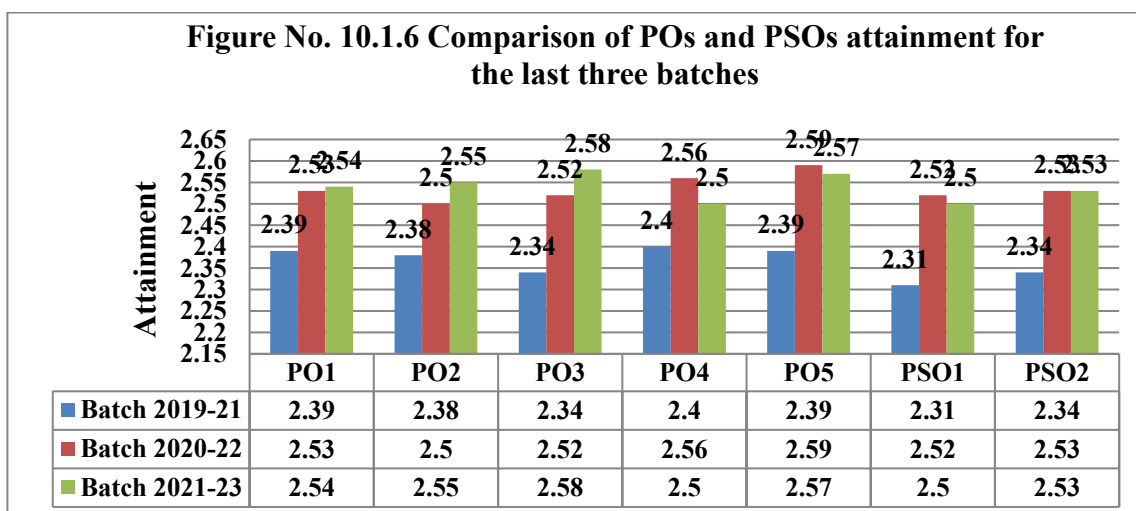
10.2 Academic Audit and actions taken thereof during the period of Assessment (10)

(Assessment shall be based on conduct and actions taken in relation to Continuous Improvement)

Geethanjali College of Engineering and Technology has the practice of conducting the academic audit each year, for reviewing the progress of the institute/ department in various academic and administrative matters of interests. The objective of academic audit is to encourage programs and the institution to evaluate the quality processes and standards based on predetermined benchmarks. The auditing includes the assessment of course delivery as per the curriculum, co-curricular and extra-curricular activities of students, monitoring of the academic activities referring to the academic calendar, internal assessments, attainment of the Program outcomes, student welfare and grievances etc.

The Internal Quality Assurance Cell (IQAC) has started administering external audit in the college 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 Vice Chancellor/Principal of a reputed college is invited as the chairperson of the external audit team. The main objective of the academic audit is indicated below:

Objective

To ensure good academic governance leading to improved student learning thus facilitating professional career development of students, faculty and staff for institutional sustainability. The questionnaire used is identically same as the one used for accrediting an UG programme by National Board of Accreditation as per its following criteria.

a) Proper dissemination of information to all stake holders.

b) Program curriculum and teaching learning process.

c) Attainment of course outcomes and program outcomes.

d) Students' performance.

e) Faculty contributions in terms of teaching, research and consultancy.

f) Department and institutional facilities, technical and administrative support.

g) Continuous improvement of the program.

h) First year academics.

i) Students support systems in terms of mentoring facilities for self-learning career guidance training and placements.

j) Governance Institutional support and financial resources.

On the day of the audit, each member of the committee will visit the relevant department to verify the data and files as per the questionnaire supplied which is usually mailed, preferably

a week before the scheduled date of the audit. Chairman of the committee will look at the first year academics and central facilities. At the end of the audit an exit meeting is conducted with all the members of the audit committee and institutional senior faculty including Principal, Deans, Heads of the departments and IQAC team. Each member of the audit committee shall mention the SWOC of each program and give their recommendations for further improvements. Subsequently Chairman of the audit committee shall also specify SWOC analysis carried out towards the first year academics and institutional facilities and support conducive for learning with his/her recommendations. Finally the Chairman prepares a report attaching each program report evaluated by the concerned member and hands it over to the Principal, who directs the IQAC in-charge to forward it to the respective heads of the departments for corrective actions.

Action Taken Report (ATR) shall be submitted by the respective HoDs based on the suggestions given by the committee.

The academic audit report for the year 2022-23 is given below:

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY

Cheeryal(V), Keesara (M), Medchal (D), Telangana state – 501 301

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT 2022-23

(handwritten: MBA — Dr. K. Sasi Kumar, Professor, GITAM School of Business, Hyderabad, A.Y. 2022-23, Dt: 20-01-2024, Dept - MBA)

* Grade: A: Very Good, B: Good, C: Adequate, D: deficient

S. No	Criterion	Status		Grade	Exhibits observed	Remarks of Audit Team
		As assessed by department/ institution	As observed by Audit Team			
I.	**Vision, Mission and PEOs,**					
	1. Are vision and mission statements of the department available?	Yes 1. Academic regulations book 2. Display Website	Yes	A	Academic regulation	Displayed in the department
	2. Are department vision and mission statements consistent with institute statements?	Yes Reviewed in 2022 audit	Yes	A	''	Displayed in the department
	3. Are the PEOs available?	Yes Vision-Mission file Academic regulation	Yes	A	''	Displayed in the department

		book				
	4. Does the department follow a defined process for defining vision, mission and PEOs with the participation of all stakeholders-internal and external stake holders?	Yes Vision-Mission file Academic regulation book	Yes	A	BoS documents	Did placed in the current
	5. Are the vision, mission and PEOs made available on college website, department notice boards, HoD's chamber, laboratories, lab manuals, course files, and curriculum books etc?	Yes	Yes	A	verified	''
	6. Are the PEOs consistent with the mission of the department indicated in matrix form with proper justification of correlation parameters?	Vision-Mission file CO mapping file	Yep	A	colpo mapping file	''
	Program curriculum and Teaching-Learning (T and L) Process					
	Program Curriculum					
II.	1. Does a defined process exist for design of program curriculum?	**AICTE-JNTUH BoS-CAC-Academic structure-Syllabus** **Flow chart**	Yes	B	Academic Regulation file	step by step chart can be prepared and prepared in the file
	2. Are the structure and components of curriculum well balanced and appropriate (as per AICTE Guidelines)?	**Yes**	Yes	A	BoS	

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3. Is a valid process followed for mapping of curriculum with POs and PSOs?	CO mapping file CO attainment soft copy	य्य	A		CO/PO mapping file
4. Is Employability a major consideration in the overall development of the curriculum	Yes-MOOCs-Activities-IIC-T Hub kick start-VAC-FDP	ye	B	PBL file	Bestiress Plan Preparation can be incorporated. Emble industry interface can be improved,
B.	**Teaching – Learning Process**				
1. Is an Academic Calendar prepared and adhered to?	Yes	yes	A	Academic file	
2. Is evidence of pedagogical initiatives taken, such as collaborative learning, ICT supported teaching etc available?	MOOCs-PBL-Peer group	yes	B	ICT file	SMART Class & WOAP can be allocated to MBA Dept. for using more advanced tools.
3. Does a process exist to identify bright and weak students?	NO (Merit students are given awards)	No Format	B		Need to evolve a system
4. Does the department have measures to encourage bright students with more complex tasks and motivate weak students to perform better?	Merit students are given awards	yes	B	PBL file	Team activities are encouraged.
5. Does a process exist to allocate teaching load to faculty in the department?	Workload	yes	A	Source load Timetable	suggested to float Google form to collect their preference
6. Do faculty in the department practice innovative TL practices such as • Collaborative Learning Yes/No • Interaction with student in and outside of class	YES (Innovative TL Practices, PBL, VAC, MOOCs, Business	yes	B	PBL	Quality need to be improved.

obtaining Feedback Yes/No • Group Learning, Developing Professional Competences. Yes/No • Teaching through value added courses Yes/No • Experiential Learning that facilitates development of Problem-Solving Skills in the students through project based learning Yes/No • Facilitating interaction with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby making them familiar with occupational awareness. Yes/No	**economics, IIC, IQAC file)**	yes yes yes yes	A A A A	PRC/ IQAC records Survey records Field visit records EDC records.	
7. Is student feedback on T and L process collected and acted upon?	**Yes, TLP Feedback**	yes	A	Feedback file	
8. Do the experiments in laboratory support higher level of Bloom's Taxonomy?	**Yes**	yes	B	Lab file	Need to provide more exercise to high order.
9. Is continuous assessment in the laboratory done systematically?	**Yes**	yes	A	course file	
10. Is a well-defined process followed in the design and validation of question papers as well as for scheme of evaluation of mid-term and semester end examinations?	**QP review file, scheme of evaluation**	yes	A	QP file QP file	
11. Are questions mapped with course outcomes, and	**QP review file**	yes	A	QP file	

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	Blooms Taxonomy levels?					
12. Do the assignments given to students facilitate attainment of COs as well as higher levels of Bloom's Taxonomy?	Yes	Yes	B	Assignment file	Suggested to revise the assignment to higher Bloom level	
13. Is a well-defined process followed for identification of student projects and allocation of guide(s)?	PRC file	Yes	A	PRC file		
14. Are the projects relevant to the POs and PSOs and do they contribute to their attainments?	Not mapped	pending	B		Pending Table revision required in the PRC file.	
15. Is a well-defined process followed for monitoring and evaluation of the projects and for assessing individual and team performance?	PRC file	Yes	B		Suggested for weekly report and performance week by week	
16. Are efforts made to encourage students to develop working prototypes based on projects and/or to publish papers?	Papers published in college magazine-Bhaswara soverign	No Format B.Tech	D	Revised plan preparation need to be encouraged both in 1st years and Second years.		
17. Particulars of industry supported laboratories established, if any. Is impact analysis of industry interaction made and if, so, is action taken based on the results of the analysis?	NA	NO	DAST	Industry institute interaction need to be encouraged.		
18. Are students encouraged to undergo internships or summer training? If so, what is the minimum duration of internship?	Internshala	Yes	A	Internship file		

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	19. Is student feedback taken on the internship experience?	Verbal	NO Format	B		Design a procedure to collect feedback
	20. Is Impact analysis of internship made and action taken on the basis of the results of the analysis?	No	NOT Ready	B		''
	21. Average number of days from the date of last semester-end examination till the declaration of results	Within 30 days Exam branch Central level				Exam branch
	22. Average percentage of student complaints / grievances about evaluation against total number of students appeared in the examination during last academic year	NA				Exam branch
III.	**Course Outcomes and Program Outcomes**					
	1. Are COs defined for every course?	Yes, Academic regulation-Syllabus	yes	A	Academic regulations syllabus	
	2. Are COs embedded in syllabus?	Yes	ye	A	''	
	3. Are course articulation matrix, program articulation matrix tables prepared?	Mapping file	yes	A	co ppo file	
	4. Is appropriate assessment process for attainment of course outcomes followed including data collection, verification, analysis and decision making?	CO attainment softcopy	yes	A	''	
	5. Is a well-defined process followed for determining attainment of POs and PSOs?	PO attainment softcopy	yes	A	''	

	6. Are the records of computation of attainment of POs and PSOs maintained?	**PO attainment softcopy**	yes	A	col PO file	
	Students' Performance					
IV	1. Enrollment ratio 2023 : 98%	**2022- 96.82 2021- 71.66**	yes	B	Student guidy	
	2. Percentage of students who graduate the program in two years, without repeat of any course?	**2021-23: 74.41% (32/43) 2020-22: 80.76% (42/52)**	yes	B	Result Analysis	
	3. Percentage of students graduating the program with backlogs within 2 years?	**2021-23: 25.59% (11/43) 2020-22: 19.23% (10/52)**	yes			
	4. Mean CGPA of students (who were promoted to 3rd year) at the end of 2nd year	**2021-23: 7.42 2020-22: 7.40**				2021-23 — 7.42% 2020-22 - 7.40%
	5. Percentage of students placed in companies through on and off-campus recruitment.	**62%**				
	6. Percentage of final year students admitted to higher studies	**2**		.		2021-23 — 4%
	7. Number of students turned entrepreneurs in Engineering and Technology	**NA**				

8. Number of Professional societies/chapters in the department	**HMA file**	yes	B		Need to fulfill p'in ESTD/retro mafn
9. Number of Engineering events organized at institute at: a. Institute Level b. State Level c. National Level d. International Level	**Institute- Bhaswara**	yes	A	Event record	
10. Does the department publish technical magazines and Newsletters?	**No**				
11. Are students associated in the above publications?	**No (College level)**				
12. Number of students who participated in inter-institute events (2021-23) • Within state • Outside state • Number of prizes/ awards received in the events.	**2 (Aishwarya, Sushma)**				

V	A. Faculty Information and Contribution					
	1. Student faculty ratio	**12:1**	yes	A	Faculty gustuly	
	2. Faculty cadre proportion	**2:1:10**	yes	A	''	
	3. Number of Faculty with PhD qualification	**02**	yes	A	''	
	4. Number of Faculty with PG Degree qualification	**14**	yes	A	''	
	5. Faculty retention (%) in the Current Academic Year?	**76.47%**	yes	A	''	

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	6. Number of research publications of faculty in the year	14(Data base file)	yes	A	faculty gracols	
	7. Number of faculty who participated in FDPs, and duration of the programs. 14	ALL(Data base file)	Yes	A	FDP file	All pe faculty
	B. **Research and Development**					
	1. Number of quality research publications in refereed/Scopus indexed journals.	NIL		DAST		Need to improve
	2. Number of faculty awarded PhD during the current academic year	NIL		DAST		''
	3. Sponsored research (funded) undertaken and its value in Lakhs of Rupees.	NIL		DAST		''
	4. Number of development activities undertaken by faculty: • Product development • Working models	NIL		DAST		''
	5. Consultancy services offered and their value in Lakhs of Rupees.	NIL		DAST		''
	6. Does a well-defined faculty performance appraisal and development system exists and implemented?	Yes(Central)	Yes			
VI	**Facilities & Technical Support**					
	1. Are well-equipped labs and technical supporting staff available?	Yes (Lab file) No supporting staff		B		BC lab Lab CDA lab Support Maff Mgnatut
	2. Are labs well maintained?	Yes	Yes	A	Log book	

	3. Are safety measures followed in the lab?	Yes	yes	A	log book	
	4. Is a project laboratory together with necessary facilities available in the department?	Yes	Yes	B		
	Continuous Improvement					
VII	1. Are short falls and weaknesses in the program identified from the analysis of POs and PSOs attainment?	Yes, PO attainment	yes	B		Need to improve
	2. Are action plans to bridge the shortfalls prepared and implemented? If so, what is the impact of the said implementation with respect to previous academic year?	PO attained ATR on BoS, TLP	yes	B	ATR seen	
	3. Does a criterion exist for conducting academic and administrative audit?	Yes	yes	A		
	4. Frequency of audit	1 per year	yes	A		
	5. Are actions taken based on audit report?	Yes	yes	A		
	6. a. Percentage of placements in current Academic Year b. Percentage of placements in the previous Academic Year c. Is there any improvement?	62% 34% 28%	yes	A		
	7. a. Median salary offered to students in the current academic year	3.44	yes	B		Need to improve

	qualification		yes	A		
	4. Percentage of students who qualified for promotion to 2nd year from end examinations of first year	78.68%(2022 batch)	Yes	A		
	5. Mean CGPA/percentage of students (who were promoted to Second year) at the end of First year.	8.03- I and II sem 2022 batch (CGPA file)	yes		Exam braceu	
	6. Is a proper assessment process used for determining the attainment of course outcomes?	Yes	yes		Academic file.	
	7. Is a proper assessment process used for determining the attainment of relevant POs and PSOs	Yes	yes			
	8. Are records of computation of attainment of COs of all first-year courses available?	Yes	yes	A		
	9. Are records of computation of attainment of relevant POs & PSOs of all first-year courses available?	Yes	yes	A		
	10. Are actions taken based on the results of evaluation of POs and PSOs?	Yes	yes	A		
IX	**Student Support Systems**					
	A. Mentoring System- NOT APPLICABLE	A1 per IQAC				
	1. Is a comprehensive mentoring system at individual level in place for professional guidance, career advancement and all-round development?			C		
	2. Is the mentoring system implemented? If yes, Number of students per mentor			C		

3. Is the mentoring system effective?		મ્ૐ	vc		
B. Student feedback on faculty and facilities.					
1. Does a student feedback system exist?	**Yes**	Yes	A	Feकમ	
2. Are the records of action taken on the results of feedback (on faculty) analysis available?	**Yes- ATR file**	Yes.	A	ATR file	
3. Is the feedback system effective?	**Yes**	Yes	A	ATR file	
4. Are records of action taken on feedback on facilities available?	**Yes**	Yes	A	ATR file	
C. Facilities for Self-Learning					
1. Does the department provide scope for self-learning?	**MOOCs**	Yes	A	ICT file	
2. Are all required facilities, materials, for learning beyond syllabus etc. provided to the students?	**e- Library**	Yes	A	Mooc file.	
3. Are the facilities effectively utilized by the students?	**Registeration**	Yes	A	૫	
D. Career guidance, Training and Placement- PLACEMENT SECTION					
Career Guidance					
1. Does the college have a Career Guidance or Counseling Cell?					
2. If yes, how many students have been utilizing these services?					
3. How many Career Guidance programs have been conducted in each year?					
4. How many number of students attended these career					

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guidance programs?					
5. Are students counseled for higher studies?					
6. Does the College have Academic links/ collaborations/MoU, etc with other institutes of higher learning?					
Training and Placements					
1. Does the college conduct any pre placement training for students' placements?					
2. Is effective placement policy framed and implemented?					
3. If yes, then specify the number of hours, areas in which training is imparted.					
4. Does the placement cell maintain the record of job opportunities available for students?					
5. Did the college organize any company/Industrial visits or guidance camp for students?					
6. If yes, number of such visits/camps organized					
7. Are the students provided computers and Internet to search for job, to download application forms or to register for placements drive of the companies etc?					
8. Does the college subscribe to magazines like Employment News, Rojgar Samachar etc? If yes, give names of magazines.					

	9. Does the college have a system of registering students at the Employment office of the GoI?				
	NSS Activities/Student Clubs/Alumni Association	**CENTRAL level**			
	1. Are clubs and NSS effectively functioning?				
	2. Do students conduct and participate in annual co-curricular and extra-curricular activities. If yes, please mention % of students participate in such activities:	**Yes, 60% (Juniors had SEE)**			
	3. Does the college have a registered and functional Alumni Association? If yes, give number of students enrolled	**Yes (32 members)**	Yes	A	Alumni file
	4. Specify Activities of Alumni Association	**Alumni activities file**	yes	A	"
X	**Governance, Institutional Support and Financial Resources- CENTRAL**				
	A. Governance, Institutional Support				
	1. Are vision and mission statements of Institution available on college website, Principal's Chamber, Library, Conference rooms etc?				
	2. Are the vision and mission statements appropriately defined and relevant?				
	3. Is institutional strategic plan (5 years) available?				
	4. Is there an implementation plan towards achieving the strategic objectives?				

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5. Is the strategic plan monitored effectively?					
6. Is a Governing Body duly constituted and its meetings held regularly?					
7. Are service rules, policies, procedures, functions and responsibilities published and uploaded on the website?					
8. Are Minutes of Meetings of Governing Body and Academic council and Action taken reports available?					
9. Are organizational structure and lists of administrative heads, and committees formed with powers to take administrative decisions, available?					
10. Is there any Grievance redressal system in place and a cell constituted for this purpose?					
11. Is evidence of action taken on student/staff grievances available?					
12. Are financial powers delegated to Principal, HoDs, I/cs, documented?					
13. Is Mandatory Disclosure as per AISHE & AICTE, placed on website?					
14. What are institutional practices for integrating IT? (i)Administration (ii)Finance and Accounts (iii)Examination					

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B. Budget allocation and utilization

1. Does the college follow a prescribed procedure for budget formulation, finalization and approval?	Yes (BUDGET file)	yes	A	Budget file	
2. Is the budget allocation adequate at institutional, and program levels?	Yes	yes	A	Budget file	
3. What percentage of allocated funds was utilized in the previous year by the Institution and programs?	Yes (Central level)	yes	c	"	10%

C. Library and Internet   Library

i. Quality of learning resources

1. Are learning resources procured as per the requirements provided by the academic departments, ensuring relevance to programs?	Yes	yes	A		
2. Are AICTE norms followed in respect of number of books & their copies procured?	Yes (Library file)	yes	A		
3. Are these learning resources including E-Resources & digital library, easily accessible to students?	Yes	yes	A		
4. Is adequate support given to students for self-learning activities?	Yes	yes	A		
5. Is the utilization of learning resources by students and faculty satisfactory?	Yes	yes	A		

ii. Internet   Central level

1. Is the available band Width adequate?	Yes	yes	A		1GB

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2. Is Wi-Fi available in the college?	Yes	Yes	A	ver f.u	
3. Is there internet access in labs, library, conference rooms & offices of all departments?	Yes	Yes	A	~/	
4. Is adequate security mechanism put in place for protecting the internet transactions?	Yes	Yes	A	ι,	
iii. Infrastructural facilities and ambience	CENTRAL				
1. Is Campus ambience exemplary /Good / Satisfactory/ Unsatisfactory?					
2. Is Office Space ambience exemplary/Good/ Satisfactory/Unsatisfactory?					
3. Are washrooms well maintained?					
4. Is adequate parking facility available?					
5. Are individual Staff rooms available with IT facility?					
6. Are staff rooms well maintained?					
7. Is Potable Water facility available?					
8. Is Power Backup facility available? If so, specify the capacity					
9. Does the Institute have facilities for alternate sources of energy like: (i) Solar energy (ii)Wheeling to the Grid (iii) Use of LED Bulbs					

10. Does the Institute have Rain water harvesting pits?					
11. Does the institute take any Green campus initiatives such as: (i)Restricted entry of automobiles (ii)Pedestrian friendly path ways (iii)Landscaping with trees and plants					
12. Does the Institute provide any facility for Disabled/Divyangjan persons easy access to classrooms and Labs?					
13. Does the institute organize National/International commemorative days, events and festivals?					
14. Do Seminar halls have adequate ICT facilities?					
15. Is transportation available for students and staff?					
16. Is the Canteen maintained as per Food Safety and Standards Act?					
17. Is Auditorium/Assembly Hall available with all ICT facilities?					

Please mention

Good Practices, if any

1. MOOC's established throughout all the courses for enhanced learning process.
2. Faculty ratio is appropriate
3. systematic TLP is established in the institute.

Strengths, if any

1. Good improvement in placements and others.
2. College secured good number of internship offers.
3. Mooc's platforms are effectively utilised by the faculty and students.

Weaknesses, if any

1. Faculty researches and publications and projects
2. Training and consultancy portes can be improved.
3.

Concerns, if any

1. Institute is advised to provide membership in professional bodies like IIIAF/ISTD/AIMA/CEL.
2. Extensive industrial visits can be provided to students.
3. Industry interactions can be organised in terms of group discussions/interactions

Deficiencies, if any

1. Digital library and department library are existing, may be enhanced.
2.
3.

Recommendations, if any

1. Subscribe to CMIE & EBSCO databases
2. Purchase Case studies of Harvard Business School and IIM-A case studies
3.

Brief report, if any

① Prices are maintaining as per standards suitable to the requirement of IIRT.
② Training dept. need to be established suitable to the requirement of IIRT.
③ Rubrics - writing / presentation Rubrics need to be developed for the departments
④

Suggestions for improvising the academic quality:

1. MBA curriculum need to be revised as per industry requirements
2. Students need to trained, in order to target higher placement packages.
3. Industry interactions and tie-ups need to be improved.
④ Rubrics for writing/presentation improvement - need to be developed.

Signature of audit committee member: /S. Sasikumar

Name of the audit committee member: Dr. S. SASIKUMAR

Affiliation of the audit committee member: Professor, GITAM School of Business - Hyderabad.

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY (Autonomous)
DEPARTMENT OF MANAGEMENT STUDIES
ACTION TAKEN REPORT
ACADEMIC AND ADMINISTRATIVE AUDIT REPORT 2022-2023

S.NO	Criterion	Remark by the member	ATR on Remark
1	II/B.3	Process to identify bright and weak students.	For bright students-MOOCS is offered, leadership roles in acitivities/events and for weak students-remedial classes will be conducted.
2	II/B.14	Working prototypes and publicaton reports on projects.	Joint publications are avaliable but few in number.
3	II/B.14	Projects relevance to PO's and PSO's are not mapped. (Pending)	Completed
4	II/B.19&20	Feedback on interships and impact analysis.	Can be completed in due course of time.
5	IV/8	Professional chapters in the department(memberships).	Efforts would be made for memberships in various professional bodies. HMA is existed at institute level.
6	V/B	R and D	Efforts are being taken in this direction(Publications of faculty
7	VI/4	Project laboratory with facilities.	It is possible only with industry oriented relationship(MOU). Efforts are being made in this direction.
8	IX	Mentoring system	Can be implemented from 2023-24 academic year (even semester).
9		Weaknesses 1. Publications. 2. Training and consultancy	Efforts will be taken to publish more papers as well as consultancy in the AY 2023-24.
10		Deficiencies 1. Software 2. Case Studies 3. Data base	Efforts are being taken in this direction with the help of college management and the audit external member also recommended in this direction.

Name of the External member: Dr. Sasi Kumar
GITAM (HBS)
Hyderabad

Academic year: 2022-23
Date of audit: 20-1-2024

Dr. A. Sita Madhavi
IQAC member and programme coordinator

26/4/24.

HOD - MBA
Dr. J.P. Saradhi

17 Jan 2022

Criterion	Remark/ Comments made by committee member	Action taken on the remark
Teaching-Learning process	Process to identify bright and weak students to be strengthened.	Students will be made to participate in activities that help them learn by doing. Creative club will be bifurcated into HRM club. Finance club and Marketing club. This will help the student participant think and feel like a manager in a given area of specialization.
	Innovative TL practices	Faculty will be encouraged to use PBL as a part of collaborative learning. Joint paper publication and Faculty-student start ups will be encouraged.
Student performance	On and Off-campus recruitment	Internships will be encouraged so that students may be more industry ready.
	Publication in magazines and newsletters	Students will be encouraged to publish in institute's newsletter. Department may take an initiative in contributing towards college magazine and news letter.
	Project & SIP reports	Real time internship will be encouraged. Project work will be coupled with better mentoring system.

Dr. J. Pardhasaradhi   1)11)22.
HoD, Department of Management Studies
Geethanjali College of Engineering and Technology
Hyderabad

:

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GCET/IQAC/2022-23/

DATE: 23/12/2022

To
The Principal,
Geethanjali College of Engineering,
Hyderabad.
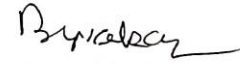
Respected Sir,

Sub: External Academic and Administrative Audit Report for AY:2021-22-Reg.

As per your directions we have conducted External Academic and Administrative Audit for AY: 2021-22 on 17-12-2022. The reports of the same are attached herewith. I request you to kindly forward the same to the respective HODs for necessary action (Action Taken Report).

Thanking you Sir,

Yours faithfully,

Dr. B. L. Prakash
Coordinator-IQAC

1)HOD-CE   2)HOD-EEE 3)HOD-MECH   4)HOD-ECE 5)HOD-CSE
6)HOD-IT   7)HOD-CSE(EA)   8)HOD-CSE(AIML) 9)HOD-MBA 10)HOD-FED
11) Dean-SECE 12) Dean-CS&I 13) Dean-SA 14) Registrar 15) CoE
16) Dean-Academics.

Geethanjali College of Engineering and Technology
Department of Management Studies
ACADEMIC AND ADMINISTRATIVE AUDIT REPORT AY 2020-21 Action Taken Report

17 Jan 2022

Criterion	Remark/ Comments made by committee member	Action to be taken report
Teaching-Learning process	Process to identify bright and weak students to be strengthened.	Students will be made to participate in activities that help them learn by doing. Creative club will be bifurcated into HRM club, Finance club and Marketing club. This will help the student participant think and feel like a manager in a given area of specialization.
	Innovative TL practices	Faculty will be encouraged to use PBL as a part of collaborative learning. Joint paper publication and Faculty-student start ups will be encouraged.
Student performance	On and Off-campus recruitment	Internships will be encouraged so that students may be more industry ready.
	Publication in magazines and newsletters	Students will be encouraged to publish in institute's newsletter. Department may take an initiative in contributing towards college magazine and news letter.
	Project & SIP reports	Real time internship will be encouraged. Project work will be coupled with better mentoring system.

Dr, A. Sita Madhavi
Professor, Department of Management Studies
Geethanjali College of Engineering and Technology
Hyderabad

Dr. J. Pardhasaradhi   17/1/22.
HoD, Department of Management Studies
Geethanjali College of Engineering and Technology
Hyderabad

Geethanjali College of Engineering and Technology, Cheeryal, Keesara (M) Medchal District, Telangana.

GCET/IQAC/2019-2020/   DATE:12/10/2021

SUB: External Academic Audit Report for AY:2019-20

This is to inform you all that, the detailed **External Academic Audit Report** for AY: 2019-20 is attached herewith for necessary action. It is also instructed to prepare an action taken report for the same and send a copy to IQAC not later than 25th October 2021.

Coordinator –IQAC   PRINCIPAL

Copy to:

1)HOD-CE   2) HOD-EEE   3)HOD-MECH   4)HOD-ECE   5)HOD-CSE
6)HOD-IT   7)HOD-MBA   8) HOD-FED   9) Dean-Admin.   10)Dean-Academics
11) Dean-SA

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10.3 Improvement in Placement, Higher Studies and Entrepreneurship (10)

Placement, Higher studies, and Entrepreneurship are three key career pathways that students often pursue after completing their education. Each of these pathways offer unique opportunities for personal and professional growth. Educational institutions should therefore play a vital role in providing guidance, resources, and opportunities for students to explore and pursue their chosen pathways.

A. Placements

Placements facilitate students to gain employment thus enabling a smooth transition from class room to work place where they apply their knowledge and skills, help them gain experience as a practicing professional, contributing to the growth of the organization, as well as allowing them to make a decent living. For improving the placements in terms of the number, quality of placement, compensation etc., a rigorous placement training is offered to those students who have opted for campus recruitment. The intensive training for campus recruitment covers the following aspects.

- Communication Skills Enhancement (mandatory in the I & II year)
- Aptitude tests during the II year
- Soft skills training including group discussions and mock interviews

Table 10.7 Quality of Placement

Quality of Placements during last 3 Years	2022-23	2021-22	2020-21
	Management Stream (M1)	Management Stream (M2)	Management Stream (M3)
No. of students placed	33	37	31
Median Salary in lakh rupees per annum	2.5	2.8	2.69
Highest Salary in lakh rupees per annum	3.71	7.72	6.72
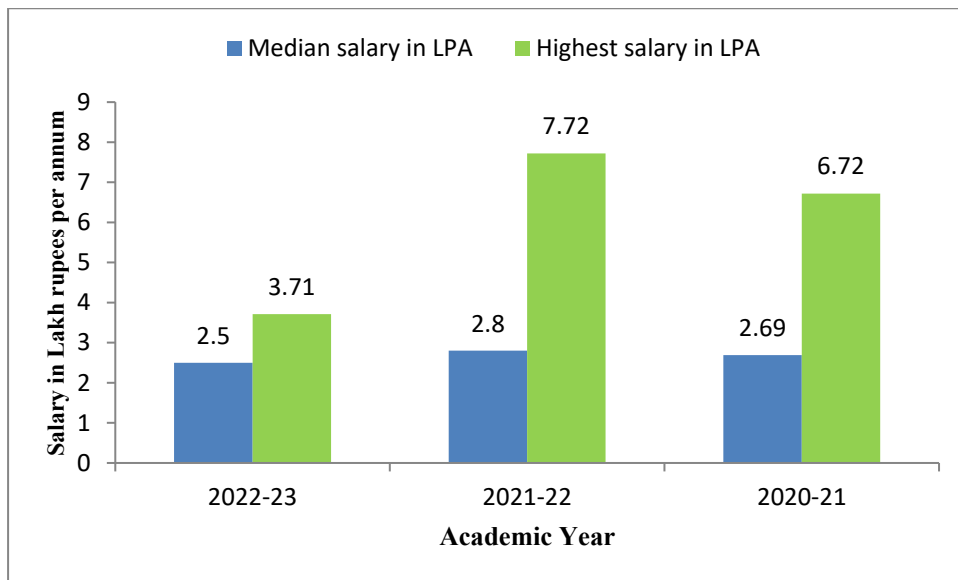
Table 10.8 Improvement in the placement ratio

Number of Placements during the last 3 Years	2022-23	2021-22	2020-21
Total Number of students in the final semester	44	57	59
No. of students placed	33	37	31
Ratio/per cent of improvement in the placement	75%	64.90%	52.50%

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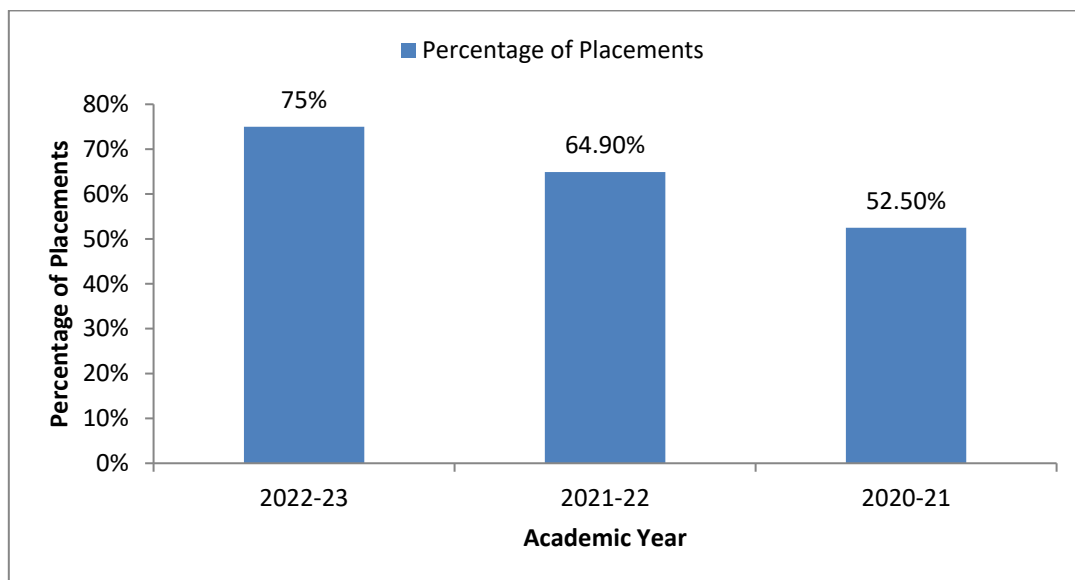
B. Higher education

Department of Homeland Security
U.S. Immigration and Customs Enforcement

I-20, Certificate of Eligibility for Nonimmigrant Student Status
OMB NO. 1653-0038

SEVIS ID: N0033238525

SURNAME/PRIMARY NAME Komirelli	**GIVEN NAME** Sowmya	**Class of Admission**
PREFERRED NAME Sowmya Komirelli	**PASSPORT NAME** Komirelli Sowmya	**F-1**
COUNTRY OF BIRTH INDIA	**COUNTRY OF CITIZENSHIP** INDIA	
CITY OF BIRTH HYDERABAD	**DATE OF BIRTH** 09 AUGUST 1998	**ACADEMIC AND LANGUAGE**
FORM ISSUE REASON INITIAL ATTENDANCE	**ADMISSION NUMBER**	

SCHOOL INFORMATION

SCHOOL NAME University of South Florida University of South Florida (Tampa)	**SCHOOL ADDRESS** INTERNATIONAL SERVICES, BEH255, 4202 East Fowler Avenue, TAMPA, FL 33620
SCHOOL OFFICIAL TO CONTACT UPON ARRIVAL Thora Cecil Immigration Services Operations Mgr	**SCHOOL CODE AND APPROVAL DATE** MIA214F00043000 28 JANUARY 2003

PROGRAM OF STUDY

EDUCATION LEVEL MASTER'S	**MAJOR 1** Computer Systems Analysis/Analyst 11.0501	**MAJOR 2** None 00.0000
PROGRAM ENGLISH PROFICIENCY Required	**ENGLISH PROFICIENCY NOTES** Student is proficient	**EARLIEST ADMISSION DATE** 23 JULY 2022
START OF CLASSES 22 AUGUST 2022	**PROGRAM START/END DATE** 22 AUGUST 2022 - 31 AUGUST 2024	

FINANCIALS

ESTIMATED AVERAGE COSTS FOR: 9 MONTHS		STUDENT'S FUNDING FOR: 9 MONTHS	
Tuition and Fees	$ 15,864	Personal Funds	$ 0
Living Expenses	$ 18,140	Funds From This School	$
Expenses of Dependents (0)	$	Family Funds	$ 37,362
Medical Insurance	$ 3,358	On-Campus Employment	$
TOTAL	$ 37,362	TOTAL	$ 37,362

REMARKS

To activate I-20, student is required to check in with International Services during a scheduled Immigration Check-In.

SCHOOL ATTESTATION

I certify under penalty of perjury that all information provided above was entered before I signed this form and is true and correct. I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts, or other records of courses taken and proof of financial responsibility, which were received at the school prior to the execution of this form. The school has determined that the above named student's qualifications meet all standards for admission to the school and the student will be required to pursue a full program of study as defined by 8 CFR 214.2(f)(6). I am a designated school official of the above named school and am authorized to issue this form.

X	DATE ISSUED	PLACE ISSUED
SIGNATURE OF: Thora Cecil, Immigration Services Operations Mgr	26 May 2022	TAMPA, FL

STUDENT ATTESTATION

I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay. I certify that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full program of study at the school named above. I also authorize the named school to release any information from my records needed by DHS pursuant to 8 CFR 214.3(g) to determine my nonimmigrant status. **Parent or guardian, and student, must sign if student is under 18.**

X		DATE
SIGNATURE OF: Sowmya Komirelli	X	
NAME OF PARENT OR GUARDIAN	**SIGNATURE**	**ADDRESS** (city/state or province/country) DATE

ICE Form I-20 (04/30/2021)

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Department of Homeland Security
U.S. Immigration and Customs Enforcement

I-20, Certificate of Eligibility for Nonimmigrant Student Status
OMB NO. 1653-0038

SEVIS ID: N0034954730

SURNAME/PRIMARY NAME Kona	**GIVEN NAME** Soundarya
PREFERRED NAME Soundarya Kona	**PASSPORT NAME**
COUNTRY OF BIRTH INDIA	**COUNTRY OF CITIZENSHIP** INDIA
CITY OF BIRTH HYDERABAD	**DATE OF BIRTH** 11 AUGUST 1996
FORM ISSUE REASON INITIAL ATTENDANCE	**ADMISSION NUMBER**

Class of Admission

F-1

ACADEMIC AND LANGUAGE
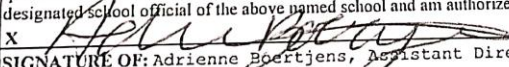
SCHOOL INFORMATION

SCHOOL NAME
Worcester Polytechnic Institute
Worcester Polytechnic Institute

SCHOOL ADDRESS
100 Institute Road, Worcester, MA 01609

SCHOOL OFFICIAL TO CONTACT UPON ARRIVAL
Adrienne Boertjens
Assistant Director of International Student Life

SCHOOL CODE AND APPROVAL DATE
BOS214F00381000
21 JANUARY 2003

PROGRAM OF STUDY

EDUCATION LEVEL
MASTER'S

MAJOR 1
Business Analytics 30.7102

MAJOR 2
None 00.0000

PROGRAM ENGLISH PROFICIENCY
Required

ENGLISH PROFICIENCY NOTES
Student is proficient

EARLIEST ADMISSION DATE
02 DECEMBER 2023

START OF CLASSES
10 JANUARY 2024

PROGRAM START/END DATE
01 JANUARY 2024 - 31 DECEMBER 2025

FINANCIALS

ESTIMATED AVERAGE COSTS FOR: 9 MONTHS		STUDENT'S FUNDING FOR: 9 MONTHS	
Tuition and Fees	$ 18,900	Personal Funds	$ 54,316
Living Expenses	$ 15,930	Funds From This School	$
Expenses of Dependents (0)	$	Funds From Another Source	$
Other	$	On-Campus Employment	$
TOTAL	$ 34,830	TOTAL	$ 54,316

REMARKS

Must attend International Graduate Orientation, details will be provided by WPI International Student Life

SCHOOL ATTESTATION

I certify under penalty of perjury that all information provided above was entered before I signed this form and is true and correct. I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts, or other records of courses taken and proof of financial responsibility, which were received at the school prior to the execution of this form. The school has determined that the above named student's qualifications meet all standards for admission to the school and the student will be required to pursue a full program of study as defined by 8 CFR 214.2(f)(6). I am a designated school official of the above named school and am authorized to issue this form.

X

SIGNATURE OF: Adrienne Boertjens, Assistant Director of International Student Life

DATE ISSUED
18 October 2023

PLACE ISSUED
Worcester, MA

STUDENT ATTESTATION

I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay. I certify that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full program of study at the school named above. I also authorize the named school to release any information from my records needed by DHS pursuant to 8 CFR 214.3(g) to determine my nonimmigrant status. **Parent or guardian, and student, must sign if student is under 18.**

X

SIGNATURE OF: Soundarya Kona

DATE

NAME OF PARENT OR GUARDIAN | X SIGNATURE | ADDRESS (city/state or province/country) | DATE

ICE Form I-20 (11/30/2025)

Department of Homeland Security
U.S. Immigration and Customs Enforcement

I-20, Certificate of Eligibility for Nonimmigrant Student Status
OMB NO. 1653-0038

SEVIS ID: N0034145497

SURNAME/PRIMARY NAME Kulkarni	GIVEN NAME Abhinav Kumar	**Class of Admission**
PREFERRED NAME Abhinav Kumar Kulkarni	PASSPORT NAME	
COUNTRY OF BIRTH INDIA	COUNTRY OF CITIZENSHIP INDIA	**F-1**
CITY OF BIRTH	DATE OF BIRTH 25 MAY 2000	
FORM ISSUE REASON INITIAL ATTENDANCE	ADMISSION NUMBER	**ACADEMIC AND LANGUAGE**

SCHOOL INFORMATION

SCHOOL NAME The University of Alabama in Huntsville The University of Alabama in Huntsville	SCHOOL ADDRESS 301 Sparkman Drive, Huntsville, AL 35899
SCHOOL OFFICIAL TO CONTACT UPON ARRIVAL Joy Werka Assistant Director	SCHOOL CODE AND APPROVAL DATE ATL214F01177000 29 JANUARY 2003

PROGRAM OF STUDY

EDUCATION LEVEL MASTER'S	MAJOR 1 Management Science 52.1301	MAJOR 2 None 00.0000
PROGRAM ENGLISH PROFICIENCY Required	ENGLISH PROFICIENCY NOTES Student is proficient	EARLIEST ADMISSION DATE 15 JULY 2023
START OF CLASSES 14 AUGUST 2023	PROGRAM START/END DATE 14 AUGUST 2023 – 31 AUGUST 2025	

FINANCIALS

ESTIMATED AVERAGE COSTS FOR: 12 MONTHS		STUDENT'S FUNDING FOR: 12 MONTHS	
Tuition and Fees	$ 24,885	Personal Funds	$ 48,930
Living Expenses	$ 14,449	Funds From This School	$
Expenses of Dependents (0)	$	Funds From Another Source	$
Books, insurance, international fee	$ 3,494	On-Campus Employment	$
TOTAL	$ 42,828	TOTAL	$ 48,930

REMARKS

Student must report to International Student and Scholar Services for mandatory immigration reporting and check in on August 8, 2023 at 8:30am in the Student Services Building room 218. The student is required to be full time fall/spring semesters and must purchase UAH health insurance. Please email isss@uah.edu with any questions regarding orientation or check in and to confirm your arrival date for Fall 2023. Tuition and fees subject to change.

SCHOOL ATTESTATION

I certify under penalty of perjury that all information provided above was entered before I signed this form and is true and correct. I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts, or other records of courses taken and proof of financial responsibility, which were received at the school prior to the execution of this form. The school has determined that the above named student's qualifications meet all standards for admission to the school and the student will be required to pursue a full program of study as defined by 8 CFR 214.2(f)(6). I am a designated school official of the above named school and am authorized to issue this form.

X _Joy Werka_	DATE ISSUED	PLACE ISSUED
SIGNATURE OF: Joy Werka, Assistant Director	23 March 2023	Huntsville, AL

STUDENT ATTESTATION

I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay. I certify that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full program of study at the school named above. I also authorize the named school to release any information from my records needed by DHS pursuant to 8 CFR 214.3(g) to determine my nonimmigrant status. **Parent or guardian, and student, must sign if student is under 18.**

X _Amit_	DATE 10-07-2023
SIGNATURE OF: Abhinav Kumar Kulkarni	
NAME OF PARENT OR GUARDIAN X SIGNATURE	ADDRESS (city/state or province/country) DATE

ICE Form I-20 (04/30/2021)

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C. Entrepreneurship

- Entrepreneurship Cell in GCET encourages students to develop entrepreneurial spirit by conducting several activities and facilitating them to interact with various entrepreneurs.

- Adequate references and guidance is provided by connecting them to various entrepreneurs so that students can establish their business ventures.

The following student became entrepreneur during the assessment period

S.No.	Name of the Student and Roll No.	Designation	Nature of Business	Enrolment No. / Registration No.
1.	M. Naveen Kumar 19R11E0035	Superintendent	Proprietorship	36EJMPM5677JIZD

Government of India
Form GST REG-06
[See Rule 10(1)]

Registration Certificate

Registration Number : 36EJMPM5677J1ZD

1.	Legal Name	MAMIDI NAVEEN KUMAR
2.	Trade Name, if any	SRI VENKATESHWARA STEEL TRADERS
3.	Additional trade names, if any	
4.	Constitution of Business	Proprietorship
5.	Address of Principal Place of Business	H NO 6-33 PLOT NO B-3, Medpalli, Hyderabad Warangal Highway, Bachpan A Play School, Medpalli, Hyderabad, Medchal Malkajgiri, Telangana, 500098
6.	Date of Liability	
7.	Period of Validity	From 01/12/2023 To Not Applicable
8.	Type of Registration	Regular
9.	Particulars of Approving	Centre

Signature

Signature Not Verified
Digitally signed by DS GOODS AND
SERVICES TAX NETWORK 07
Date: 2023.12.01 13:31:41 IST

Name	balijepalli raja sekhar
Designation	Superintendent
Jurisdictional Office	TARNAKA - I
Date of issue of Certificate	01/12/2023

Note: The registration certificate is required to be prominently displayed at all places of business in the State.

This is a system generated digitally signed Registration Certificate issued based on the approval of application granted on 01/12/2023 by the jurisdictional authority.

10.4 Improvement in the Quality of students admitted to the Program (10)

Item		2023	2022	2021
	No. of students Admitted	63	61	44
	ICET	45	46	36
	others	18	15	8
Qualifying Degree	B.Com	42	39	35
	B.Tech	-	1	3
	B.Sc.	9	14	5
	BA	2	1	-
	BBA	10	6	1
	Others	-	-	-
Gender	Male	23	28	18
	Female	40	35	26

Table 10.9 Highest and Least Ranks of Admitted Students (ICET Rank)

Academic year	Highest Rank	Least Rank
2022-2023	53368	1479
2021-2022	50123	5436
2020-2021	40984	1129
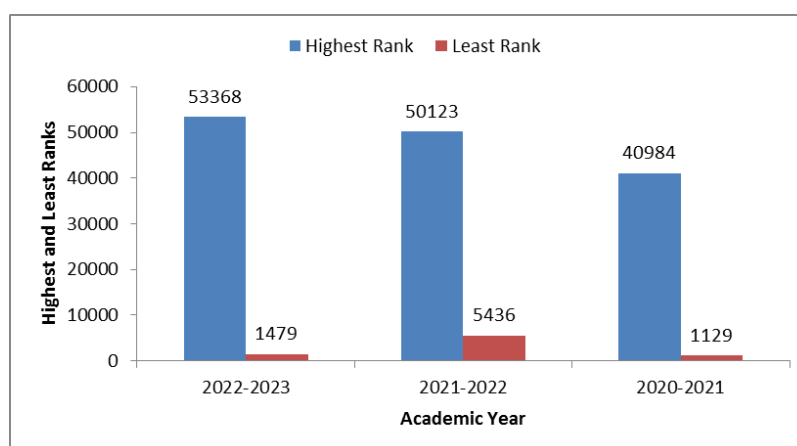
Table 10.10 Improvement in workshops Organized

Academic year	2020-2021	2021-2022	2022-2023
Workshops	2	3	7
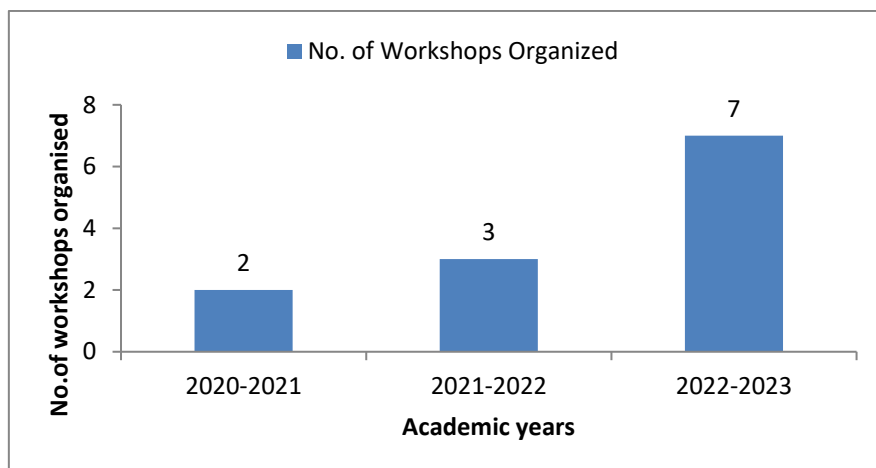
Table 10.11 Improvement in POs and PSOs attainment for the Batches of 2019-21, 2020-22 and 2021-23

PO/PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2
Batch 2019-21	2.39	2.38	2.34	2.40	2.39	2.31	2.34
Batch 2020-22	2.53	2.50	2.52	2.56	2.59	2.52	2.53
Batch 2021-23	2.54	2.55	2.58	2.50	2.57	2.50	2.53
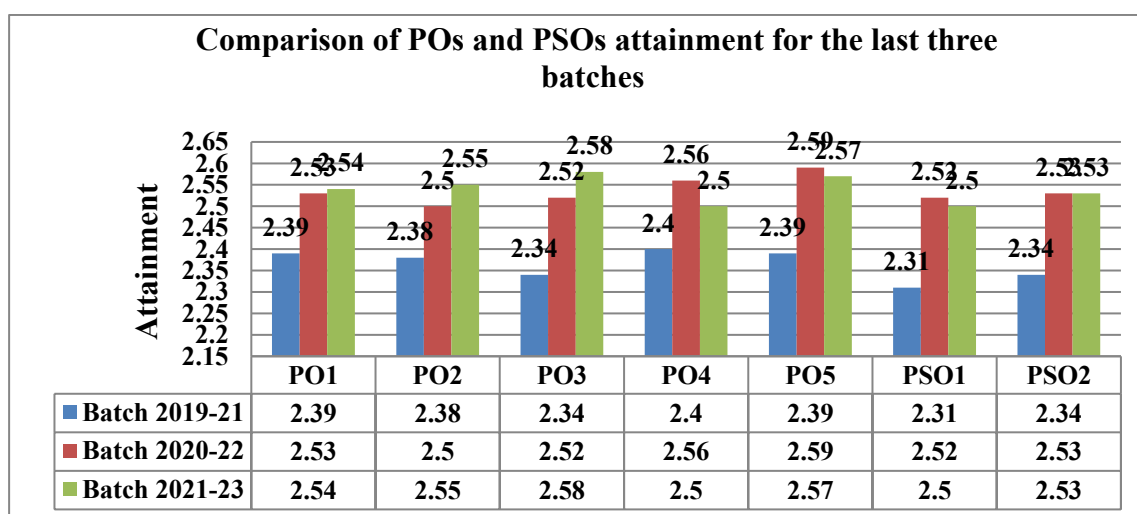
Phone : 9182058188
Website : www.geethanjaliinstitutions.com
info@gcet.edu.in

Geethanjali College of Engineering and Technology

AUTONOMOUS

(Accredited by NAAC "A+" Grade; ECE, CSE, EEE & CE, B.Tech Programs Accredited by NBA,
Approved by AICTE, New Delhi, Permanently Affiliated to JNTUH)
Sy. No. 33 & 34, Cheeryal (V), Keesara (M), Medchal District. - 501 301.

Declaration

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guide lines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/information is observed during pre-visit, visit, post visit and subsequent to grant of accreditation.

Date: March 22, 2024

Place: Hyderabad

Signature & Name

Head of the Institution with seal

(S. UDAYA KUMAR)
PRINCIPAL
Geethanjali College of Engg. and Tech.
(Autonomous)
Cheeryal (V), Keesara (M), Medchal (D), Telangana-501301

Sponsored by **TEJA EDUCATIONAL SOCIETY, HYDERABAD**
Office : Sy. No. 33 & 34, Cheeryal (V), Keesara (M), Medchal Dist. - 501 301.
Phones : 9182058188, 9866308271

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Annexure – I
Program Outcomes

1. Apply knowledge of management theories and practices to solve business problems.

2. Foster Analytical and critical thinking abilities for data-based decision making.

3. Ability to develop Value based Leadership ability.

4. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

MINUTES OF THE MEETING

NATURE OF MEETING	GOVERNING BODY (GB)
VENUE	Board Room
FREQUENCY OF MEET	TWICE IN AN ACADEMIC YEAR
CONVENED ON (DATE)	October 28, 2023; TIME: FROM 11.00 PM TO 01.30 PM
LIST OF MEMBERS ATTENDED	As per list attached
COPIES CIRCULATED TO	All members of the Governing Body

The 33[rd]Governing Body Meeting began with the Principal, Dr. S. UdayaKumar welcoming all the members of the Governing Body (GB).

AGENDA POINTS	PROCEEDINGS / DISCUSSION / APPROVALS	Suggestions given by the members
1.To confirm the minutes of the last meeting of the Governing Body held on 21.01.2023 & 06.02.2023 and action taken report, if any	The Governing Body confirmed the minutes of the earlier meetings held on 21.01.2023 & 06.02.2023, as circulated previously.	Nil
2.To Increase / Decrease in intake in various B.Tech. Programs (Courses) for the academic year 2024-25 • **Decrease intake in B. Tech ECE from 180 to 120 seats and B. Tech EEE from 60 to 30 for the academic year**	Principal informed the members regarding the quality of admissions in B.Tech Electrical and Electronics Engineering and B.Tech Electronics and Communication Engineering programs. The students who secure high ranks in EAMCET are joining	1.Prof. KVL Subramaniam while agreeing to the proposals, to reduce the intake of B.Tech programs in Electrical and Electronics Engineering (EEE) and Electronics and Communication Engineering (ECE),and increase in intake of B. Tech CSE (Data Science) and B. Tech CSE (Cyber Security), has

2024-25. • **To increase intake in B. Tech CSE (Data Science) to 240 from current intake of 180** • **To increase intake in B. Tech CSE (Cyber Security) to 210 from current intake of 180**	these programs. Their performance in exams is also found to be considerably inadequate and further may find it difficult to get placed in a company with a good salary, considering the job market trend. **Member'sapproved the proposals:** • **Decrease intake in B. Tech ECE from 180 to 120 seats and B. Tech EEE from 60 to 30 for the academic year 2024-25.** • **To increase intake in B. Tech CSE (Data Science) to 240 from current intake of 180.** • **To increase intake in B. Tech CSE (Cyber Security) to 210 from current intake of 180.**	expressed that though this may be lopsided, it is universal and depends on demand and supply. 2. Mr. Kumar Mynampati informed that the industry is considering B.Tech CSE and Emerging Areas students only for placements, in view of availability of large number of students in these branches and not considering the students from core engineering branches. 3. Dr. Tara Kalyani expressed concern over the reduction in the number of seats in EEE and to a question by her, the chairman of the governing body replied that the college is not for closing the core branches in Engineering. However, she also felt that as a Director of UIIC has been observing, that the students of core engineering branches are not able to clear the screening tests conducted by the companies and the companies are also not recruiting them.
3. **To report on Academic and other important activities and events in the college since the last meeting of the Governing Body on 21.01.2023.(Academic Performance,**	Principal apprised the members about 36 hours coding competition. Principal briefed the members regarding FDPs, Workshops, Guest Lectures attended by the faculty of the various departments	Members appreciated the efforts of the college in conducting various academic activities. Prof. KVL Subramaniam appreciated the efforts and said that it's a worth to investment with THUB, if at least 05(five) teams go up to Technology Readiness Level-

Review of Placements, Status of Grievances of Staff and Students)	Principal apprised the members regarding Industrial Visits organized by various departments. He also briefed the members on the achievements of the students, faculty publications and their achievements since the last Governing Body Meeting. Principal briefed the members about the activities taken up by Incubation Cell. Mr. G.R. Ravinder Reddy, Chairman briefed the members about the efforts put by the Management in promoting the spirit of innovation and entrepreneurship among the students. He informed that the college has entered into an MoU with THUB, in addition to the existing tie up with Mr. Manoj Kumar of Badagharwala Technologies. Principal briefed the members about the number of students placed in various organizations and MNCs.	3(TRL-3) then, those startups would receive good funding from both state and central bodies. Mr. Kumar Mynampati suggested that there should be an increase in the number of NSS activities conducted. Members appreciated the efforts and congratulated the team.
4. To Report on the students admitted details for the Academic year 2023-24.	Principal presented a report on the admissions made discipline-wise.	Nil

5. To report on the number of faculty available, department wise.	Principal presented a report on the number of faculty and non-teaching staff available.	Nil
6. To report on staff selection committee meetings and number of faculty recruited and left the institution since last GB meeting.	Principal presented the list of faculty, who have been recruited and left the institution since the last GB meeting.	Nil
7. Important communications, policy decisions received from Government/AICTE etc.	Principal informed the members about the B.Tech Minor Programs circular received from JNTU(H) Principal informed the members that none of the students are showing willingness to take the program as the students have to complete additional 18 credits.	Nil
8.To consider and approve the proposal and application of the college to go for "Deemed to be University" status	Principal apprised the members that the college is planning to apply for Deemed to be University status and informed about the fulfillment of the preliminary eligibility criteria to apply for the same.	All the members unanimously agreed for the proposal and appreciated the same.
9. Court cases, if any, with the Govt., AICTE etc., including students cases	The Principal informed the members that there were 'no court' cases.	Nil

10. Analysis of Results in the examinations, if any.	Principal presented the analysis of the examinations results.	Nil
11.Accreditation/Certifications, applied / received, if any	Principal informed that the college received accreditation by NBA for the B. Tech programs of CSE, ECE and EEE for a period of <u>three-years</u>, i.e. from 2022-2023 to 2024-2025 i.e. till June 30, 2025. Also informed them that all the eligible UG programs were accredited by NBA.	Nil
12.Status of implementation of current Research Projects, if any	Principal apprised the members that the college has completed a research project on "<u>Cooling Systems Employing LVDC</u>" through internal funding in association with Bees Consultancy and the project was taken up based on the call given by IEEE. He has briefed the members about the technical details of the project. Principal informed that DRDO funded project worth Rs. 46 lakhs was successfully completed and a letter from DRDO has been received to that effect.	NIL

	Principal briefed the members about an application developed by CSE department which is used by Thimmayyipalli Village in their tax collections. Principal presented about the internal projects funded by the college and also about other project proposals applied by the faculty.	
13. Any other item(s) with the approval of the Chairman.	**-NIL**	-NIL

The meeting concluded with a vote of thanks by the Principal.

PRINCIPAL

Geethanjali College of Engineering and Technology

...*Striving Towards Perfection*

Human Resource Policy Manual

July, 2015

Geethanjali College of Engineering and Technology

Vision:

Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to the well being 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.

Quality policy:

We aspire to continuously improve our performance through systematic monitoring and up gradation of all aspects of Teaching-Learning process.

Geethanjali College of Engineering and Technology

...Striving Towards Perfection

Human Resource Policy Manual

July, 2015

Geethanjali College of Engineering and Technology

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Human Resources Policy

Introduction:

The Governing Body of Geethanjali College of Engineering and Technology, formulates policy statements periodically and communicates the same to the staff members through the head of the institution. The Human Resource Policy is for internal use and the information is authenticated at the time of its publication and till a revised Human Resource Policy is circulated.

The Terminology:

The term '**Human Resource Policy'** wherever mentioned in the book means and includes Human Resource Policy of GCET. The term **'Institution/College/Organisation'** wherever mentioned in the book means and includes Geethanjali College of Engineering and Technology-GCET. The term **'staff member',** wherever mentioned in the Human Resource Policy means and includes teaching, non teaching, technical, administration and ministerial staff.

The Human Resource Policy(HRP):

For a sustainable viable growth, institutional effectiveness and employee satisfaction, it is imperative to have a sound set of human resource policies which are dynamic and accommodative in creating conducive working environment, where employees can work and benefit in conformance to the mission, vision, objectives and quality policies of the institution. The institution encourages its employees to think, express and share their views in facilitating decisions and operations through collective contribution which is a noble approach in recognition of the staff member. The institution recognizes the fact that the culture, values, loyalty, motivation, involvement and development are the harbingers of glory for both the institution and the employees and feels the need to encourage the same.

HRP focusses on:

- Capacity building of staff through SDPs, FDPs, Workshops,

Industry Interactions and Professional Associations.
* Opportunity for career development.
* Sharing personal and professional problems
* Team Building and Team Spirit in organization of institutional RandD programmes
* Culture, Values, Loyalty, Commitment, Dedication, Discipline and Devotion
* Commitment to support the overall development of its human resources.

Privacy:

The institution expects that each and every employee should have inbuilt discipline in maintaining confidentiality and not disclose information related to personnel compensation, RandD consultancy, course material, lab, Human Resource Policy, training and workshop materials developed, personnel data and any other financial compensation matters. Employees who disclose secrets or confidential information will be subject to disciplinary action, which may lead even to dismissal and prosecution.

1.0   The Management, Society, Governing Body and Chairman :

Geethanjali College of Engineering and Technology (GCET) was established during the Academic Year 2005-06 with a view to excel in professional education. It is affiliated to the Jawaharlal Nehru Technological University Hyderabad (JNTUH), Hyderabad, Telangana and is approved by All India Council for Technical Education (AICTE), New Delhi.

1.1   The Management

1.1.1 Society:

Teja Educational Society was established in the year 2002 with a long cherished ambition to promote and disseminate knowledge and serve the cause of education, in general and technical / professional education, in particular. With this aim in mind, this society launched the following institutions in this campus:

No	Name of the Institution	Year of Estt.
1	**Geethanjali College of Engineering and Technology(GCET)**	**2005-06**
2	**Geethanjali College of Pharmacy(GCP)**	**2007-08**

1.1.2. The Chairman:

Mr. G. R. Ravinder Reddy, Chairman, is a former senior police officer who had served in the department in various wings like law and order, traffic, anti-extremist work, anti- corruption etc. He is a graduate in Civil Engineering, from REC (now NIT)Warangal and has also done his post Graduation, M.Tech (Geotechnical Engineering) from the same institution. With a technical back ground and sound administrative experience he has visualized setting up a highly professional institution and steering the institution to unfold into a center of excellence.

1.1.3 The Governing Body-Powers and Functions

The Governing body of GCET is constituted as per JNTUH and AICTE guidelines. Its powers and functions are as follows:

1.1.3.1. Create and fill various positions as per requirements of the head of the institution, following the prescribed qualification, experience and pay scales of the affiliating university.

1.1.3.2. Approval of budget proposals for infrastructure and academic development.

1.1.3.3. Approval of action plans of the institution regarding introduction of new courses and increase of intake in existing courses.

1.1.3.4.Originate, prepare, provide and revise the functioning of various committees in administering the institution.

1.1.3.5. Approve short and long term plans of institution in improving the quality of TLP.

1.1.3.6. Ratification of appointments made by the institution through selection boards appointed from time to time.

1.1.3.7. Review, monitor and take necessary actions in execution of

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plans and schemes.

1.1.3.8. Provide, help and issue necessary guideline to the Head of the Institute for administration.

2.0 The Mission, Vision, Core Values, Objectives, and Quality Policy:

2.1 Mission

2.1.1 To impart adequate fundamental knowledge in all basic sciences and engineering, technical and inter-personal skills to students.

2.1.2 To bring out creativity in students that would promote innovation, research and entrepreneurship.

2.1.3 To preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.

2.2 Vision:
"Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to the well being of the people of the nation and global community".

2.3 Motto: "Striving towards perfection"

2.4 Core Values and Guiding Principles

2.4.1 To ensure excellence in teaching, research and service to meet the needs of all our stake holders such as students, parents, employers, faculty, staff, community, and the citizens of India

2.4.2 **To equip students** with sound technical knowledge and skill.

2.4.3 **To offer educational programs** with a plethora of innovative concepts, for creating a host of talented professionals.

2.4.4 **To encourage an open student-oriented culture** with an understanding of students, their needs, goals and aspirations.

2.4.5 **To develop exceptional opportunities** for study and research and a system of industry-institution interaction, through industry-liaison cells, for students to contribute to our Nation's economic growth.

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2.4.6. **To evolve a friendly face of education** with emphasis laid on engineering, technology & research.

2.4.7. **To develop Leadership** characterized by openness, fairness and firmness.

2.4.8 **To foster respect** for all people and appreciation of diversity in our academic enterprise.

2.4.9. **To promote civic responsibility** expressed as public involvement, individual responsibility, personal integrity and commitment to service.

2.4.10.**To ensure accountability and proper assessment** at all levels in the institute

2.5 Objectives:

2.5.1 To become a high quality premiere institution among JNTUH engineering colleges

2.5.2 To pursue knowledge for the sake of own, staff member and students' development

2.5.3 To disseminate knowledge and skill to students

2.5.4 To create technocrats with enriched knowledge, creativity and self development.

2.5.5 Ignite in both staff members and students a lifelong love of learning

2.5.6 Celebrate and learn from our diversity

2.5.7 To develop the students to make outstanding contributions in institution and university

2.5.8 To show outstanding performance in academic excellence in institution and university

2.5.9 To make the students confident and competent to be successful in their career

2.5.10 To expose students to lifelong learning skills

2.5.11 To make students communicate coherently, rationally and convincingly

2.5.12 To be accredited by NBA and NAAC and achieve deemed university status

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2.5.13   To provide conducive learning environment in an intellectual atmosphere to all stake holders
2.5.14   To ensure students participation in co-curricular and extracurricular activities
2.5.15   To achieve better employability and placement potential among
         eligible students
2.5.16   To provide Quality Professional Education
2.5.17   To formulate and design programmes to provide quality education
2.5.18   To develop social, ethical and environmental consciousness among community
2.5.19   To take up R&D and consultancy in association with JNTUH, AICTE, MHRD and Industries

2.6   Quality Policy:

"We aspire to continuously improve our performance through systematic monitoring and up gradation of all aspects of the teaching learning process".

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> *"We need men who can dream of things that never were." - John F. Kennedy*

3.0   Human Resource Management:

3.1   Working Days and Working Hours:

The institution works for six days in a week (i.e. Monday to Saturday) except every second Saturday. The working hours are from 9.30 AM to 04.00 PM with a lunch break of 40 minutes. The working hours may vary marginally depending on exigencies. For some positions the job demands extra time, and the employees must be loyal enough to discharge their duties and responsibilities and will be compensated at the discretion of head of the institution which may vary from time to time and employee grade.

3.1.1: Public holidays: The institution will remain closed on second Saturdays, Sundays and Public holidays adopted by the JNTUH

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(affiliating university) which is normally as per the list of holidays declared by Govt. of Telangana.

3.2   Job Responsibility:
The responsibilities of various faculty positions are designed in line with JNTUH andAICTE guidelines and in line with the Vision and Mission of the institution.

3.2.1. Academic:
3.2.1.1. Class room teaching with modern aids.

3.2.1.2. Lab instruction and demonstration with master readings.

3.2.1.3. Development of laboratory, curriculum and resource material by using modern techniques.

3.2.1.4. Student evaluation and assessment.

3.2.1.5. Participation in curricular and co-curricular activities.

3.2.1.6. Student guidance, counselling, personality and overall Character development.

3.2.1.7. To prepare, provide, generate and disseminate knowledge in the interest of students.

3.2.1.8. Career development through QIP, Professional Association, Knowledge and skills.

3.2.2   R&D and Consultancy:

3.2.2.1. R&D Activities through projects and research guidance

3.2.2.2. Potential Search for opportunities to provide consultancy services

3.2.2.3. Promotion of institute-industry interaction

3.2.3   Administration:

3.2.3.1. Planning, designing and development of new programmes and promotional activities.

3.2.3.2. Mobilizing resources for the institution.

3.2.3.3. Administration both at departmental and institutional levels

3.2.3.4. Development, administration and management of institutional facilities

3.2.3.5. Monitoring and evaluation of academic and research activities

3.2.3.6. Participation in policy planning for development of technical education

3.2.3.7. Design, develop, update and maintain MIS implementation

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3.2.3.8. Maintain accountability

3.2.3.9. Conduct performance appraisal

3.2.4. Extension:

3.2.4.1. Guiding the students in overall character development.

3.2.4.2. Extension services by interacting with Society/Community
through NSS and JNTUH

3.2.4.3. Providing technical support in areas of social relevance.

3.2.4.4. Providing non formal education for the benefit of the
community

3.2.4.5. Promotion of entrepreneurship and job creation

3.2.4.6. Dissemination of knowledge

3.3   Salary and Disbursement

Based on the qualification and experience of the staff member, the compensation will be fixed under the guidelines of JNTUH, AICTE and GOTS. . Annual increments are sanctioned to all the staff members in general after completion of one successful academic year and satisfactory conduct. As a policy of the institution, the salaries of all the staff members will directly be credited to their respective SB Accounts in Canara Bank of Abids Branch of Hyderabad. In the process of disbursement, if any statutory deduction is made, it will be remitted into the respective bank accounts of the Government departments concerned.

3.4   Teaching and Learning Process:

All the faculty members have to plan their academic teaching schedules well in advance before commencement of the semester/year. The following are some of the contents of learning modules irrespective of the subjects.

- Course files
- Lesson Plan and Micro Plan
- Additional Topics and Assignments
- Provision for Mid Tests and Distribution of scripts
- Delivery sheets and Tutorial Sheets
- PPTs and OHPs
- Lesson and Course Material
- Web Downloads

- ➢ Case studies
- ➢ Self Learning Materials
- ➢ E-Learning Material through Digital Library
- ➢ Guest/Expert Lectures
- ➢ Industrial Visits and Tours relevant to their respective specialization
- ➢ State of art technology through journals, articles and magazines

3.5 Feedback Evaluation:

Twice in every semester, the students evaluate the teachers handling their respective subjects covering various aspects of student-teacher interaction through a computerized structured format.

The computer on-line-evaluation pertains to

- ➢ Teaching process dimensions viz: punctuality and regularity of the teachers, teacher's control and conduct of the class, understandability of lectures, discussion of class tests, tutorials & assignments and syllabus coverage.
- ➢ Assessment of college environment, facilities and management responsiveness measured on the following dimensions: College environment, Cleanliness/sanitation, Library facilities, Canteen Water supply, Games/Sports, Transport , HOD's attitude towards problem resolution, Principal's response to grievance, Support of management in general.

Absolute privacy and confidentiality is maintained so as to avoid the individual student assessor's identity. After the evaluation process is completed, if any faculty member is found to be deficient, he/she is counselled, advised and trained to improve through an advisory committee consisting of Professors and Head concerned. The institutional administration will take necessary steps to encourage and reward teachers with excellent performance through appreciation letters, additional increments or promotion.

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4.0 **Service Conditions**:

These rules are called "GCET- Employees Service and Conduct Rules".

4.1 Cadres of Staff

The staff comprises the following categories.

A   Teaching Staff:

No	Designation
1	Principal
2	Deans
3	HODs
4	Professors
5	Associate Professors
6	Assistant Professors
7	Librarian
8	Physical Director

B   Supporting Staff (Technical) :

No	Designation
1	Computer Programmers
2	System Administrators
3	Lab Assistants
4	Lab Technicians
5	Drivers

C   Supporting Staff (Non-Technical) :

No	Designation
1	Accounts Officer
2	Administrative Officer
3	Superintendent
4	Senior Assistant

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5	Record Assistant
6	PA/Steno
7	Junior Assistant
8	Attenders
9	Aayahs
10	Gardeners

4.2 Qualifications and Experience

The qualifications and experience required for the candidates to fill various posts shall be as per the norms prescribed by the AICTE/ Affiliating University/State Government.

4.3 Pay, Allowances, Increments:

4.3.1 .Scales of pay, allowances and other financial benefits for various categories of staff shall be as decided by the Governing Body, keeping in view the scales suggested by AICTE/Affiliating University/Government.

4.3.2.Annual increments shall be sanctioned by the Principal on satisfactory performance of the employee based on the recommendations of Head of the Department or In-charge of section In the case of Principal, Chairman/Secretary is the sanctioning authority.

4.3.3.The management shall have the authority to withhold an increment for a certain period but not exceeding one year as a disciplinary measure on sufficient and valid reasons, and after the employee has been given a fair opportunity to defend himself/herself.

4.4 Recruitment and Selection

4.4.1 The recruitment and selection of faculty members is need-based. HOD projects the requirement based on workload.

4.4.2 The rules prescribed for selection of employees from time to time by AICTE/University/Government of TS shall be followed.

4.4.3 Staff selection committee shall be constituted.

4.4.4 A post shall be filled up by direct recruitment through open advertisement or by promotion from among qualified and eligible internal candidates, as directed by Governing body.

4.4.5 The Management/Governing body may in special circumstances appoint persons by invitation/deputation/contract basis.

4.4.6 The candidates for Assistant professor and Associate professor are required to give a demo lecture and take an interview by a selection committee followed by one-on-one interview by the Principal/ Secretary.

4.4.7 Candidates for non-teaching posts are selected based on practical test conducted by departmental selection committee and if need be a final round of one-on-one interview by the Principal.

4.4.8 Vacancies for various positions may be filled through internal promotions of eligible candidates based on length of service and good performance in the college.

4.5   Appointing Authority:

All the appointments are made by the Principal with the approval of the Secretary based on the recommendations of various committees appointed from time to time for such purposes.

4.6 Reporting:

On receiving the offer letter from the institution, the staff member has to give in principle his/her consent to join the institution on or before the last date notified for reporting. At the time of reporting for duty, the staff member has to submit an undertaking, stating that he/she would serve the institute for a minimum period of two years and abide by its conduct rules. He/she should also submit copies of original certificates along with two photographs in proof of age, qualification, experience and last pay drawn;

4.7 Probation:

4.7.1 All appointees in the institution will initially be on probation for the first one year of their service and on completion of the probation period will be deemed to be regular unless expressly notified otherwise.

4.7.2 No application of the employee seeking employment elsewhere shall be forwarded during the probation period.

4.7.3 The rules governing probation shall not apply to appointments made on temporary/contract/contingent basis.

4.7.4 The services of nay candidate appointed on temporary/contract basis, can be terminated at any time without any notice and without assigning any reason thereof.

4.8. Resignation, Relief, Termination:
4.8.1Resignation and Relief:
All the employees of the institution who are desirous of resigning voluntarily should give proper notice as mentioned below:

No	Category	Notice Period
1	HODs and Professors	One month notice or salary in lieu of notice at the discretion of Principal
2	Teaching Staff	One month notice or salary in lieu of notice at the discretion of Principal
3	Technical Staff	One month notice or salary in lieu of notice at the discretion of Principal
4	Administrative Staff	One month notice or salary in lieu of notice at the discretion of Principal

In case applications are submitted through the institution seeking outside employment / pursuing higher studies, the management may prescribe suitable conditions for relieving the employee as and when the employee is selected so that there shall not be any disruption to the academic programme in the college.

4.8.2.Termination:
The institution reserves the right to terminate the services of an employee, without any notice or assigning any reason in such cases as under-performance, misconduct etc.

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"We know what we are, but know not what we may be" - William Shakespeare

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5. 0   Motivational Incentives:
5.1   Employees Provident Fund (EPF)
The eligible members of the staff are enrolled under EPF scheme and the contribution as fixed by the GOI is deducted from their salary. This amount together with the management contribution will be deposited in the bank account of the Government department concerned within the stipulated time.

5.2   Incentives and Awards
Awards are instituted for the faculty as well as supporting staff members. In case of faculty members, variables considered are academic performance measured by student feedback, student pass percentage, student grades/marks obtained by the student, no. of top ranks at university level secured by students in their respective subjects. These awards are in the form of cash, appreciation letter, commending letters, promotions, increments, interest free loans for computers etc. There is an institutional incentive for bright and meritorious students by way of fee waivers, merit scholarships, attendance awards, year and programme wise institution rankers and university rankers in any subject and/or year.

5.3   Faculty and Staff Development Programmes and Service Initiatives:
As institutional development is a byproduct of developed   faculty and student groups, the institution extends its efforts in this direction and offers incentives to faculty, some of   which   are listed below:

No	Nature of Conference	Category	Amount Rs.	No. of days of OD
1	Publication of Papers in National Level Conference	Faculty	Rs. 1,000/- 100% Registration Fee and OD	Maximum of Two Times in a year for 2 Days
2	Publication of Papers in International Conference	Faculty	Rs. 1,500/- , 100% Registration Fee, 50% TA, Publication Charges and OD	
3	Publication of Papers in	Faculty	Rs. 1,000/- 100%	

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	National Journals		Registration Fee and OD	
4	Publication of Papers in International Journals	Faculty	Rs. 2,000/- + 100% Registration Fee, OD, 50%TA and Publication Charges	
5	Participation in FDP/TDPs/Workshops conducted by JNTUH/Premiere Universities/IITs/IIM (4 and 8 Weeks only in summer vacation)	Faculty	Registration Fee, and OD	Maximum of 8 Weeks Once in three years of Service
6	Text Book Authorship	Faculty	Maximum of Rs.10000/-	Not applicable
7	QIP and Career Development to graduate/post graduate technical staff members(B.Tech./ M.Tech./M.Phil./Ph.D.)	Faculty	Maximum of Rs.50000/-	Need Based
8	Loans and Advances, Transport Allowance, Medical Insurance and PF	All Staff members eligible	Interest Free Loans/ Advances and Transport, Medical Insurance allowances at Concessional Rates	Need Based
9	Result Oriented Financial Incentives	All Eligible Faculty Members	Rs.2000/- Cash Award / Certificate of Appreciation	Only for Theory Subjects

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"I can teach anybody how to get what they want out of life. The problem is that I can't find anybody who can tell me what they want" - Mark Twain

6. 0 Leave Rules and Leave Policy:

6.1 **GENERAL**

6.1.1. Leave of absence from duty cannot be claimed as a matter of right. The sanctioning authority has full powers to refuse or revoke leave of any kind when the exigencies of work so demand.

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6.1.2. An employee shall not take up any service or accept any employment, while on leave.

6.1.3. Leaves, of any kind, can be taken only after they are sanctioned by the competent authority. Even for CLs, intimation by telephone, SMS or E-Mail is to be given to the Head of the department / Institution, if prior sanction cannot be obtained for justifying reasons.

6.1.4. Leave accounts of all staff members are maintained in the Office of the Principal.

6.1.5. Sanctioning Authority: Principal of the college is the competent authority to grant all kinds of leaves to all the employees. Principal may delegate this power to heads / in charges for administrative convenience. Secretary (Chairman) of the college is the competent authority to sanction leave of the Principal.

6.1.6. All staff members, particularly those in responsible positions, are expected to use leaves based on needs and not with intent to use up all the leaves provided for in the rules. The total number of leaves taken in an Academic year will be considered in the performance appraisal at the end of the year.

6.2. CASUAL LEAVE (CL)

All the regular employees of the college are entitled to fifteen days of casual leave in a calendar year.

6.2.1. The total number of CL's used in one spell shall not exceed 06 days and the total period including prefixed, suffixed and intervening holidays shall not exceed 10 days.

6.2.2 The total number of CLs used shall not exceed 4 at the end of I Quarter, 8 at the end of II quarter, and 12 at the end of III quarter.

6.2.3 Unused CLs at the end of a calendar year are **NOT** carried forward to the next year.

6.2.4 Casual leave cannot be combined with any other type of leave.

6.2.5. Casual leave for half a day may also be granted for fore - noon or after - noon.

6.3 HALF-PAY LEAVE (HPSL)

6.3.1 All employees are entitled to 10 days of half pay leave on

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medical grounds.

6.3.2. HPL may be commuted on medical grounds subject to the following conditions:

6.3.2.1 Employees are eligible to commute HPL to a maximum extent of half of the HPL accrued.

6.3.2.2.When commuted leave is granted / used twice the amount of such leave shall be debited against the HPL accrued (due).

6.3.2.3 HPL for more than 2 days will be granted against production of medical certificate from a registered medical practitioner.

6.4 SPECIAL LEAVES

6.4.1. All regular faculty members are eligible for leave up to 8 days in a calendar year for performing university examination duties as observer / valuer / examiner.

6.4.2. All regular faculty members are eligible for leave up to 06 days in a calendar year for participation and /or presentation of paper in National / International seminars/ Conferences / Symposium / Workshops.

6.4.3. All the regular staff members of the college, who have put in not less than one year of service in the college and who marry while in service in the college are eligible for 05 days' leave, including the day of marriage. This leave can be used with public holidays prefixed and / or suffixed.

6.5.COMPENSATORY CASUAL LEAVE (CCL)

All the regular staff members who work on public holidays are eligible for one day's compensatory leave for each day of work. This leave must be used within 3 months of the date of work / eligibility. Fractional CCL will not be granted. Remunerative work is excluded from the provision.

6.6. STUDY LEAVE

Study leave with/without pay may be granted to deserving employees for pursuing higher studies at the discretion of the

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management. The terms of the leave will be worked out on case to case basis.

6.7 MATERNITY LEAVE

A regular eligible female employee is entitled to maternity leave up to six weeks with pay and an additional 6 weeks on half - pay. This leave is granted only once during the service at the college. The employee taking this leave has to give an undertaking (on Rs.100/- stamp paper) at the time of applying for the leave that she would work for a minimum period of 02 years after return from leave. Maternity leave not exceeding two weeks may be granted in case of miscarriage or confinement including induced abortion.

Maternity leave applications must be accompanied by medical certificates.

6.8. VACATION LEAVE

6.8.1 All the regular faculty members (vacation staff) who have put in not less than one year of service in the college and who undertake to continue in service for the next academic year are eligible for up to six week's vacation leave. This six week period is split up as follows:

04 weeks during summer

01 week each during Dusserah and Sankranthi festivals.

6.8.2. Where the period of service in the college is less than one year but 06 months or more, vacation leave may be granted on pro-rata basis. The faculty members whose service in the college is less than 06 months are not eligible for vacation leave.

6.8.3. For the purpose of computing the service period the cutoff date would be the first day of vacation period notified by the Principal at the end of the academic year.

6.8.4. Un used vacation leaves are not carried forward to the next academic year. However, where a vacation staff member is required to attend to official duty during vacation as per the directions of the Head of the Institution, the unused vacation leave is converted as EL in the ratio of 07 (VL) : 05 (EL).

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6.9. EARNED LEAVE (EL)

6.9.1   All the non teaching staff members (non vacation staff) are eligible for accrued Earned leaves of 15 days in a calendar year @ 1.25 leaves per each completed month of service. Gardeners are eligible for 5 days' Earned leave in a calendar year. The leaves will not be credited at the beginning of the year.

6.9.2   Un used EL's would be carried forward to the next calendar year.

6.9.3. EL's will not be granted on more than three occasions in a calendar year.

6.9.4. EL's will not be granted for less than 05 days.

6.9.5. In certain cases unused vacation leaves of vacation staff may be converted to EL's as provided for in, clause VIII above.

> *All human situations have their inconveniences. We feel those of the present but neither see nor feel those of the future; and hence we often make troublesome changes without amendment, and frequently for the worse". - Benjamin Franklin*

7.0   Code of Conduct and Discipline:

All employees of the institution in general shall abide by the following rules, unless and otherwise expressly circulated to this effect:

7.1   DO's:

7.1.1   Maintain absolute integrity and devotion to duty

7.1.2   Attend the college regularly and punctually

7.1.3   Engage classes, both theory and practical; punctually and effectively

7.1.4   Correct the assignments and lab. records systematically

7.1.5   Be meticulous in submitting the question papers and marks of the internal tests

7.1.6   Conduct guest/expert lectures with academic/industry professionals

7.1.7   Valuation of internal and external examinations

7.1.8   Attend internal and external invigilation and observer duties

7.1.9   Attend guest lectures, FDPs, Workshops, Seminars, Industrial Visits and Tours

7.1.10 Downloading e-material from digital library, authorized online

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journals and legitimate sites

7.1.11 Preparing soft/hard copy of course files, delivery sheets and web materials

7.1.12 Monitoring and Counseling of student academic performance and Mentoring

7.1.13 Be honest, impartial in dealings and courteous with others

7.1.14 Abide by the rules and regulations of the institution

7.1.15 Promote decency, decorum, dignity and discipline among staff and students.

7.1.16 Institute devices and mechanisms to improve academic standards.

7.1.17 Acquire and develop professional/interpersonal competence to enhance skills of students

7.1.18 Building team work, team efficiency and reinforcement of skills/knowledge in students

7.1.19 Administrative compliance

7.1.20 Authoring/Coauthoring of text books with other college professionals

7.1.21 Publication of papers in Seminars/Conferences/Conventions/ Journals/Magazines

7.1.22 Publication and attending FDPs/Workshops/Conferences/ Symposiums/ Conventions

7.1.23 Chairing Sessions and Delivering Keynote Address in any FDP/WS/ Seminar/Conference

7.1.24 Professional, rational and intellectual behavior like an academician.

7.2　　　　**Don'ts**

7.2.1　Gross negligence of duties and responsibilities

7.2.2　Propagation of religious, communal, anti-social, terrorist activities in the campus

7.2.3　 Discriminate by caste, creed, religion, language, domicile, social and cultural background

7.2.4　 Encouraging any form of 'malpractice/unfair practices' in connection with exams

7.2.5   Leaving the campus without proper prior permission of the Head of the Institution.

7.2.6   Absconding from the institution

7.2.7   Undertake private assignments whether remunerative or not

7.2.8   Enter into any monetary transactions with any stakeholder of the institution

7.2.9   Cause damage to institution or stakeholders property in any form.

7.2.10   Encourage or involve in immoral practices with stakeholders

7.2.11   Organize, attend, involve in any duty outside the college without proper approval

7.2.12   Passing comments on religious, regional, personal, racial and cultural sentiments

7.2.13   Taking Membership of a political party or taking part in politics

7.2.14   Any act which is detrimental to the interest of the institution.

7.3   Disciplinary action:

7.3.1   All employees are liable for disciplinary action for disobedience, misconduct and dereliction/negligence of duty. However such disciplinary action shall be taken after establishing the grounds on which the disciplinary action is initiated and after a reasonable opportunity has been provided to the employee to defend himself/herself.

7.3.2   Complaints of misconduct by a staff member are investigated by a disciplinary committee or adhoc committee constituted for the purpose by the Principal.

7.3.3   An employee may be placed under suspension by the appointing authority pending enquiry into framed charges by giving the employee a fair chance to represent his/her case. The Principal is empowered to suspend any employee if it is in the interest of the college and report his action to the management, and the University as the case may be.

7.3.4   As part of the disciplinary action, the following punishment for good and sufficient reasons may be imposed upon the

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employees of the Institution, after establishing the facts about committing an offence and dereliction/negligence of duties.

i. Censure
ii. Withholding increments/promotion
iii. Recovery from his salary whole or part of any pecuniary loss caused to the college due to negligence of duty or breach of orders/rules.
iv. Suspension
v. Removal from service

7.4. Grievance Cell:

Grievance cells are constituted at department level by the HOD concern and at institution level by the Principal to looking into the grievance of the staff members and redress them.

"In every community there is work **to be done. In every nation, there are wounds to heal. In every heart there is the power to do it."**
-Marianne Williamson

8.0 Administrative Procedures:
8.1 Personnel Records:

The basic information of staff will be collected and maintained by PA-Head of the institution in separate staff personal files. Some of the documents which will be in the personal file may include: Resume with a covering letter along with two photographs applying for position in the institution; call letter if any; appointment letter; all original certificates along with photo copies in proof of age, qualification, experience and last pay drawn; feedback appraisal, incentives, promotions and increments given; and any appreciation, commending letters issued by head of the institution.

8.2 Custody and Maintenance of Attendance Registers:

Attendance record is maintained in a manner that it remains authenticated and unquestionable. Every staff member has to give attendance two times in a day (i.e., First time 9.15AM on arrival and Second time at 4.00 PM on departure). The custody of attendance

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register will be with the Head of the Institution; any deviations call for permission of head of the institution. Primarily, the attendance registers will be with Heads of the Departments up to 9.30 AM everyday and then they will be submitted to the head of the institution and the same will be drawn again by HODs at 4.00 PM to make it convenient for the employees to sign.

8.3   Punctuality:

The institution is very serious in enforcing punctuality through its Heads of the Departments who scrutinize the attendance registers. Surprise checks are also made by the Head of the Institution. A special limited provision is made available to all the staff members of all departments to avail themselves of early going and late coming permissions, which will be granted at the discretion of Head of the Institution.

8.4   Feedback and Suggestion Scheme

The institute encourages both open and close participation and involvement of all the employees, students and parents, academicians, industrialists, professional experts, alumni, employers of alumni and stakeholders in finding innovative ideas in the process of achieving its purpose, vision, mission, objectives, goals and quality policy. Any employee or student can voluntarily give his/her suggestions orally or in writing in a closed envelope without mentioning his identity and put the same in suggestion box available in administrative office. However, the institution has a provision to collect suggestions and feedback twice in a semester from students and once in a year from all the staff members.   All these suggestions and feedbacks will be examined   to consolidate and submit a report to the head of the institution which in turn will be submitted to the Secretary for implementing some of the constructive feedbacks and suggestions in the interest of the institutional development. The student feedback will be collected by In-charge of QC department and staff member feedback will be collected by HODs concerned.

9.0 Facilities and Amenities:
9.1   Chapters and Professional Associations:

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All the departments of the institution, through the active participation of faculty and student associations need to initiate, establish, organize various academic and professional activities such as technical quiz, technical symposiums, workshops, guest lectures, technical fairs, seminars under its roof. Some of the institutional developments in this direction are as under:

No	Name of the Chapter	Initiative and beneficiary
1	IEEE	EEE and ECE
2	ISTE	S & H
3	CSI	CSE/IT/MCA
4	ACT	CSE
5	IETE	ECE

9.2 Library:

Institution has an excellent library facility with a treasure of knowledge related to various disciplines in addition to its subscription to national and international, physical and online journal accessibility to encourage and create research atmosphere.

9.3 Digital Library:

The institution has an excellent digital library with a separate server, space, internet, UPS and LAN connection, with 387 courses and 4278 e-books/files, which are made use of by a good number of staff members and students.

9.4 Transport:

Driven by a team of trained drivers, a large fleet of buses ply from all places catering to the needs of students and staff members for a comfortable and hassle free transport.

9.5 Medical care:

The institution is within the HMDA limits and very near to city and closely surrounded by a number of government and private hospitals and health clinics. Despite this, in the interest of staff members, the institution has appointed one trained staff nurse with primary health equipment to attend on emergencies and casualties and to provide general medicine made available free of cost to all the staff members.

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9.6   Canteen and Fast Food Centre:

The canteen and fast food centre is located in a spacious, well planned building to cater to the needs of the staff and is well equipped with modern cooking facilities.

9.7   Sports and Games

The Physical Director provides sports facilities to the staff members of the institution. The staff actively participate in Chess, Caroms, Table Tennis, Basket Ball, Volley Ball, Tennis, Throw Ball and Cricket whenever they are free in post lunch session. Apart from this, competitions are conducted under VIBES (The Annual Day Celebrations of the institution) for the staff.   The winners and runner-ups are awarded prizes.

9.9   Computing Facilities:

The Institution provide a good number of computing facilities both for students and faculty members with a freedom to down load all academic development material with a restricted access to certain sites under the constitutional sanctions.

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Institutional Perspective Strategic Plan (2021-26)

1. **Towards Implementation of Quality TLP**

   A. **Faculty Development Programs**

      i. **Pedagogical techniques**

         a. **Problem Based/Project Based Learning (PBL)**

         b. **Case Study Oriented Approach**

         c. **Group Learning – Collaborative/Cooperative Learning, etc.**

      ii. **Other Faculty Development Programs**

         a. **Faculty Induction Programs (Faculty with less than five years experience)**

         b. **Facilitating faculty in the development of e-content and its usage**

         c. **Interdisciplinary/Multi-disciplinary/Core areas**

         d. **Personality Development**

   i. **Pedagogical techniques**

Adopting Problem/Project Based Learning (PBL)/Case study/Group Learning

OVERVIEW			METRICS/KPIs	
			1.	At least one vocational course/certification course per department; provide employment for certified skilled professionals
Duration	5 years		2.	Number of FDPs on pedagogical practices
			3.	Number of courses PBL is adopted
Cost/year	50 Lakh rupees		4.	Number of faculty trained on adoption of PBL and programming
Starting Date	**July, 2021**		5.	Number of prototypes developed
Responsibility for Implementation	Dean, Academics, HoDs		6.	Number of students participated in Hackathons/Project Exhibitions in institutes of repute, namely, IITs, IIITs, BITS, NITs etc.
			7.	Number of seminars delivered in various departments on advanced technologies
			8.	Number of Engineering courses other than CSE augmented with programming exercises

Institute level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	--	05	05	05	05
2	17	25	33	40	45
3	58	70	85	100	120
4	25	40	60	85	100
5	2	2	3	3	3
6	150	200	250	300	350
7	20	25	50	50	50
8	06	10	15	15	15

ii.   **Other Faculty Development Programs**

OVERVIEW		METRICS/KPIs	
		1. Faculty Induction Programs (Faculty with less than five years experience)	
Duration	5 years	2. Facilitating faculty in the development of e-content and its usage	
		3. Interdisciplinary/Multi-disciplinary/Core areas	
Cost/year	50 Lakh rupees	4. Personality Development	
Starting Date	**July, 2021**		
Responsibility for Implementation	Dean, Academics, HoDs		

S. No.	DEPARTMENT TARGET	2023-24
1	**CSE**	
2	**CSE (AIML)**	
3	**CSE (CS)**	
4	**CSE (DS)**	
5	**EEE**	
6	**ECE**	
7	**CE**	
8	**ME**	

B. Developing Creativity and Innovation leading to Product Development and Entrepreneurship

OVERVIEW			METRICS/KPIs	
Duration	5 years		**1.**	Number of student projects for which financial assistance is provided to build prototypes
Cost/year	17 Lakhs		**2.**	Number of startups from prototypes developed
Starting Date	**July, 2021**		**3.**	Number of entrepreneurial awareness activities conducted
Responsibility for Implementation	Coordinator, IC &HoDs		**4.**	Number of students attended EDP
			5.	Number of Innovation workshops conducted
			6.	Number of students participated in innovation workshops
			7.	Additional Space provided for Incubation
			8.	MHRD's IIC 5-star rating

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	05	10	14	16	20
2	02	02	03	04	05
3	25	35	35	35	35
4	400	450	500	550	600
5	11	13	15	17	20
6	700	720	730	740	750
7	1500 Sq. ft	3000 Sq. ft	--	3000 Sq. ft	--
8			MHRD's IIC 5-star rating		

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

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C. **Academic and Research infrastructure (Teaching-Learning, R & D, and Consultancy)**

OVERVIEW		METRICS/KPIs	
Duration	5 years	1.	Number of smart classrooms
Cost/year	1.2 Crore rupees	2.	Number of laboratories enabled with ICT facilities
Starting Date	**July, 2021**	3.	Number of departments to be enabled with Research and Development lab
Responsibility for Implementation	Dean - Academics, Dean - Research and Development, HoDs	4.	Number of departments to be enabled with a seminar hall
		5.	Number of departments to be enabled with discussion rooms

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	08	08	04	--	---
2	20	10	10	5	---
3	--	03	02	02	--
4	--	02	02	01	01
5	01	02	02	01	01

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

D. Centre for Learning Resources (Central Library)

OVERVIEW		METRICS/KPIs
Duration	5 years	Number of e-books available
Cost/year	30 Lakh rupees	Establishment of cloud based e-library and online access
Starting Date	**July, 2021**	Number of Journals subscribed
Responsibility for Implementation	Librarian and Dean, Academics	Number of systems with digital library access
		Creating awareness on e-learning resources

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	10500	11500	12500	13500	14000
2	IEEE-228 DELNET-1050 K-HUB- e-journals-4352 e-books-4134 NLIST(Scholarly content) Cost: Rs. 6.32680.00	IEEE-240 DELNET-1100 K-HUB-e-journals-4500 e-books-4200 NLIST(Scholarly content) Remote Access-Knimbus Cost:Rs.8,90,000.00	IEEE-250 DELNET-1150 K-HUB- e-journals-4600 e-books-4400 NLIST(Scholarly content) Remote Access-Knimbus Cost:Rs.9,10,000.00	IEEE-260 DELNET-1200 K-HUB- e-journals-4700 e-books-4500 NLIST(Scholarly content) Remote Access-Knimbus Cost:Rs.9,30,000.00	IEEE-260 DELNET-1200 K-HUB- e-journals-4700 e-books-4500 NLIST(Scholarly content) Remote Access-Knimbus Cost:Rs.9,30,000.00
3	196 Cost: Rs. 5,57,098.00	208 Cost:Rs.600000.00	220 Cost: Rs.6,50.000.00	230 Cost:Rs.7,00000.00	240 Cost:Rs.8,00000.00
4	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

2. **Quality student placements both in terms of numbers and companies with a median salary of 6 to 8 lakhs PA.**

   a. **Establishment of Center for Training for Placement, Internships and Career Development**

OVERVIEW	
Duration	5 years
Cost/year	75 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, Training for Placements and Career Development

METRICS/KPIs
1. Establishment of a Dedicated Team, Chaired by a Senior Professor, preferably from CSE department as most of the recruitment is in IT industry
2. Enhancement of facilities for Placements with Video conferencing, interview and conference rooms
3. Number of Value-Added Programs with number of students attended
4. Number of companies visited for placements and number of individual students placed
5. Median salary of 6-8 LPA, highest pay package of 20 LPA
6. Number of placements and career awareness programs, internships facilitated etc.

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	Established in 2020				
2	Increase in space to 5000 sq ft.	Video conferencing, and conference rooms	Interview rooms	----	----
3	16 (1500)	18 (1600)	18 (1700)	18 (1800)	20(2000)
4	60 (600) (650 till now)	65 (620)	70 (720)	75 (750)	80 (800)
5	---------------	-------------	-------	✓	✓
6	900	1000	1100	1150	1200

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

b. Development of Strong Industry-Institute-Interaction (III)

OVERVIEW	
Duration	5 years
Cost/year	15 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Coordinator, III and Dean, Training for Placements and Career Development

METRICS/KPIs	
1.	Establishment of Dedicated Team for III, Chaired by a Senior Professor, preferably from CSE department as most of the recruitment is in IT industry
2.	Number of MoUs
3.	Number of industry personnel in Governing Body, Academic Council, BoS of each department and IQAC
4.	Number of industry experts delivered Guest lectures, acted as resource persons for FDPs, SDPs and VACs
5.	Number of internships, industry visits, consultancy projects etc.
6.	Number of CoEs, labs established with industry collaboration
7.	Number of activities conducted under CoE and industry collaboration labs

Targets

Metric No.	List	2021-22	2022-23	2023-24	2024-25	2025-26
1.	Prof. O.V.P.R. Siva Kumar from Dept. of ECE was designated as Coordinator, Industry Institution Interaction.					
2	MoUs	17	20	24	28	32
3	1. Number of industry personnel in Governing Body	2	2	2	2	2
	2. Number of industry personnel in Academic Council	4	1	-	-	-
	3. Number of industry/R&D personnel in BoS	7	02	02	01	-
	4. Number of industry personnel in IQAC	1	2	2	2	2
4	Number of industry experts as resource persons for Guest lectures, FDPs, SDPs and VACs	20	20	20	24	24
5	1.Internships	840	950	1000	1100	1200
	2.Industrial Visits	12	20	20	20	25
	3.Consultancy Projects	1	5	6	7	8
6	CoEs	4 (Smart Bridge, DSCI, VLSI, IoT)	4	6	8	10
7	Activities under CoE	16	20	25	30	35

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

c. Promoting co-curricular and extra-curricular activities through Student Clubs, Professional Bodies and Technical Associations

OVERVIEW	
Duration	5 years
Cost/year	25 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, Student Affairs, coordinators of student clubs, professional bodies, and Technical associations of departments

METRICS/KPIs	
1.	Providing a separate floor earmarking for Student Activities Center (SAC)
2.	Arranging separate transport for students, faculty and staff after college hours at staggered timings
3.	Number of student participation in student clubs/Professional body activities/NSS
4.	Number of activities conducted in each semester

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	--	--	--	Providing about 5000 Sq. ft	--
2	Yes				
3	3500	4500	5000	5500	5500
4	80	125	145	151	157

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

d. Encourage Alumni Engagement and Interaction

OVERVIEW	
Duration	5 years
Cost/year	12 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, Student Affairs, Coordinator, Alumni

METRICS/KPIs
1. Providing a separate space earmarking for Alumni Association
2. Providing link on college website for alumni to register, giving information about various college activities
3. Number of Alumni as resource persons for FDPs, SDPs, VACs etc
4. Number of alumni recognized as successful alumni
5. Number of Alumni chapters being established at various major cities in India and abroad

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	-	-	-	-	2000 Sq. ft
2	Yes	Yes	Yes	Yes	Yes
3	5	6	8	10	10
4	2	3	5	7	9
5	-	-	1	1	1

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

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e. Promoting Community Service and Extension

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Number of villages visited to conduct various activities for rural folk
Cost/year	5 Lakh rupees	2. Number of vocational training programs conducted for rural youth
Starting Date	**July, 2021**	3. Number of Activities
Responsibility for Implementation	Dean, Student Affairs	4. Number of students participated in community service
		5. Number of rural folk benefited from community service

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	5	6	8	10	10
2	-	2	3	4	4
3	25	50	75	100	125
4	200	250	300	350	400
5	-	130	150	180	200

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

3. PG Programs and Twinning Programs

OVERVIEW	
Duration	4-5 years
st/year	150 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, Academics, HoDs, Dean, RD&C

METRICS/KPIs	
1.	Identification of areas in which faculty are strong vis-a-vis in which PG programs, Twinning programs, and Dual degree programs be initiated
2.	Establishing research labs, which add value to students and faculty
3.	Number of PG programs started facilitating research
4.	Twinning Programs as well as Dual Degree Programs in collaboration with Foreign Universities

Targets

Metric No.	21-22	22-23	23-24	24-25	25-26
1	Identification of areas	Recruitment of faculty and training	Initiating the program	Initiating the program	Initiating the program
2	-	1	2	2	1
3	-	-	1	2	2
4	-	Initiating collaboration with foreign universities	Reach collaboration with foreign universities	1 (Twinning program) 1 (Dual Degree program)	1 (Twinning program) 2 (Dual Degree program)

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

4. Research, Development and Consultancy

OVERVIEW	
Duration	5 years
Cost/year	50 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, RD& C

METRICS/KPIs
1. Establishing Research and Development Lab in various departments
2. Arranging separate transport for students, faculty and staff after college hours at staggered timings using research labs
3. Number of faculty and students utilizing Institutional research labs
4. Number of publications in Scopus index and higher
5. Number of research projects applied (and secured)
6. Number of inter-departmental research projects executed
7. Number of UG and PG students involved in research projects and research papers published
8. Number of collaborative projects with other organizations
9. Number of faculty pursuing PhD actively, also number of faculty awarded PhD
10. Number of programs on IPR, Writing quality research papers, research proposals and various funding agencies
11. Number of Orientation programs to motivate Faculty to register for PhD

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	01	02	03	02	02
2			Yes		
3	25+40	40+60	60+100	80+150	110+200
4	100	120	150	175	200
5	06 (1)	10 (1)	12 (1)	14 (1)	16 (2)
6	-	2	3	4	4
7	40	50	60	70	80
8	--	3	5	7	10
9	55	60	65	70	75

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

5. Establishment of Faculty Development Center (06-08 years)

OVERVIEW		METRICS/KPIs	
Duration	5 years	1.	Foreseeing / identifying emerging areas in which faculty are not available; identifying resource persons within/outside the college (Reputed institutes) for training faculty in these areas
Cost/year	20 Lakh rupees	2.	Establishing a FDP center by earmarking space for the same.
Starting Date	**July, 2021**	3.	Number of resource persons invited for delivery of FDPs/Guest Lectures/SDPs in emerging areas
Responsibility for Implementation	Dean, Academics, HoDs		

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1.	10	12	14	16	16	--	--	--
2.	--	--	--	01 (2500 Sq. ft)	--	--	--	--
3.	15	25	40	50	50	50	50	50

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

6. Quality Initiatives

OVERVIEW		METRICS/KPIs	
Duration	5 years	1.	Earmarking space for Quality Assurance Cell
Cost/year	1 Lakh rupees	2.	Reviewing and determining benchmarks for further improving quality of various activities
Starting Date	**July, 2021**	3.	Audit of various meetings and activities
Responsibility for Implementation	Coordinator, Internal Quality Assurance Cell (IQAC)	4.	Conduct of external academic and administrative audit and action taken there off.
		5.	Awareness programs on Accreditation processes and evaluation parameters
		6.	Establishment of Quality Circles
		7.	Awareness program on NEP-2020 and its effective implementation

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	200 Sq. ft	--	--	--	--
2	--	--	Reviewing and determining benchmarks	--	--
3	--		Once in a year (Internal audit at the end of odd semester)		
4			Once in academic year by an external peer team after even semester		

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

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7. ABET Accreditation status

OVERVIEW	
Duration	08 years
Cost/year	2 crores
Starting Date	**July, 2023**
Responsibility for Implementation	Dean, Academic with help of college academic committee, Coordinator IQAC, Registrar

METRICS/KPIs	
1.	Apprising and training faculty on the importance of ABET accreditation through workshops
2.	Facilitating liberal education through multi-disciplinary courses with flexible curriculum
3.	Course based projects in all laboratory courses
4.	Improving quality of publications of faculty with an average impact factor of 3, H index of the institute to 2
5.	Vigorously promoting research divisions/specializations in each department
6.	Involving faculty in multidisciplinary research with collaboration of other organizations of repute
7.	Increased collaboration with industries towards consultancy
8.	Faculty and student exchange programs with universities abroad
9.	100% technology enabled teaching learning process
10.	Sending Application for accreditation by ABET

Targets

Metric No	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	✓	✓	✓	--	--	--	--	--
2	--	✓	✓	✓	✓	✓	✓	✓
3	--	✓	✓	✓	✓	✓	✓	✓
4	--	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓
7	02	03	04	05	07	09	10	12
8	--	--	--	02	03	04	05	06
9	✓	✓	✓	✓	✓	✓	✓	✓
10	--	--	--	--	--	--	✓	Securing ABET Accreditation

S. No.	DEPARTMENT	2023-24
1	CSE	
2	CSE (AIML)	
3	CSE (CS)	
4	CSE (DS)	
5	EEE	
6	ECE	
7	CE	
8	ME	

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Department of Management Studies

Strategic Plan (2021-26)

1.

a. Implementation of Quality TLP adopting Problem/Project Based Learning (PBL)

OVERVIEW		METRICS/KPIs
Duration	**5 years**	1. Number of courses PBL is adopted
Cost/year		2. Number of faculty trained on adoption of PBL and programming
Starting Date	**July, 2021**	3. Number of FDPs conducted for adopting PBL
Responsibility for Implementation	**HoD**	4. Number of students participated in Creating Business Proposals
		5. Number of seminars delivered in various departments on advanced technologies

Department level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	1	1	1	2	3
2	2	2	2	2	2
3	0	0	0	1	1
4	6	6	6	10	20
5	1	1	1	1	1

b. Develop Industry- Institute - Interaction using contacts of GB members, Resource persons, faculty and alumni

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Establishment of Dedicated Team
Cost/year	15 Lakh rupees	2. Number of MoUs
Starting Date	**July, 2021**	3. Number of industry personnel in Governing Body, Academic Council, BoS of each department and

		IQAC
Responsibility for Implementation	Senior Professor of the Department	4. Number of industry experts delivered Guest lectures, acted as resource persons for FDPs, SDPs and VACs
		5. Number of internships, industry visits, consultancy projects etc.

Department level Targets:

Metric No.	List	2021-22	2022-23	2023-24	2024-25	2025-26
1.	V. Shivani was designated as Coordinator, Industry Institution Interaction.					
2.	MoUs	0	0	1	2	2
3	Number of industry/R&D personnel in BoS	1	1	1	1	1
4	Number of industry experts as resource persons for Guest lectures, FDPs, SDPs and VACs	2	3	1	3	3
5	1.Internships					
	2.Industrial Visits	1	2	1	2	2
	3.Consultancy Projects	0	0	1	1	1

c. **Promoting co-curricular and extra-curricular activities through Student Clubs, Professional Bodies**

OVERVIEW	
Duration	5 years
Cost/year	
Starting Date	**July, 2021**
Responsibility for Implementation	Coordinators of student clubs, professional bodies, and student clubs of the departments

METRICS/KPIs
Number of student participation in student clubs/professional body activities
Number of activities conducted in each semester

Department level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	36	40	60	60	60
2	10	12	13	17	17

d. Encourage Alumni Engagement and Interaction

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Number of Alumni as resource persons for FDPs, SDPs, VACs etc
Cost/year		
Starting Date	**July, 2021**	2. Number of alumni recognized as successful alumni
Responsibility for Implementation	Coordinator, Alumni	

Department level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	4	4	4	6	8
2	0	2	2	2	2

e. Promoting Community Service and Extension

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Number of villages visited to conduct various activities for rural folk
Cost/year		2. Number of Activities
Starting Date	**July, 2021**	3. Number of students participated in community service
Responsibility for Implementation	Dean, Student Affairs	4. Number of rural folk benefited from community service

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	**3**	**3**	**3**	**3**	**3**
2	4	5	5	5	5
3	10	10	10	15	15
4	20	20	20	20	20

2. Research, Development and Consultancy

OVERVIEW	
Duration	5 years
Cost/year	50 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, RD& C

METRICS/KPIs
1. Number of publications in Scopus index and higher
2. Number of PG students involved in research projects and research papers published
3. Number of faculty pursuing PhD actively, also number of faculty awarded PhD

Department level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	0	0	0	2	2
2	All	All	all	all	all
3	0	4	4	4	5

5. Establishment of Faculty Development Center (06-08 years)

OVERVIEW	
Duration	5 years
Cost/year	20 Lakh rupees
Starting Date	**July, 2021**
Responsibility for Implementation	Dean, Academics, HoDs

METRICS/KPIs
1. Foreseeing / identifying emerging areas in which faculty are not available; identifying resource persons within/outside the college (Reputed institutes) for training faculty in these areas
2. Number of resource persons invited for delivery of FDPs/Guest Lectures/SDPs in emerging areas

Department level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1.	1	2	12	12	12
2.	2	2	4	5	5

6. Feedback and corrective measures through Quality Assurance Systems

OVERVIEW		METRICS/KPIs	
Duration	5 years		
Cost/year		1. Reviewing and determining benchmarks for further improving quality of various activities	
Starting Date	**July, 2021**	2. Audit of various meetings and activities	
Responsibility for Implementation	Coordinator, Internal Quality Assurance Cell (IQAC)	3. Conduct of external academic and administrative audit and action taken there off.	

Department level Targets:

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	**Y**	**Y**	**Y**	**Y**	**Y**
2	**Y**	**Y**	Y	**Y**	Y
3	**Y**	**Y**	Y	**Y**	Y

Annexure-4.2.2 (I)

I. Designing a Good Assignment/Question Paper

All the faculty members have been given training on the following:

"Design, Assessment and Evaluation" of

a) Assignments, Activity/ Case Study/ Group Discussion/ Presentations/ Role play

b) Question papers in internal assessment/examinations

c) Scope of questions in external examinations

d) Laboratory examinations

e) Project work, if any

Faculty has been explained on the characteristics of a good question, and what it should measure, which are given below.

Characteristics of a good question:

Questions in assignments must be thought provoking.

They should preferably test the students on the higher order thinking skills of Bloom's Taxonomy, namely, "Analysis, Synthesis, and Evaluation".

They should be more involved in testing the students' logical reasoning, analytical thinking, flair and abilities for analysis, design and evaluation.

The following are characteristics of a "good question":

1. **Objective based:** A question should be based on a pre-determined objective and should be framed in such a way that it tests the objective effectively so that the achievement of outcome vis-à-vis the objective can be analyzed and measured.

2. **Instructions:** It should specify a particular task through the instructions. For this, appropriate directional words should be used as clearly indicated in Bloom's Taxonomy, and structured situation should be given indicating the objective thereby facilitating the measurement of the outcome.

3. **Scope:** It should indicate the limit and the scope of the answer (length of the answer) in accordance with the estimated time and marks allotted to it.

4. **Content:** The question should test the same area of content which it intends to test.

5. **Form of Question:** The form of question depends on the objective and the content area to be tested. Some forms are better than the others for testing certain abilities (Please refer to Bloom's Taxonomy).

6. **Language:** A good question is framed in a clear, precise and unambiguous language, well within the comprehension of the students.

7. **Difficulty level:** A question should be written keeping in view the level of the students for whom it is meant. The difficulty of the question depends upon the ability to be tested, the content area to be tested and the time available to answer it.

8. **Discriminating power:** A good question must distinguish between bright students and others.

9. **Delimited scope of the answer:** The language of the question should be specific and precise so that the scope of the expected answer is clearly defined.

10. **Marks:** Marks carried by a question as a whole and also its sub parts should be clearly mentioned in proportion to the time required to answer the question.

II. Guidelines for Examiners towards Preparation of Question Paper

A. General Guidelines to the Paper Setter(s)

1. Work on a Specification Grid (see section-D). Before and after preparing the question paper, please check and ensure that all the test items are based on the respective syllabus and the items are graded in some order of difficulty.

2. Develop a Marking Scheme alongside the Specification Grid.

3. Check that the duration of the examination is entered correctly on the paper and ensure that the time allotted is sufficient to enable the students complete the paper and revise their work.

4. Proof read the text.

5. Pass on the *finalized* draft of the paper to QPEC which has to ensure that no test item is out of syllabus, check that all set tasks are workable and that the paper can be completed in the set time.

6. Make the necessary changes in the examination paper and the marking scheme as advised by the QPEC and forward it to CoE.

B. Layout

1. The layout of the paper should be as clear as possible to make it as student friendly as possible.

2. Instructions to candidates should be clear and unambiguous. They should be presented in bold type.

3. Wherever possible, use a straightforward and consistent format with regular line lengths.

4. Use typesetting features such as bold, italics, indentation or boxes effectively to help candidates focus their attention on the task.

5. Long complex questions are best split up by the use of subsidiary numbering systems.

6. Structured questions should follow a graded and logical sequence.

7. The information contained on a page should be well structured through the appropriate use of headings and sub-headings. This would help candidates organize text in advance of reading.

8. Check that the diagrams, and figures/pictures used are necessary, helpful and are of high quality.

9. Place the text close to the relevant diagrams or pictures to enable the candidates relate the two effectively. Questions with figures/pictures/tables should be set on the same page or on adjacent pages.

10. Ensure that marks assigned for each item / exercise / section are clearly indicated on the question paper.

C. Sentence Construction

1. Use the simplest language and structure possible to convey clearly and unambiguously the meaning of the question.

2. Split down even relatively short sentences if they contain a lot of condensed information.

3. Try not to use passive sentence because it can make a sentence impersonal and complex.

4. Also avoid using the conditional form (sentences starting with "if") and the double negative.

5. Eliminate superfluous words and any abstract and metaphorical language which is not necessary.

6. Make sure that introductory statements in questions contain only the information which is required for answering those questions relevantly.

D. Specification Grids

1. The writing of test items should be guided by a carefully prepared set of test specifications.

2. The specifications describe the achievement domain being measured and provide guidelines for obtaining a representative sample of test tasks.

3. The specification grid (a two-way table) provides assurance that the test will measure a representative sample of the learning outcomes and the subject matter topics to be measured.

4. The specification grid relates outcomes to content and indicates the relative weight to be given to each of the various areas.

5. A specification grid indicates:
   i. Learning outcomes to be tested
   ii. Subject/course matter or content area
   iii. Assigned weighting to the learning outcomes and content areas in terms of their relative importance

6. The learning outcomes to be tested include
   a. Recall of knowledge,
   b. Intellectual abilities or skills (understanding, application, etc)
   c. General skills (e.g. practical, performance, communication),
   d. Attitudes, interests, appreciations.

7. The following factors are to be considered when assigning relative weights to each learning outcome and each content area.
   i. Importance of each area in the total learning experience
   ii. Time devoted to each area during the learning experience
   iii. Which outcomes have the greater retention and transfer value

Annexure-4.2.2 (II)

Checklist for Evaluation of Question Paper by Department Committee

Course Code: _____

Course Title: _____

Name of the Course Instructor: _____

S. No.	Parameter/Attribute	Evaluation	Remarks, if any
1	Was weightage given uniformly to the content? (Yes/No)		
2	Are there any Analytical questions? (Yes/No). If yes, of marks for these questions		
3	Are there any questions involving design aspects? (Yes / No). If yes, of marks for		
4	Please list Course outcomes covered		
5	Please list Program outcomes covered		
6	Please indicate complexity of the questions on a scale of 1 - 5 (5 Highest)		
7	Please indicate estimate of approximate time required for answering all questions		
8	Please mention number of levels of Bloom's taxonomy the question paper covers? List the levels covered.		
9	Does the question paper contain discriminating power (Distinguishing the bright and the average student) Yes / No		
10	Are the questions specific and precise thereby limiting the scope of the answer to a large extent? (Yes / No)		

Name and signature of Course instructor 1: _____

Name and signature of Senior Assistant Professor2: _____

Name and signature of Member IQAC 3: _____

Name and signature of Program Coordinator: _____

Name and signature of Head of the department: _____

Annexure-5.6.1a
Details of Professional societies/chapters Student Memberships
Academic Year: 2023-2024

S. NO	Roll No.	Name of the Student Members
1.	22R11E0006	Bhairavabhatla Sai Apoorva
2.	22R11E0014	Gonti Deepthi
3.	22R11E0038	Mothe Nikhil
4.	22R11E0060	V.Addi Akhila
5.	22R11E0061	Velamuri.Rama Saranya
6.	23R11E0004	Barre Shadrach
7.	23R11E0030	Kotturu Sai Kumar
8.	23R11E0032	Kunchala Divyamrutha
9.	23R11E0050	S.VeeraKota Balaji
10.	23R11E0052	Shaik Shashavali

Academic Year: 2022-2023

S. NO	Roll No.	Name of the Student Members
1.	22R11E0061	V. Rama Saranya
2.	22R11E0047	Rajput Vijjisha
3.	22R11E0009	B. Bhanu Prakash

Academic Year: 2020-2021

S. NO	Roll No.	Name of the Student Members
1.	19R11E0060	Ms Talla Sahithi
2.	19R11E0031	Ms Kurapati Manasa
3.	19R11E0012	Ms D Sushmitha
4.	19R11E0023	Ms J Sarah
5.	19R11E0059	Ms Bandlamudi Chandana
6.	19R11E0009	Ms Chinnam Prameela

Annexure-5.6.1b
Details of the Activities organized under Professional Societies/Chapters
Academic year: 2023-2024

Videolink:https://youtu.be/YIOLF-6zYc4?feature=shared

Annexure-5.6.1c
Academic Year: 2022-2023

Annexure-5.6.1e

Management Events Organized

Bhaswara2K23

Bhaswara2022

Management Euphoria 2021

Annexure-5.6.1f
AcademicYear2022-2023
Details of Activities under Entrepreneurship Development Club

Geethanjali College of Engineering and Technology
(Autonomous)

Poster Presentation on "Ideas for Entrepreneurship and Innovation"

Department of Management Studies

Annexure-5.6.1g
Academic Year 2021-2022

Annexure-5.6.1h
AcademicYear2022-2023
Details of Activities under Marketing Club

Annexure-5.6.1i
AcademicYear2021-2022

Annexure-5.6.1j
Details of Activities under Finance Club Academic Year 2021-2022
Workshop on Data Analysis for Ideation and Business Decisions Using R Programming

Annexure-5.6.1m
AcademicYear-2022-2023
Workshop on HVPE -"Empowerment through Self Education"

Annexure-5.6.1n
AcademicYear-2020-2021
Webinar on Content Writing and editing process

Annexure 9.2a

Details of Alumni meet

Alumni Meet held on 25th Dec, 2023

S. No	Roll No	Name of the Alumni	Batch	Contact No	Mail Id	Current Organization	Designation
1	21R11E0031	Ms. Narige Shravya Yadav	2021-23	9391975185	Shravyadav70@gmail.com	Real page India Pvt ltd	HR Analyst
2	21R11E0008	Mr. Challa Pavan Kumar	2021-23	9381017030	challapavankumar@gmail.com	Eclat Prime	Finance Process associate
3	21R11E0043	Mr. S. M. Mirza	2021-23	7093846513	mujahadmizra67@gmail.com	Accenture	Process Associate
4	20R11E0034	Mr. Nemuri Sai Sapnil Goud	2020-22	8801930230	sapnilgoud@gmail.com	Business	Entrepreneur
5	17R11E0057	Mr. V. Abhishek	2017-19	9550413615	abhivemuri7695@gmail.com	Delloitte	Tax Consultant
6	16R11E0035	Mr. J Pram Kumar	2016-18	8019667949	premjkumar@gmail.com	Value-Labs	HR Executive
7	20R11E0031	Mr.G. Praveen Kumar	2020-22	8686562970	pravenngulla6@gmail.com	HBL Power System Ltd.	HR Executive
8	21R11E0032	Mr. Narla Bhanu Prasad	2021-23	7780690102	n.bhanuprasadnp@gmail.com	Sri Rajeshwari hatcheries pvt ltd	Finance Executive
9	21R11E0018	Mr. Jupally Thukaram	2021-23	9912410112	thukaramjupally77@gmail.com	Wells Fargo	Process Analyst
10	21R11E0040	Ms. Rangam Manasa	2021-23	9509049221	manasauand26@gmail.com	Cognizant	Process Executive
11	21R11E0012	Mr. Dingi Sreenivas	2021-23	8374416686	srinubunny2307@gmail.com	Kamai elivators	PG trainee

12	21R11E0045	Ms. Yogitha Sri Kari	2021-23	9912410112	yogithasrikari0@gmail.com	Rohini Minerals Pvt ltd	Accounts Executive
13	21R11E0036	Mr. Pamula Bharath Kumar	2021-23	8978831875	pamulabharathkumar457@gmail.com	I process Services Pvt. Ltd.	Sr. Executive
14	21R11E0026	Mr. Kuna Sai Pavan	2021-23	9542494808	paventonya044@gmail.com	Kamai elivators	PG trainee
15	20R11E0012	Ms. Gudikadi Shree Keerthi	2020-22	7416619622	g.shreekeerthi12213@gmail.com	Pepsico global business services india LLP	HR Analyst
16	20R11E0009	Mr. Eddga Hari Kishore Goud	2020-22	7416619622	chintuharikishoregoud@gmail.com	Sutherland	Recruiter
17	19R11E0059	Ms. Bandlamudi Chandana	2019-21	8106014920	chandanastars32@gmail.com	Reverb studios	CEO (Entrepreneur)
18	19R11E0050	Ms. Anju Rokkam	2019-21	8693947373	anjurokkam17@gmail.com	Vipany Global	Recruiter
19	19R11E0041	Mr. Prabhudas Reddy	2019-21	9553929680	prabhucpu@gmail.com	Yashoda Hospital	HR Operations
20	19R11E0004	Mr. B. Shiva Kumar	2019-21	9905914047	shiavkumarperigi@gmail.com	Genpact	Process Associate
21	19R11E0001	Mr. Abhijeet	2019-21	9542785947	abhijeetmukarji239@gmail.com	Herofin Cap	Analyst
22	19R11E0049	Mr. Nillesh	2019-21	7032542868	nilleshgoud630@gmail.com	Broardridge	Tax Analyst
23	19R11E0035	Mr. Naveen	2019-21	7893146302	naveen@gmail.com	Business	Self-Employment
24	11R11E0042	Ms. Shainaz Begum	2011-13	8801057680	shainazmba@gmail.com	GCET	Asst. Professor
25	06R11E0020	Ms. K. Lavanya	2006-08	8500179169	lavanyagcet@gcet.edu.in	GCET	Sr. Asst. Professor

					Alumni Meet held on 25th Dec, 2022			
S. No	Roll No	Name of the Alumni	Batch	Contact No	Mail Id	Current Organization	Designation
1	20R11E0050	Ms. L. Likitha Goud	2020-22	8686373388	lothukuntalikitha123@gmail.com	WIPRO	HR
2	20R11E0035	Ms. P. Likitha Reddy	2020-22	9705471405	p.likitha1010@gmail.com	Pepsico Global Business Solutions	Trainee
3	20R11E0012	Ms. Shree Keerthi	2020-22	7416619622	chintuharikishore@gmail.com	Pepsico Global Business Solutions	Trainee
4	20R11E0032	Mr. N. Nikhil	2020-22	9573698858	nikhil.nikki5000@gmail.com	Success Trading	Financial Analyst
5	20R11E0018	Mr. J. Rana Prathap	2020-22	7729018019	jannuranaprathap2799@gmqail.com	The Muthoot Group	Probationary Officer
6	20R11E0028	Mr. M. Sai Kiran	2020-22	6302768593	saikiranmalyala4524@gmail.com	DST Worldwide services India Pvt Ltd.,	Associate Financial Service Operations
7	20R11E0052	Mr. Bairam Varun Kumar	2020-22	939872150	bairamvarunkumar01@gmail.com	Wellsfargo	Finance Analyst
8	20R11E0031	Mr. G. Praveen	2020-22	8686562970	praveengulla6@gmail.com	Godrej Jersy	Godrej
9	20R11E0034	Mr. N. Sapnil Goud	2020-22	9386542980	sapnilgoud@gmail.com	Sai Enterprise	Self Employed
10	20R11E0008	Mrs. D. Sowjanya	2020-22	7386490430	sowj0159@gmail.com	Cognizant	Finance Analyst
11	19R11E0004	Mr. B. Shiva Kumar	2019-21	9705194047	shivakumarporgi19@gmail.com	Accenture	Finance Analyst
12	19R11E0012	Ms. D. Sushmitha	2019-21	7337474704	sushmuithadumatapay@gmail.com	Deloitte	Tax Consultant

13	19R11E0049	Mr. R. Nitesh Goud	2019-21	7032572868	niteshgoud6300@gmail.com	Broadridge	Finance Analyst
14	19R11E0001	Mr. Abhijeet	2019-21	9542285947	abhijeetmuherjee239@gmail.com	QCONNEQT Business Solutions Ltd.,	Credit Processing Analyst
15	19R11E0058	Mr. N. Gishnu Teja	2019-21	9630824120	ngishnuteja@gmail.com	Gold Shop	Gold Smith
16	19R11E0060	Ms. T. Sahithi	2019-21	9908626106	tsahithigoud@gmail.com	FACTSET	Research Analyst
17	11R11E0014	Ms. K.L.V Madhuri	2011-13	9493409935	luckyveena24maddy@gmail.com	FACTSET	Finance Analyst
18	11R11E0042	Ms. Shainaz Begum	2011-13	8801057680	shainazmba@gmail.com	GCET	Assistant Professor
19	06R11E0020	Ms. K. Lavanya	2006-08	8500179167	lavanyagcet@gmail.com	GCET	Sr. Assistant Professor

Alumni Meet held on 25th Dec, 2021							
S. No	**Roll No**	**Name of the Alumni**	**Batch**	**Contact No**	**Mail Id**	**Current Organization**	**Designation**
1	19R11E0012	Ms. D. Susmitha	2019-21	7337474704	sushmitha.domata@gmail.com	FACTSET	Process Associate
2	19R11E0060	Ms. T. Sahithi	2019-21	9908626106	Tsahithi@gmail.com	FACTSET	Process Associate
3	06R11E0020	Ms. K. Lavanya	2006-08	8500179169	lavanyagcet@gmail.com	GCET	Assistant Professor
4	16R11E0035	Mr. J. Prem kumar	2016-18	8019667949	premkumar@gmail.com	Value Labs	Hr Executive

5	17R11E0057	Mr. V. Abhishek	2017-19	9550413615	abhi.vemuri7695@gmail.com	Deloitte	Tax Analyst
6	19R11E0011	Ms. D. Sirisha	2019-21	7075059990	sirishagoud798@gmail.com	Iks Health	Junior Revenue Representative
7	19R11E0039	Mr. Vamshi	2019-21	8885663668	vamshi9623@gmail.com	Concentrix	Representative, Operations
8	19R11E0001	Mr. Abhijeet	2019-21	9542285947	abhijeetmukerjee239@gmail.com	Hero Fin Corp	Credit Analyst
9	19R11E0049	Mr. R. Nitesh goud	2019-21	7032572868	niteshgoud630@gmail.com	Codefonce	Process Analyst
10	19R11E0004	Mr. B. Shiva kumar	2019-21	9705914047	shivakumarpargi@gmail.com	Genpact	Process Associate
11	19R11E0035	Mr. M. Naveen	2019-21	7893146302	mamidinaveen5269@gmail.com	Sri Venkateswara Steel Traders	Entrepreneur
12	19R11E0054	Mr. T. Vinay	2019-21	7680913161	vinay@112@gmail.com	Genpact	Process Associate
13	19R11E0024	Ms. J. Prasanna laxmi	2019-21	9390383342	jupallyprsanalaxmi@gmail.com	Rohini Edu Services	Marketing Officer

Annexure 9.2b

Alumni Participated in Curriculum Development

Name	Batch	Designation	Organization
Sneha Badiger	2016-18	SG Enrollment Analyst	Carelon Global Solutions
Sahithi Turlapati	2016-18	Associate Operations	MassMutual Global Business Services India Ltd.,
Prem Kumar	2016-18	HR Executive	Value Labs
Mahesh Sarma	2017-19	Senior Process Executive	Cognizant
V.Abishak	2017-19	Tax Consultant	Delloitte
Baby Priya	2018-20	Senior Escalations representative	Wells Fargo
Abhijeet Mukherjee	2019-21	Credit Analyst	Hero Fincorp
Laxmi Aparna	2019-21	Finance Executive	The Business Research Company

•••

b   **baby priya** <babypriyas25@gmail.com>   Nov 16, 2020, 1:20 AM   ☆ ☺ ↩ ⋮

to me, sgsreelakshmi9, akhilareddy096, prashanthramgoud72, revathichada, sahititurlapati5195, sanjanareddysunku, shaffiq066, snehabadiger142, yadavsandl ▾

Hi sir,

Hope you are doing well!

The changes made in the syllabus and regulations will definitely benefit the upcoming batches. I appreciate your efforts in increasing the quality.

Regards
Baby priya S

•••

Abhijeet Mukherjee <abhijeetmukherjee239@gmail.com>   Fri, Oct 21, 2022 at 3:51 AM
To: mba hod <mbahod71@gmail.com>

Dear sir,

Adding up Analytics subjects for finance, hr and marketing is a very good idea. The content is well organised and focused on practical situations. I particularly enjoyed the bits of research shared in the content.

[Quoted text hidden]

sneha latha <snehabadiger142@gmail.com>   Fri, Oct 21, 2022 at 6:04 AM
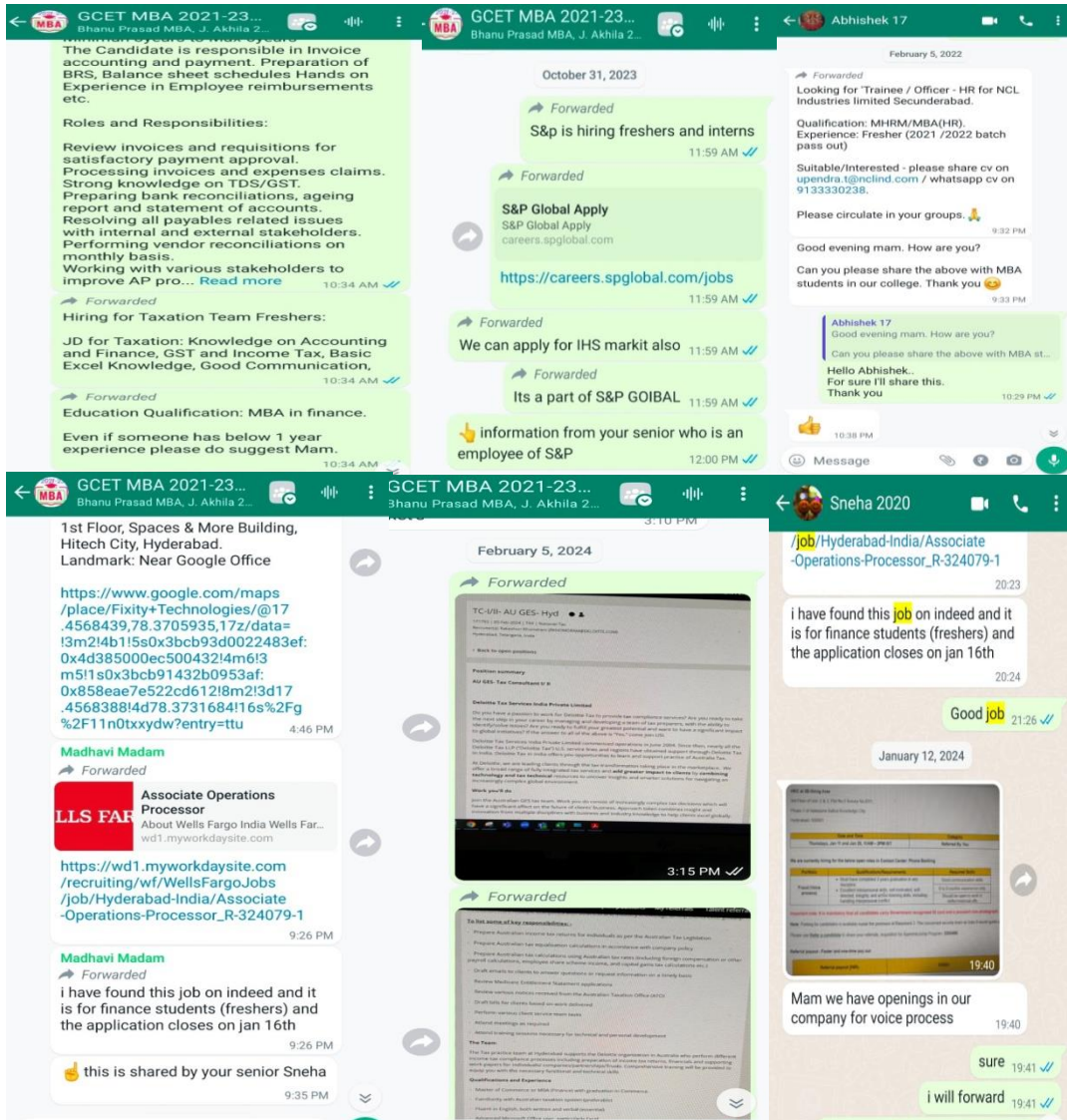To: mba hod <mbahod71@gmail.com>

Hi Sir,

Hope you are doing well!

I have gone through all the attachments provided by you. It was good and it will help alot and beneficial for our fellow students.

Thanks & Regards
Sneha Badiger.
[Quoted text hidden]

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Annexure 9.3

Alumni Database

S. No	NAME OF THE ALUMNI	ROLL NUMBER	CONTACT NO	STUDENT EMAIL ID
	2021-23 Batch			
1	Ms. Adla Tinku Shambhavi	21R11E0001	7993845475	atinkusha@gmail.com
3	Mr. Bandari Harish Reddy	21R11E0003	7981209282	bandariharishreddy123@gmail.com
4	Mr. Bathana Venkata Naga Shiva Sai	21R11E0004	8686178215	shivasai9963@gmail.com
5	Ms. Bayya Anusha	21R11E0005	6309271986	lovelyanusha194@gmail.com
6	Mr. Challa Praveen Kumar	21R11E0007	9718035341	challapraveen41@gmail.com
7	Mr. Challa Pavan Kumar	21R11E0008	9381017030	challapavankumar18@gmail.com
8	Mr. Chintala Karunakar	21R11E0009	6309931576	chintalakarunakar213@gmail.com
9	Ms. Daramoni Salvadri Sree Chandana	21R11E0010	6303386611	chandanachandu2909@gmail.com
10	Ms. Dasari Navya	21R11E0011	9100384900	navyanavu1912@gmail.com
11	Mr. Dingi Sreenivas	21R11E0012	8374416686	srinubunny2307@gmail.com
13	Ms. Gandla Niharika	21R11E0014	9948743878	gniharika45@gmail.com
14	Ms. Gilaka Bharani	21R11E0015	8978947275	bharanigilaka@gmail.com
15	Ms. Golla Chandana	21R11E0016	8790392533	chandanadolly2000@gmail.com
16	Ms. Jaganeela Akhila	21R11E0017	9392650882	jaganeelaakhila@gmail.com
17	Mr. Jupally Thukaram	21R11E0018	9912410112	thukaramrajak77@gmail.com
18	Mr. Kalapatapu Uday Bhaskar	21R11E0019	7036171211	kalapatapubhaskar1701@gmail.com
19	Ms. Karupothula Sruthi	21R11E0020	6302178398	karupothulasruthi@gmail.com
20	Ms. Kompalli Navanitha	21R11E0021	8019440830	navnithakompalli@gmail.com
21	Mr. Korampally Srikanth Reddy	21R11E0022	7680824837	sriknthreddy11@gmail.com
22	Ms. Kothapalli Thanusri	21R11E0024	8142699285	thanusrichowdary01@gmail.com
23	Mr. Kummarikuntla Srilekha	21R11E0025	6281782310	sreelekha341@gmail.com
24	Mr. Kuna Sai Pavan	21R11E0026	9542494808	pavantony044@gmail.com
25	Ms. Mettu Laasya	21R11E0027	8184958005	laasyareddy717@gmail.com
26	Ms. Mmolugu Rakshitha	21R11E0028	9030405719	rakshithamolugu23@gmail.com

S.NO	NAME OF THE ALUMNI	ROLL NUMBER	CONTACT NO	STUDENT EMAIL ID
27	Ms. Musloju Manasa	21R11E0029	9515842226	manasaveena5669@gmail.com
28	Mr. Nagulapalli Nagesh	21R11E0030	6302657100	tejanagesh144@gmail.com
29	Ms. Narige Shravya Yadav	21R11E0031	9391975185	shravyadav1170@gmail.com
30	Mr. Narla Bhanu Prasad	21R11E0032	7780690102	bhanuprasadnp@gmail.com
31	Ms. Neelam Neeraja	21R11E0033	8464910094	neerajaneelam9@gmail.com
32	Mr. Nenavath Jaipal	21R11E0034	9160313036	jaipaln64@gmail.com
33	Ms. Nukalagudem Pooja	21R11E0035	6304120382	nukalagudempoojaoooo@gmail.com
34	Mr. Pamula Bharath Kumar	21R11E0036	8978831875	pamulabharathkumar457@gmail.com
35	Ms. Pochampally Vinitha	21R11E0037	6303032458	vinithavini7006@gmail.com
36	Ms. Priyanka Banothu	21R11E0038	6309552749	banothpriyanka007@gmail.com
37	Ms. Ragam Manasa	21R11E0040	9059049221	Manasaanand26@gmail.com
38	Mr. Shem Reddy Rajashekar Reddy	21R11E0042	7893732075	rajashekarreddy.shemreddy@gmail.com
39	Mr. Syed Mujahed Mirza Jaffery	21R11E0043	7093846513	mujahedmirza67@gmail.com
40	Ms. Rallapalli Vidhya	21R11E0044	7569366943	vidhyarallapalli1999@gmail.com
41	Ms. K Yogitha Srikari	21R11E0045	7382734838	yogithasrikari0@gmail.com
42	Mr. Sai Kiran	21R11E0047	8074459706	Saikiranmutyala109@gmail.com
43	Mr. Saikumar Reddy	21R11E0048	7286815456	aireddy.sai123@gmail.com
2020-22 Batch				
S.NO	NAME OF THE ALUMNI	ROLL NUMBER	CONTACT NO	STUDENT EMAIL ID
1	Ms. Badugu Mounika	20R11E0001	7013542172	badugumounika6500@gmail.com
2	Ms. Bodannagari Anjali	20R11E0002	9704699524	bodannagarianjalishiney78@gmail.com
3	Mr. Boddraboina Sairaj	20R11E0003	8121780313	bsairaj312@gmail.com
4	Mr. Bommakanti Asesh	20R11E0004	9493634129	bommakantiasesh@gmail.com
5	Mr. Burra Shivanand	20R11E0005	9515858268	Shivanandburra97@gmail.com
6	Ms. Cheruvu Sreelekha	20R11E0006	7306835314	srilusiri1234@gmail.com
7	Ms. Dandu Janaki Anjana	20R11E0007	7981296478	1anjanavarma1@gmail.com
8	Ms. Darbha Sowjanya	20R11E0008	9515956434	sdharbha@gmail.com
9	Mr. Eddga Hari Kishore Goud	20R11E0009	7416619622	chintuharikishoregoud@gmail.com

10	Mr. Etta Sathvika Reddy	20R11E0010	9182676013	ettasathvikareddy@gmail.com
11	Ms. G Vineela	20R11E0011	9063182227	it.vineela1998@gmail.com
12	Ms. Gudikadi Shree Keerthi	20R11E0012	6281625662	g.shreekeerthi12213@gmail.com
13	Ms. Gummadilla Jahnavi	20R11E0013	9652511999	gummadilajahnavi123@gmail.com
14	Ms. Gundugollu Sownikya	20R11E0014	6302653981	sownikya20899@gmail.com
15	Ms. Gunti Divya	20R11E0015	9505430728	divy2204@gmail.com
16	Ms. Gurrala Shireesha	20R11E0016	9398011972	gurralashireesha666@gmail.com
17	Ms. J Sneha	20R11E0017	6309407257	jangitisneha23@gmail.com
18	Mr. J Ranaprathap	20R11E0018	9381338605	jannuranaprathap0375@gmail.com
19	Ms. Karanam Sandhya	20R11E0019	9963289590	karanamsandhya2000@gmail.com
20	Ms. Kola Swathi	20R11E0021	9182639709	kolaswathiyadav6@gmail.com
21	Ms. Kota Lakshmi Aparna	20R11E0024	9100435980	lakshmiaparna2000@gmail.com
22	Mr. Kulkarni Abhinav Kumar	20R11E0025	6305518993	kulkarniabhinav9398@gmail.com
23	Ms. Lothumalla Kavya	20R11E0027	9989862376	kavyagoud2000@gmail.com
24	Mr. Malyala Sai Kiran Chary	20R11E0028	6302768593	saikiran.malyala98@gmail.com
25	Mr. Marri Sai Venu Gopal	20R11E0029	8790246577	marrisaivenugopal722@gmail.com
26	Mr. Meesala Srilekha	20R11E0030	8008534700	meesalasrilekha@gmail.com
27	Mr. G Praveen Kumar	20R11E0031	8688924862	praveengullab@gmail.com
28	Mr. Nalluri Narashimha Nikhil	20R11E0032	9573698858	nikhil.nikki5000@gmail.com
29	Ms. Naredla Smithanya Reddy	20R11E0033	9121437961	smithanyareddy18@gmail.com
30	Mr. Nemuri Sai Sapnil Goud	20R11E0034	8801930230	sapnilgoud369@gmail.com
31	Ms. Penjarla Likhitha	20R11E0035	9705471405	p.likhitha1010@gmail.com
32	Ms. Prathikanti Sushmitha	20R11E0037	9966086608	sushmithareddygunda@gmail.com
33	Ms. R Malavika	20R11E0038	9959657395	renduchintalamalavika1999@gmail.com
34	Ms. S Anantha Laxmi	20R11E0039	7093202345	siddamshettyanantha@gmail.com
35	Ms. Sanke Nikitha	20R11E0040	7995238289	nikithasmilie@gmail.com
36	Ms. Shanagonda Padma	20R11E0041	9398544072	shanagondapadma6@gmail.com

S.NO	NAME OF THE ALUMNI	ROLL NUMBER	CONTACT NO	STUDENT EMAIL ID
37	Ms. Talakayala Lavanya	20R11E0042	9121905652	lavanyabhushan127@gmai.com
38	Mr. Tappa Sai Teja	20R11E0044	9030803122	saiteja0693@gmail.com
39	Ms. Uppalaguptapu Monika	20R11E0045	8978397561	monikauppalagupthapu@gmail.com
40	Ms. Uppuluri Venkata Harichandana	20R11E0046	7995949107	chandana.3199@gmail.com
41	Ms. Vadapally Akhila	20R11E0047	7286063323	akhilavadapally2@gmail.com
42	Ms. Velala Rukmini Srisowmya	20R11E0048	9392646153	srisowmyavelala@gmail.com
43	Ms. Vattela Akhila	20R11E0049	9951974048	vattelaakhilayadav27@gmail.com
44	Ms. Lothukunta Likitha	20R11E0050	8686373388	lothukuntalikitha123@gmail.com
45	Mr. Suravu Sandeep	20R11E0051	9885129606	sandeepsuravu1998@gmail.com
46	Mr. Bairam Varun Kumar	20R11E0052	9398721506	varunchinna2214@gmail.com
47	Ms. Eeramalli Madhavi	20R11E0053	6281020778	vaishnaviveeramalli@gmail.com
48	Ms. Porika Vennela	20R11E0054	6300674080	vennelaporika5@gmail.com
49	Mr. Shanigarapu Shivaramakrishna	20R11E0055	9063954431	shenigarapuram0143@gmail.com
50	Ms. Vangeti Aakanksha	20R11E0057	7659927353	akankshareddy.v@gmail.com
2019-21 Batch				
S.NO	NAME OF THE ALUMNI	ROLL NUMBER	CONTACT NO	STUDENT EMAIL ID
1	Ms. Kandadi Varsha	18R11E0022	9177327256	varshakandadi485@gmail.com,
2	Mr. Abhijeet Mukherjee	19R11E0001	9542285947	abhijeetmukherjee239@gmail.com
3	Ms. B Deekshitha	19R11E0002	8247085001	deekshithashetty99@gmail.com
4	Ms. B. Gayathri	19R11E0003	9642973441	bhatamgayathri@gmail.com
5	Mr. Bainla Shiva Kumar	19R11E0004	9705914047	Shivakumarpargi19@gmail.com
6	Ms. Vaishnavi	19R11E0005	9912778484	Vaishnavibalekar123@gmail.com
7	Mr. B. Jaya Krishna Goud	19R11E0006	9347205427	jayakrishnagoud38319@gmail.com
8	Ms. Rachana	19R11E0007	6300314740	rachanabeeram@gmail.com
9	Ms. B. Yashaswini	19R11E0008	7673932823	bodayashaswini49@gmail.com
10	Ms. Chinnam Prameela	19R11E0009	9553574652	chinnamprameela@gmail.com

11	Mr. D.Sirisha	19R11E0011	7075059990	sirishagoud798@gmail.com
12	Ms. D.Sushmitha	19R11E0012	7337474704	sushmithadomatasasy@gmail.com
13	Ms. Dumpa Mamatha	19R11E0013	7569451502	dumpamamatha123@gmail.com
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