



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANURAG ENGINEERING COLLEGE

ANANTHAGIRI (V AND M), KODAD, SURYAPET (DIST.)

508206

www.anurag.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anurag Engineering College is established in the year 2001 by Amartya Educational Society to bring quality engineering education closer to the rural students. The college has created a resourceful and inspiring academic ambience and world-class infrastructure.

With the glorious legacy of 20 years in Engineering, Technology and Management education, the Institution has been successfully producing technologically vibrant, innovative, and confidently to face the challenges of the globalised world. The Institution always focuses on the holistic development of the students, preserving the cultural richness and diversity of our society.



The sprawling campus that spreads over 25 Acres, all departments have separate blocks and state of the art laboratories with the latest equipment for practicals and project works. The healthy rapport established among the three wings of the Institution-Management, Faculty, Administrative Staff – is credited with the Institution's academic success and their dedication to maintain and enhance quality in Technical Education.

The college offers undergraduate engineering program (B. Tech), postgraduate engineering programs (M.Tech) and a management program (MBA). The UG engineering programs B.Tech(CSE, ECE and Civil) are accredited by the National Board of Accreditation, New Delhi. B.Tech (CSE) and B.Tech (ECE) are reaccredited.. The college attained Autonomy status from UGC and JNTUH, Hyderabad from the year 2014. The Choice Based Credit System (CBCS) is implemented from Academic Year 2015-16 onwards. The college received the prestigious World Bank project, TEQIP-II under sub component 1.1, granted Rs.4.00 crores during 2012-17. The Institution received smart digital boards for effective ICT teaching under TEQIP-III. The Institution received funds from various AICTE schemes like PRERANA,MODROB and STTP ,granted Rs 23,07,805/- from 2019-20.

Research pursuits are the Institution's top priority, made a serious effort to the teachers to attend National/ International level seminars /conferences and encourages faculty to upgrade their academic qualification.

The Institution has a central library with books, national and international journals. The internal administration of the Institute is managed through various committees. The Institution uses Innovative methods and

pedagogical tools in the teaching-learning evaluation process. The NSS unit creates awareness about social service and self-discipline among the students along with learning.

Vision



To be a premier Institute in the country and region for the study of Engineering, Technology and Management by maintaining high academic standards which promotes the analytical thinking and independent judgment among the prime stakeholders, enabling them to function responsibly in the globalized society.

Mission



To be a world-class Institute, achieving excellence in teaching, research and consultancy in cutting-edge Technologies and be in the service of society in promoting continued education in Engineering, Technology and Management.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **About Institution:** The College is governed by eminent and outstanding academicians, well established industrialists and well settled NRI entrepreneurs.
- **Institutional Academic Growth:** The College is established in 2001 with three (03) UG Programmes (ECE, CSE & IT) with an intake of 180. Currently, the college offers five UG Programs and two PG programmes and M.B.A.

- **NBA Accreditation:** Three (03) UG programs (ECE, CE, CSE) were accredited by NBA.



- **Autonomous & Permanent Affiliation:** Anurag is the first ever college in Suryapet District to be granted autonomous by UGC and permanent affiliation by JNTUH, Hyderabad.
- **Infrastructural facilities:** The college has world class infrastructural facilities:
 - Each department has well-furnished and ventilated classrooms equipped with modern teaching aids.
 - All laboratories are equipped with the state of the art equipment not only sufficient for conducting experiments.
 - **Library:** The College is equipped with centralized library facility with digital connectivity (8 Mbps) and a good collection national ,international e-journals and NPTL video lectures.
 - **Transport and Medical Facilities:** The College maintains good transport facility and Medical facilities with a resident doctor and supporting staff.
 - **Canteen and Hostel Facility:** The College maintains canteen for providing hygienic food at affordable prices and also separate hostel facility for both boys and girls.
- **Faculty:** All the faculty members are well qualified and experienced in their respective domain.
- **Staff:** All the staff members (Technical and Non-Technical) are well qualified and experienced and devoted in rendering their assigned duties.
- **Professional Societies and Bodies:** The College has ISTE institutional chapter and organizes various skill / personnel development programmes for Faculty, Staff and Students.
- **Industry – Institution – Interaction:** The College has MoUs with Infosys, Birlasoft, Oracle, TASK to improve learning outcomes of the students as per industry requirements
- **Research and Development:** With the available resources, the departments are carrying out research along with UG & PG Students.
- **Student Activities:** Various technical, Curricular and Extra Curricular activities are being planned and organized by Students' associations of all departments .

Institutional Weakness

- Hindrance for R&D projects pertaining to local problems due to lack of adequate laboratory infrastructure, testing and calibration facilities.
- Due to rural backdrop, institute – industry – interaction is not effective.
- Due to the more number of students with a background of local languages, effective teaching methodology and monitoring is not effective.



- Unable to bridge the gap between theoretical learning and application of the same.
- Retention rate of faculty in IT based departments is less when compared to Non-IT based departments.

Institutional Opportunity

A hand is holding a black horizontal bar. Above the bar, the word 'OPPORTUNITY' is written in large, colorful, multi-colored letters. The background is white with a faint grid pattern.

- Consultancy and service to industry has huge potential for Internal Revenue Generation (IRG).
- Starting customized and value addition short term courses to meet industrial needs and to increase employment of UG/PG graduates.
- Initiation of R & D activities in all the fields of engineering discipline.
- Offering demand based continuing education programmes in all the departments.
- Opportunities exist for nurturing and retaining qualified staff to build reputation and status of the college.
- Providing support to economically and academically weak students through remedial teaching / competitive examinations coaching viz GATE, IES, GRE, TOEFL etc to improve their performance.
- Developing the college as nodal center with autonomy for nurturing entrepreneurship skills.
- Imparting Job guaranteed Training Programmes in all the departments.
- Providing Teaching and Research Assistantships to increase enrolment in existing and new PG programmes in engineering disciplines.
- Undertaking agro based consultancy to improve the quality of life in rural area.

Institutional Challenge

- The language proficiency status of students is affecting their academic standards when compared to urban students.
- Due to high density of educational institutions in urban area admissions and placements are directly effected in rural area institutions.
- Changes in curriculum demands for sophisticated equipment and highly qualified faculty.



- As IT Jobs are lucrative in pay packages, less number of PG seats are filled and many seats lie vacant for even demand driven PG courses.
- Non availability of Ph. D. candidates in engineering disciplines is a major threat for growth of quality education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute frames the curricula based on the guidelines of AICTE, Affiliating University, individual department Board of Studies (BoS), College Academic Council (CAC) in tune with the vision and mission of the Institution. The curriculum is aligned with the Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes.



In light of technological developments, the undergraduate engineering curriculum is prorated into Humanities, Basic and Engineering Sciences, Professional Core, Professional and Open Electives. The emphasis is on holistic development and knowledge acquisition. The curriculum includes courses like theory, practical, technical seminars, industry-oriented mini-projects, and project work. The curriculum is equally augmented with Gender Sensitization, Human Values and Professional Ethics, Skills Development courses such as Soft skills, Communication skills and Technical skills. Postgraduate engineering programs are designed with advanced core and elective courses emphasize laboratory and research work.

A choice-based credit system (CBCS) has been implemented in all the programs since 2015-16. The CBCS has

given broad scope in the students' learning process according to their interests in acquiring interdisciplinary knowledge.

The syllabus is regularly revised in all programmes catering to the needs of Society and Industry, with more than 70% of new courses has been introduced during the last five years. 95% of the courses are focused on employability, skill development and entrepreneur development. Value-added courses, with 65% will impart the advanced skills required and fill the regular curriculum gaps to meet the technological advancements and societal needs. More than 60% of the students undertake the field and student projects, internships and field visits in a given academic year. The comprehensive curriculum gives better career opportunities to the students globally.

The feedback plays a pivotal role to develop and design the curricula. The Institution has its own methodology to collect feedback from all stakeholders catering to the needs of the society. At the end of every academic year, the Institution collects feedback on the curriculum from students, teachers, employers and alumni. The collected feedback was analyzed, and necessary actions will be taken to improve the curriculum as per the stakeholder's expectations.

Teaching-learning and Evaluation

The institution has transparent admission process for admitting the students in various programs based on the Telangana State Council of Higher Education(TSCHE). Each program's sanctioned seats are filled in two categories,category A and category B.Seats in Category 'A' are filled by common Entrance Examinations like TS EAMCET /TS ECET/TS ICET/TS PG CET/GATE. Seats in Category B are filled by the Guidelines of TSCHE.

Students are one of the important stakeholders of the institution, Learning levels of the students are identified with Intermediate marks, common entrance rank and mid Examination and classified as slow and advanced learners. For slow learners Institution provides remedial classes, study material and mentoring to understand the concepts. Advanced Learners are encouraged to participate in seminars/workshops/hackthons, internship and value added courses. The institution provides required facilities for the Divyangan students.



The Institution adopted student centric learning methods like participative learning, experimental learning

,problem solving methods, collaborative, projects and case studies for enriching their learning. Faculty uses Information and Communication Technology (ICT) like LCD,PPT,Videos etc.

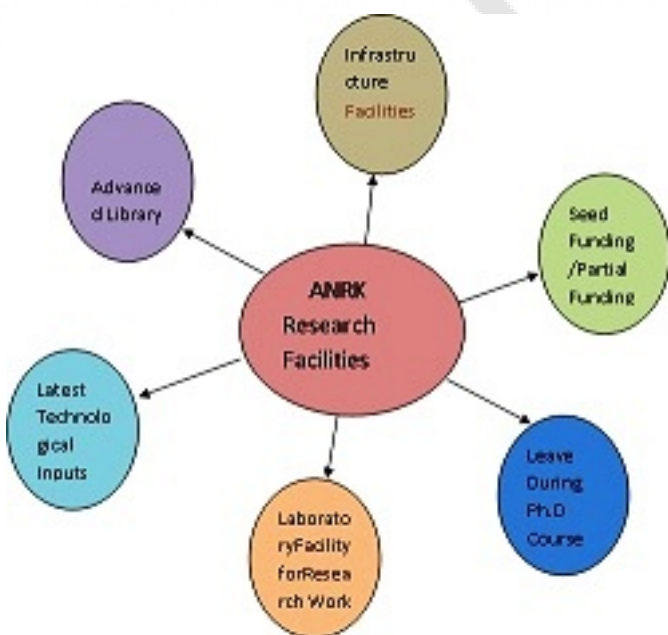
The institution encourages the faculty for upgrading their qualifications, domain knowledge and also provides incentives for quality research publications and securing sponsored projects. The institution maintains Student Faculty Ratio (SFR) as per the AICTE norms.

The Institute prepares a well-planned academic calendar and approved by CAC. The academic calendar is prepared to balance between academic and non-academic activities. Based on academic calendar faculty prepare their lecture plan. Institution has procured an automation software namely BeeS Software Tool (BET), to process the examination activities. The BET operates at the three stages namely, Pre-Examination, Post examination, Processing of Results and Reporting

To produce competent professionals in the field of Engineering and Management, Outcome Based Education (OBE) was implemented from 2013 onwards in various Programmes. PO,PSO and CO for all programs are communicated to faculty and students through website and syllabus books .COs, POs and PSOs attainment is measured every semester using direct and indirect assessment tools for the accomplishment of better skills and competencies

Research, Innovations and Extension

The R&D creates an enthusiasm among faculty and students towards research and innovation and working closely to promote research in various departments by conducting different activities under this cell. The R&D functions with smooth and efficient coordination of research and developmental activities in the Institute. It organizes various activities under the centre of innovation and entrepreneurship cell to promote self employability skills. The college received grants from AICTE, SPFU and NPIU to conduct several faculty development programs to develop pedagogical and research skills of the faculty.



The ecosystem increases significance in the field of technology and management to enhance knowledge and creativity. Technical Fest is planned to persuade and motivate the students to work on the applications of

upcoming technologies. Students are advised to propose a solution to the various problems that exists in the society. The research ecosystem also promotes academic research within the college among faculty and students publishes research papers while preserving the code of ethics of the college. The ethics committee has an authority to approve, reject, modify or stop if it doesn't conform to the accepted standards. The extension activities develop a sense of social and civic responsibility which is used to identify the needs of the community.

The Institute ensures social justice and empowerment of students from under-privileged and vulnerable sections of society by providing value based courses that exposes students to the issues of gender equity, eco-consciousness and self-esteem. Anurag Engineering College signed Memorandum of Understanding (MOU) with several industries to establish official partnerships to bridge the gap between the academy and industry needs and thereby develop employability skills of the students.

Infrastructure and Learning Resources

Anurag engineering college has spread over 25.17 acres of campus with adequate facilities as per the norms of statutory bodies - AICTE and JNTUH, and it has required classrooms, tutorial rooms, laboratories, seminar halls, library, computing equipment.

The institution allocates requisite budget for providing and maintaining infrastructure, laboratories, library and other resources.

In the institution, all laboratories is equipped with machines and instruments according to the curriculum. Each and every block has good power backup by providing generators and UPS for laboratories and academic activities. Moreover, the institution possesses domain centric laboratories as prescribed by the university.

Central library having good collection of books and journals for enhancing knowledge for students and faculty. Faculty and students can have digital access of all resources like NPTEL, e-books, e-journals.

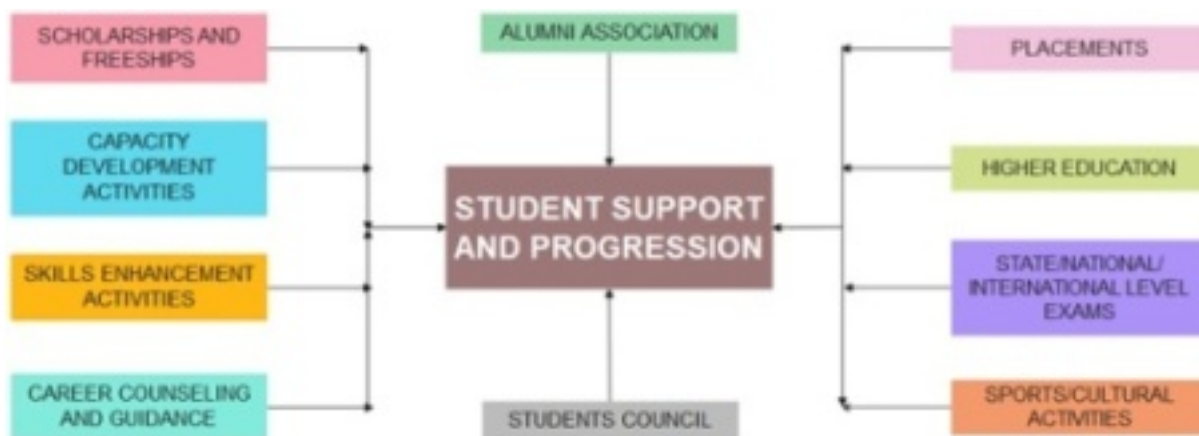
The institution provides transportation facility for faculty and students within the vicinity of around sixty kilo meters. Transportation is well maintained by the In charge. Hostel is provided for boys and girls with good facilities. Peaceful atmosphere is maintained in both the hostels. All the security measures have been taken to provide safety for hostel and students.

The institute provides facilities such as gymnasium, a place for indoor games, open playgrounds for outdoor games. Guidance is given to students by the skilled Physical Directors. All the students are encouraged to participate in sports competitions at college level, inter-collegiate, inter-university, state and national level. Departments also organize technical and non-technical events as a part of Association activities to build competency among students.

The institute provides adequate ICT facilities and student computer ratio is followed as per the norms for effective teaching and learning process. All the computers are connected in LAN with internet facility. The entire campus is Wi-Fi enabled. The institution is supervised by the Administrative Officer who monitors the maintenance of classrooms. Library, laboratories and playgrounds.

Effectively planned procedures are executed for maintenance and utilization of infrastructures pertaining to academic, co-curricular, extra-curricular activities and other basic amenities.

Student Support and Progression



Anurag engineering college emphasizes the holistic development of the students as they are major stakeholders. The institution extends a great support to make the students to engage with various institutional activities to enrich their learning experience in campus to reach their goals.

Apart from Government scholarships, Institution provides a special scholarship program AMARTYA MADAD scheme which promotes technical education in core engineering fields like ME, EEE and CE.

Anurag institution has a dispensary in college hours and well equipped gym facility and yoga programs for the benefits of the students health. The national service scheme provides to get the knowledge on social awareness among students.

The institution has well established placement cell for training students towards a better career and providing job opportunities with the support of Co-Cubes and Aspiring minds. The joint efforts effectively organizing the data and forward it to the potential companies. The companies undertake student assessment and provide helpful feedback for profile improvement.

Sports and cultural activities within the college and inter collegiate levels are held annually. Every department has individual associations to train the students in the field of advanced technologies through conducting technical fests every year.

Anurag Institution conducts training programs through MOUs with Infosys, Oracle, Mahindra and Mahindra Truck division offers skill programs, campus recruitment training program to provide awareness on trends and technology to enhance the employability skills.

The Institution provides special training programs for GATE/GRE/TOFEL/Civil Services/Bank exams through PRERANA scheme and in house training program for the students to upgrade to higher studies and gainful employment.

The Institution creates a platform for the students in various committees like Anti-Ragging Committee to keep a watch on the activities of the students, Women Protection Committee to look after gender sensitive issues and grievances and redressal committee to encouraging the students to express their complex issues timely and freely without any fear being victimized.

Institution has a strong Alumni association to give career guidance, internships, professional training sessions and awareness on recent technologies in the industries which improves the students expertise in their area of studies.

Governance, Leadership and Management

As an institute of certain pristine principles and objectives, Anurag Engineering College is well directed by good governance, leadership, management, faculty and some important wings to strive hard to provide a value based education to students. It decentralizes decision making process and believes in participatory governance. It has adapted e-governance in all aspects of exams, administration, finance, admissions etc. Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture.



The institution has clear, well defined and systematic strategies to ensure the ideal utilization of available resources. The institution provides effective welfare measures for teaching, non-teaching and administrative staff, which include provision of good environment, amenities, health facilities and recreation. The financial assistance is provided to faculty to promote research as per the guidelines of the institution.

More than 200 faculty members were benefited with financial support by participating in various national and international conferences. Professional development and administrative training programmes are organized by Anurag Engineering College to enhance pedagogical and research skills of the faculty. The institute regularly conducts Internal and external financial audit system to have discipline and transparency in financial compliance.

The IQAC is a continuous process; it becomes an integral part of the institution's system and work towards quality enhancement. Internal Quality Assurance Cell (IQAC) has significantly contributed to sustain and enhance quality in all aspects of the institution and improve the academic and administrative performance of the college.

Institutional Values and Best Practices

We at anurag engineering college provide great commitment in providing and promoting gender equity. The institution aims to groom students to be self-reliant, respect for cultural diversity, aware of their social and professional responsibilities and gender sensitive. They have highest regard for women safety and their

security, and environmental consciousness.

The institution provides importance to environmental consciousness and sustainability. Solar lights are installed. The institution uses LED bulbs for energy conservation. The students have done a project on sensor based energy saving device under the guidance of the faculty and planned to be installed in institution street light. Broken furniture is recycled. The institution has managed to recycle wastes with nearby village. The institution have bore wells, tank and bund. It also has rain water collection.

The green initiatives taken up are restricted entry of vehicles, use of bicycles, landscaping with trees. The institution has provisions for ramps, lifts for easy accessibility to class rooms for physically challenged students.

The institution promote Various cultural events to promote tolerance, harmony towards cultural, linguistic, regional, communal, socio economic diversities. Students are also given awareness programmes on Code of Conduct. The Code of Conduct is displayed in the website for everybody's reference. The institution celebrates national and international commemorative days like Teachers' Day, Engineers' Day, Ekta Diwas and many more.

In short, the institution is molding the students as a community. The students are made behavioral and willingness to adopt environmentally to the sound policies of the college will become a dominant force for sustainable environment especially in urban area. It also understands promote an society and celebrate human diversities and differences in all forms.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANURAG ENGINEERING COLLEGE
Address	Ananthagiri (V and M), Kodad, Suryapet (Dist.)
City	ANANTHAGIRI
State	Telangana
Pin	508206
Website	www.anurag.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M. V. Siva Prasad	08683-272221	9553122270	08683-262454	principal@anurag.ac.in
IQAC / CIQA coordinator	M.murugesan	08683-272555	9553122275	08683-272456	anuragiqac@anurag.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	19-07-2001

Date of grant of 'Autonomy' to the College by UGC	20-01-2014			
University to which the college is affiliated				
State	University name	Document		
Telangana	Jawaharlal Nehru Technological University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	16-10-2012	View Document		
12B of UGC	16-10-2012	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-06-2020	12	The AICTE is valid till Approval Process is Completed for the next academic year

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ananthagiri (V and M), Kodad, Suryapet (Dist.)	Rural	23.9	27329

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Department Of Civil Engineering	48	Intermediate and TSEAMCET	English	120	67
UG	BTech,Department Of Electrical And Electronics Engineering	48	Intermediate and TSEAMCET	English	120	94
UG	BTech,Department Of Mechanical Engineering	48	Intermediate and TSEAMCET	English	120	45
UG	BTech,Department Of Electronics And Communication Engineering	48	Intermediate and TSEAMCET	English	180	103
UG	BTech,Department Of Computer Science And Engineering	48	Intermediate and TSEAMCET	English	189	189
PG	MBA,Department Of Mba	24	Degree and TSICET	English	60	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				60				54			
Recruited	9	0	0	9	49	11	0	60	42	12	0	54
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				54
Recruited	33	21	0	54
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				47
Recruited	31	16	0	47
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	0	0	6	1	0	0	0	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	43	10	0	42	12	0	107
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	311	0	0	0	311
	Female	187	0	0	0	187
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	20	0	0	0	20
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	36	45	41	30
	Female	11	10	24	28
	Others	0	0	0	0
ST	Male	24	37	40	20
	Female	3	13	10	34
	Others	0	0	0	0
OBC	Male	133	125	148	172
	Female	130	115	106	123
	Others	0	0	0	0
General	Male	88	95	106	92
	Female	80	111	81	137
	Others	0	0	0	0
Others	Male	19	0	3	4
	Female	4	13	1	1
	Others	0	12	0	0
Total		528	576	560	641

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Civil Engineering	View Document
Department Of Computer Science And Engineering	View Document
Department Of Electrical And Electronics Engineering	View Document
Department Of Electronics And Communication Engineering	View Document
Department Of Mba	View Document
Department Of Mechanical Engineering	View Document

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	8	11	11
File Description			Document	
Institutional data in prescribed format			View Document	

1.2

Number of departments offering academic programmes

Response: 6

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1880	1909	1941	1858	1877
File Description			Document	
Institutional data in prescribed format			View Document	

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
499	485	513	418	563
File Description			Document	
Institutional data in prescribed format			View Document	

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
1806	1823	1864	1787	1797
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
110	148	124	106	16

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
574	631	564	618	625
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
120	123	145	140	145
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
123	126	148	145	149
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
574	631	564	664	609
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
800	800	837	837	837
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 72****4.4****Total number of computers in the campus for academic purpose****Response: 860**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
460.66	436.73	482.73	469.6140	330.6075

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

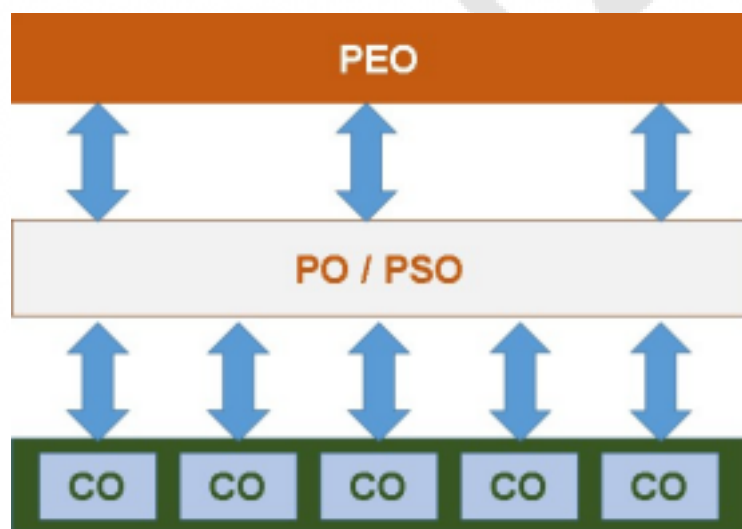
1.1 Curriculum Design and Development

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

Response:

The prime motto of the Institution is to impart a superior class of techno-managerial education to the students of the rural populace to engage in a global milieu and to contribute to the local/regional and in turn for the nation development. The Institute curriculum is designed and developed to accomplish the needs of the stakeholders.

The Institution adopted implementing Outcome-Based Education (OBE). The student-centric OBE helped the Institute to design the curricula in alignment with Graduate Attributes (GA) defined by the National Board of Accreditation (NBA). The Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs), Program Outcomes (POs) are pragmatically formulated by involving all the stakeholders. A series of faculty meetings are conducted to ensure that the formulated POs, PSOs and PEOs are assessed to review their attainment for the developed curricula.



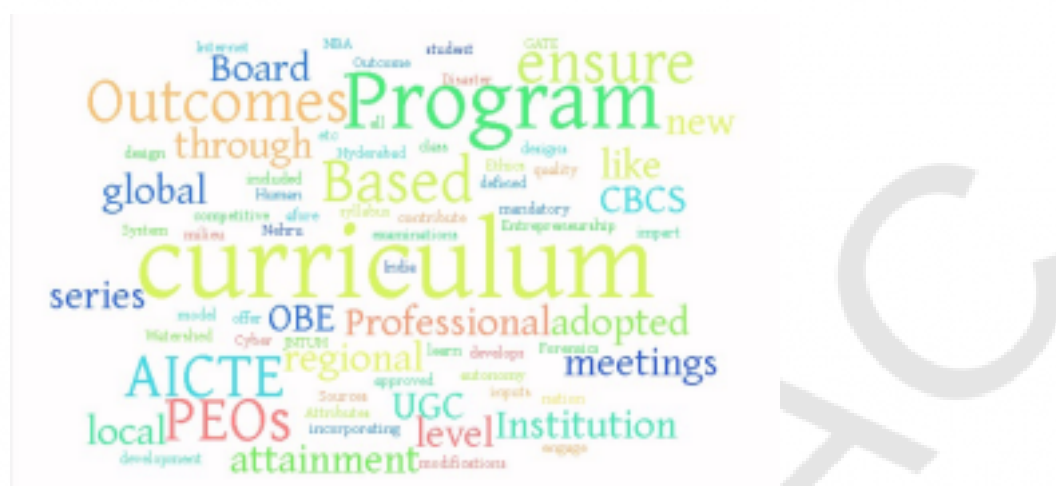
The syllabus revision is carried out based on the guidelines of AICTE, affiliating university Jawaharlal Nehru Technological University Hyderabad (JNTUH), industry experts, alumni and syllabi requirements for the competitive examinations like GATE, PGECET etc.

As per the guidelines of the University Grants Commission (UGC), the Institute has two statutory committees Board of Studies (BoS) at the department level and College Academic Council (CAC) at the Institute level to implement the autonomy.

The BoS receives inputs from the stakeholders afore designing the curriculum. The BoS diligently designs the course structure and develops the course content in alignment with stakeholder requirements and in relevance to the local or regional or national or global progressing needs. . The model curriculum designed

by AICTE and professional bodies provides the insight to BoS, for incorporating new technologies, skills as new courses into the curriculum.

The Course Outcomes of each course are mapped to POs. and PSOs of the Program. The recommendations of BoS are approved by the CAC. The CAC may suggest modifications to curricula to ensure quality. A series of faculty meetings are conducted to ensure that the formulated POs, PSOs and PEOs are assessed to review their attainment for the developed curricula.



Adhering to the guidelines of UGC, AICTE and affiliating university, the Choice Based Credit System (CBCS) is adopted to offer a diversified curriculum to the students from the academic year 2015-16. The CBCS provides an opportunity to learn interdisciplinary courses and team dynamic capabilities through Project Work. The value of education is imparted through mandatory courses.

The courses like Gender Sensitization, Human Values & Professional Ethics, Environmental Studies, Watershed Management, Disaster Management and Mitigation, Renewable Energy Sources, Nanotechnology, Big Data Analytics, Entrepreneurship, Internet of Things (IoT), Information Security & Cyber Forensics are included in the curricula as part of Government of India initiatives and societal needs.

File Description	Document
Any additional information	View Document

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

Response: 100

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

Response: 11

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

Response: 11

File Description	Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document

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

Response: 62.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
306	362	358	430	436

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

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

Response: 72.82

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

Response: 450

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

Response: 618

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**Response:** 100**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.****Response:** 6

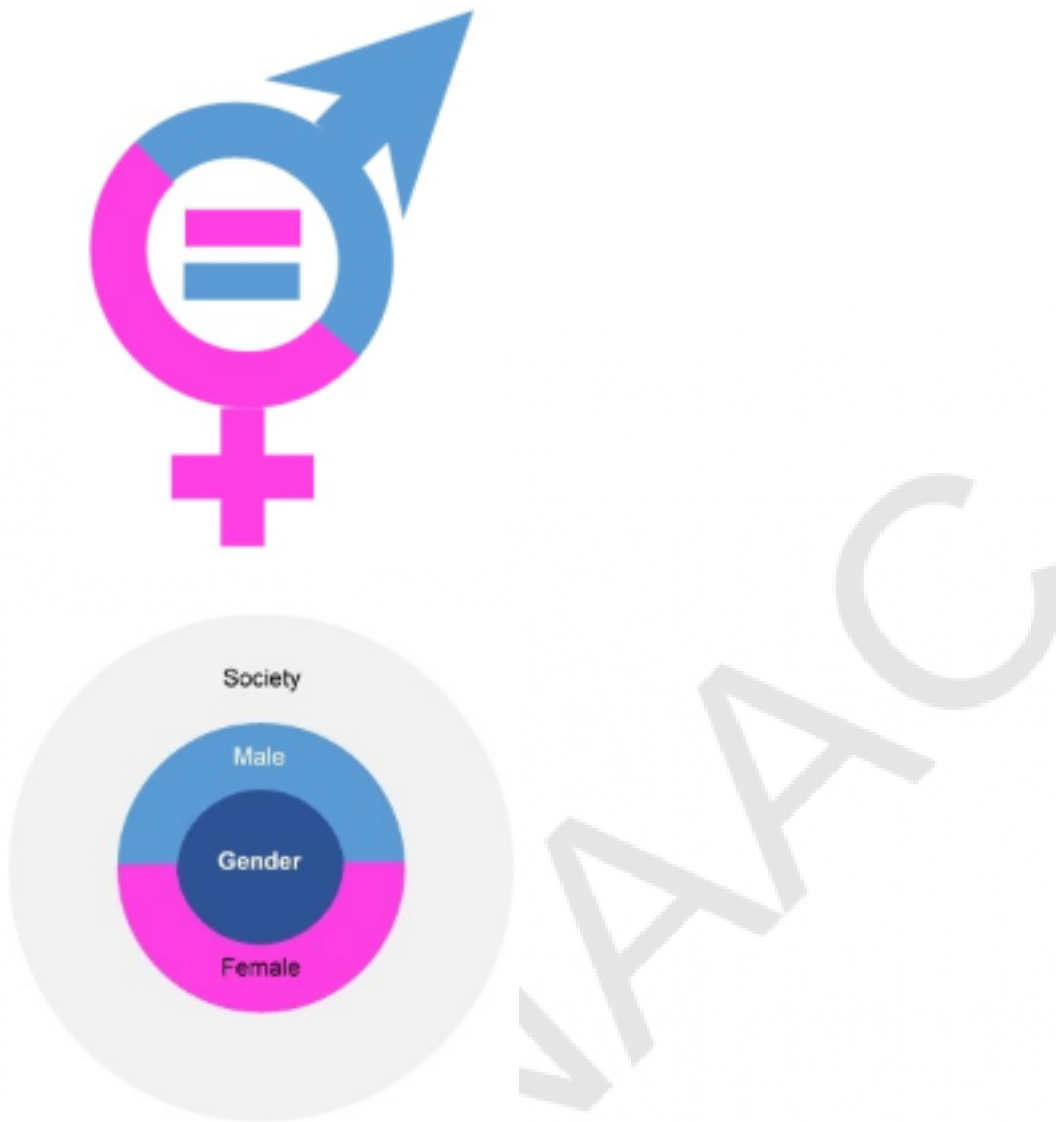
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

A Professional with value education and ethics has the ability to judge between right and wrong, makes better decisions and also decision making process easier. Values are the optimistic teachings that are presented to make professionals walk through the right path of life.

The curriculum is designed, developed and enriched with an aim to integrate ardent issues having national and global emphasis for future generations' sustainability. The courses relevant to Gender, Environment and Sustainability, Human values and Professional Ethics will augment the knowledge and skills acquired during the engineering education and in turn enable the engineering graduates to practice their profession / discharge their duties with societal responsibility.

Gender Sensitization: The course Gender Sensitization is offered as a basic requirement for personal and professional development. The objective of the course is to understand the needs of a particular gender and also the opposite, to emphasize gender-equality and their contributions to society and to overcome any sort of differentiation or harassment. Gender sensitization makes men and women familiar with each other's lives and with accountability in an organisation as well as at home to produce positive results in society. It also helps in generating respect for an individual irrespective of gender.



Environmental and sustainability: The courses pertaining to Environment and sustainability are included in the curriculum with an ardent intention to make the students understand human life and the natural system. It focuses on studying and understanding problems of the environment and consequences due to man-made effects on the environment and finding the solutions to preserve the environment by untying the pollution from air, water and land.

Human Values and Professional Ethics: The engineering graduates should possess resilient Human Values and practice strong Professional Ethics for a better society. Values provide an essential feature of self-conception which function as individual supervisory concepts. Human values are the qualities that direct individuals to take the human aspect into consideration as one communicates with another human being. They have many optimistic characters that build humanity's ties between humans and thus have a meaningful life for all the people.

Engineering is a discipline that brings to real use of scientific knowledge. In practising their career, professional engineers and consultant engineering companies control the quality of life of all persons in society and the quality of all sectors of the economy. A mandatory course, “Human Values and Professional Ethics” is offered, to craft the students into altruistic and conscientious professionals.

Under the National Service Scheme (NSS), tree plantation, blood donation camps, rehabilitation services during natural calamities are organized. AIDS, On Women Safety, Swaach Bharat and Save Trees

Response: 20.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
306	362	358	430	436

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

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

Response: 49.68

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

Response: 934

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 61.1

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
528	576	560	641	582

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
951	829	932	1029	1001

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

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

Response: 45.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
360	370	373	412	356

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

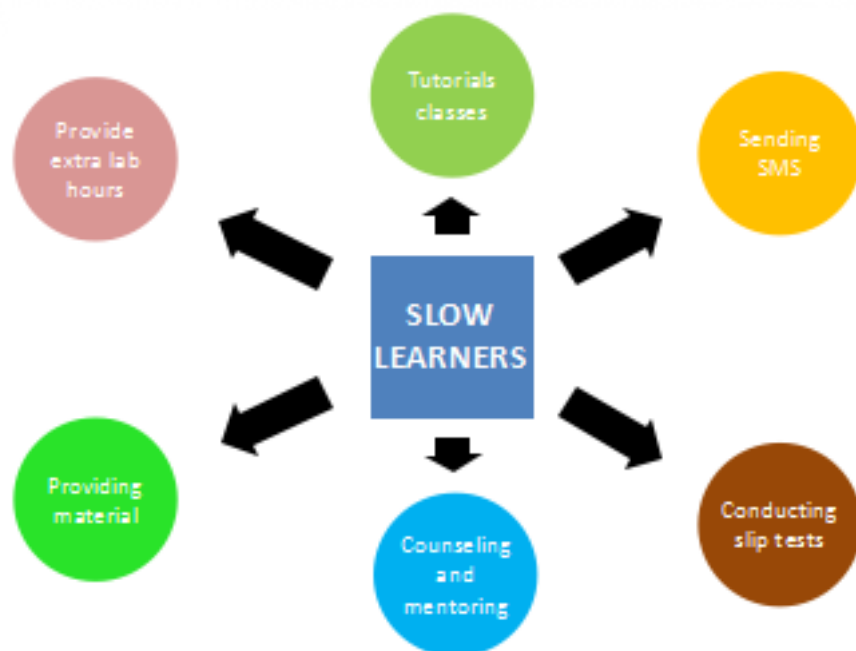
Students are one of the important stakeholders in every educational institution. All the programs are developed to match their requirements. Learning capabilities of the students are identified after the First Mid Examination. The students are classified as Slow/Advanced Learners based on TS EAMCET rank, Intermediate marks and Mid examination marks and ICET rank, PGCET rank, GATE rank and class room performance etc.,

SLOW LEARNERS

These students are mentored by interactive sessions other than the regular classroom / laboratory contact hours

STRATEGIES FOR SLOW LEARNERS

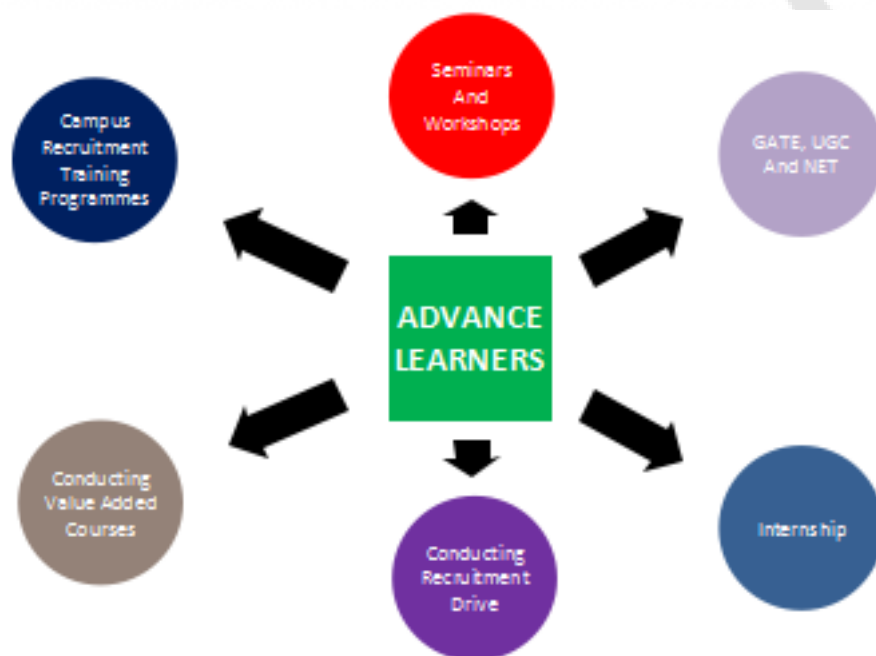
- Tutorials / remedial classes are conducted for these students to clarify doubts, re explain the critical topics to understand the concept.
- Poor performance due to frequent absenteeism is dealt by sending SMS to the parents of such students.
- Conducting slip tests to improve their performance.
- Counseling and mentoring sessions conducted in a friendly way to help the students to overcome their psychological problems and achieve their goals successfully.
- Providing material for important and tough topics.
- Provide extra lab hours to improve their practical knowledge.



These measures make the learners feel educationally, financially and socially comfortable once they enter the College. This way, the slow learners are given due attention and streamlined the academic mainstream.

STRATEGIES FOR ADVANCE LEARNERS

- Encouraging them to participate in seminars and workshops to improve the new ideas.
- Additional Coaching for the students who are preparing for GATE, UGC NET, PGECET
- Encouraged to take up internship at esteemed institutions like Infosys, IBM, Wipro, TSGENCO, BHEL, DRDO, and BSNL.
- They are given the lead to plan and organize departmental seminars/conferences and giving them an opportunity to interface with the academia/industry experts.
- They are motivated to become members of Professional Bodies.
- Conducting Recruitment Drive Specific Training Programs for the eligible students.
- Conducting Value Added Courses to the required students.
- Conducting Campus Recruitment Training Programmes.



File Description	Document
Any additional information	View Document

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

Response: 15.67

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

In addition to traditional teaching-learning methods, the institute is highly interested in providing innovative methods for enriching the learning experience. The methodologies include illustration and special lectures, Participative learning, Experimental Learning, ICT Enabled Teaching and problem solving based learning.

Lecture Method:

This conventional method is commonly adopted by all the teachers. This method facilitates the teacher to interpret, explain and revise the content of a text only for better understanding of the subject by the learners. At the end of instruction of each unit, the students are given with specific assignments which enrich their learning.

Information and Communication Technology (ICT) Enabled Teaching:

ICT enabled teaching methods have been made available in the institute with Wi-Fi facility. The Teaching-Learning Process is supported with Regular Practical Sessions, access of Digital Library, Online Courses like NPTEL and online journals. Use of LCD projectors for seminars and workshops, productive use of educational videos, Communication skills training facility make the students to acquire proficiency in listening, speaking, reading and writing.

Participative learning

In participative learning methods, students are encouraged to participate in Project Competitions, Design Contests and various technical events.

In addition, learner-centered teaching methods such as role play, project work, field visit, case study etc. supplement classroom teaching which enhances critical thinking among students.

Experimental learning

The institute has, a state of the art laboratories for students to get their theoretical concepts clear through practical / experimental knowledge by creating an atmosphere where they are made to see and analyze everything in an objective and scientific way.

The institute has latest software like Oracle, IBM Rational Rose, IBM Dream Spark etc., MoU with TASK ,IBM, Infosys to give experimental knowledge to students on Big Data/Hadoop & MongoDB, AutoCad, ANSYS, Pro-E, Open Office, Staad-Pro, MATLAB, MASM/TASM, Keil, Lab View, Mentor Graphics, Xilinx-Vivado, Multisim.

Problem Solving Based Learning

In problem solving based learning students are continuously engaged with challenges and issues in different subjects. The guiding principle behind problem solving based learning is to ensure that students

can link theory with practice, and develop creative and logical skills.

Collaborative Learning:

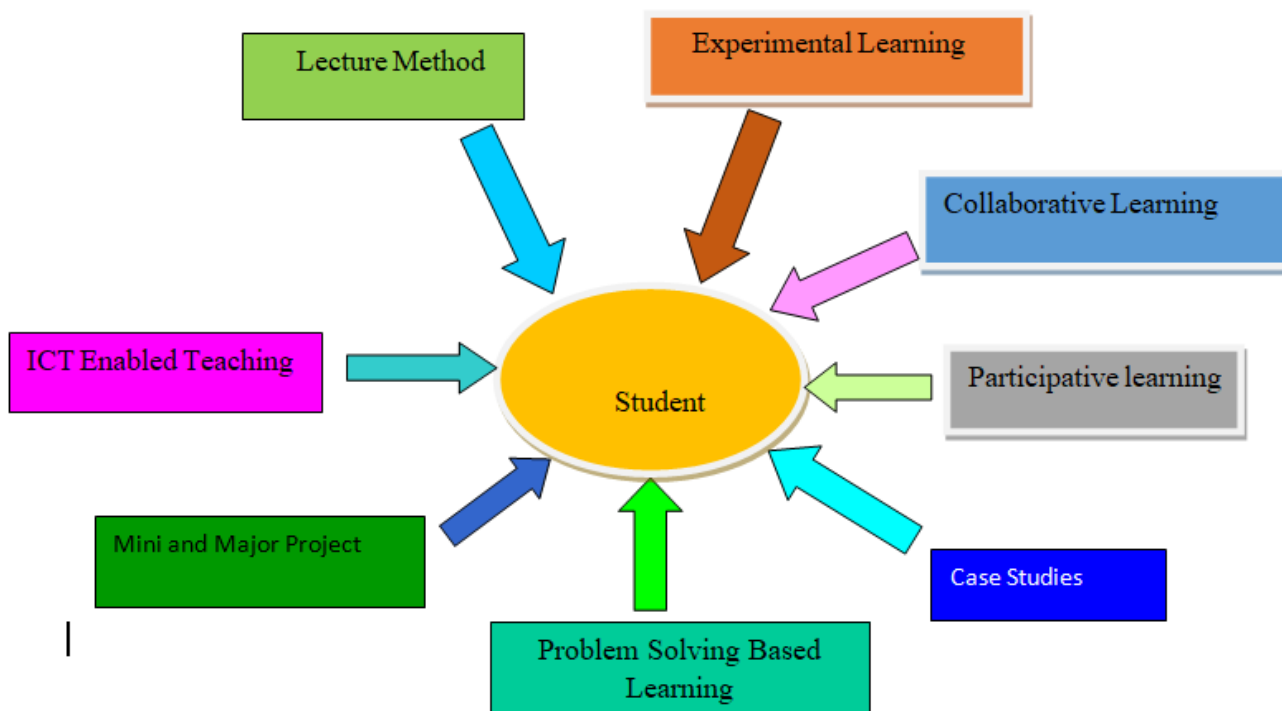
The Institute also promotes industry sponsored projects and research projects. In activity based learning students are encouraged to participate in project competitions, design contests, various technical festivals and arranging industrial visits and field visits for special surveys.

Mini and Major Project:

To imbibe technical skills and innovative thoughts, students are permitted to carry out industry oriented mini projects during summer breaks. In addition to this they also do major project work during their final year

Case studies:

In certain subjects, case studies play an important role in making students understand the relevance of principles and theorems. Success and failure stories of noted organizations are discussed as part of the case study.



File Description	Document
Any additional information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Information and Communication Technology is the mode of education to support, enhance and optimize the delivery of information. ICT has become integral part of the teaching and learning process, through such approaches as replacing chalkboards with interactive digital white boards, using students own smart phones or other devices for learning during class time. These approaches can lead to higher order thinking skills; provide creative and individualized options for students to express their understandings and leave students better prepared to deal with ongoing technological change in society and the work place.

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is the National MOOCs portal being developed by MHRD, Govt. of India. NPTEL (National Program on Technology Enhanced Learning) is the official SWAYAM national coordinator for engineering.

NPTEL was initiated in 2003 by seven IITs (Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee) and Indian Institute of Science (IISc). Since March 2014, we have been encouraging our students to enroll through SWAYAM and number of our students availed and got certificates

The **National Digital Library of India** (NDLI) is a project under Ministry of Education, the Government of India by the collaboration of IIT kharagpur. The objective is to collect and collate metadata and provide full text index from several national and international digital libraries, as well as other relevant sources.

DELNET was started at the India International Centre Library in January 1988 and was registered as a society in 1992. It was initially supported by the National Information System for Science and Technology (NISSAT), Department of Scientific and Industrial Research, Government of India. It has been established with the prime objective of promoting resource sharing among the libraries through the development of a network of libraries. It aims to collect, store, and disseminate information besides offering computerized services to users, to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible.

We strongly recommend our students to avail this facility

The commonly used ICT tools are LCD projectors, Desk tops or Laptops and Digital Boards etc.

The online resources and techniques are E-books, E-journals, NPTEL video lectures, Digital Library, Power Point Presentations; You Tube Videos, Business Magazines, Journal of Indian Concrete Institute, MOOCS.

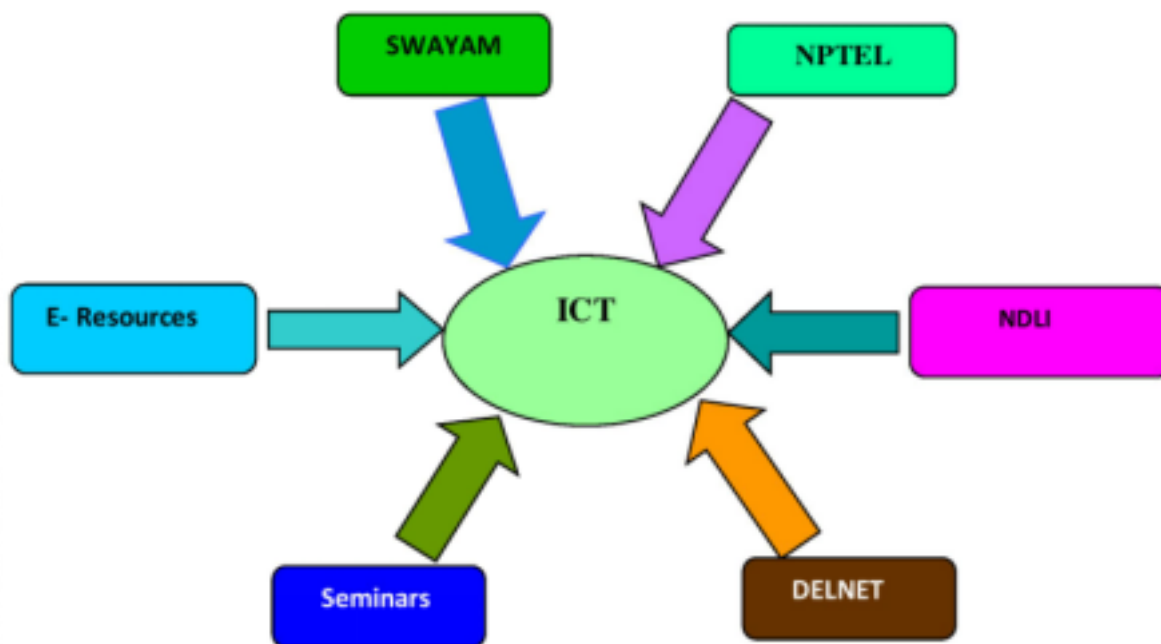
Seminars:

Seminars are conducted on regular basis to enhance the subjective knowledge on the topics related to the curriculum. The students are provoked to think innovatively and come up with novel ideas which further can be realized as mini and major projects.

E- Resources:

To promote a continuous learning atmosphere, The Library has fully equipped automation facilities and it has 34220 volumes with 5195 titles of all disciplines. The PG Books Procured under TEQIP – II Program

(1714 Volumes with 160 Titles). The library subscribed all required E-Journals like IEEE, ASCE, and DELNET which covers around 1034 both National and International Journals, 110 Printed Journals.



File Description	Document
Any additional information	View Document

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

Response: 18.61

2.3.3.1 Number of mentors

Response: 101

File Description	Document
Circulars pertaining to assigning mentors to mentees	View Document

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

Response:

Academic calendar:

- The Institute prepares a well-planned academic calendar and approved by CAC. The academic calendar is prepared to balance between academic and non-academic activities. Based on academic calendar faculty prepare their lecture plan.

- The calendar is available to the students before the commencement of class work, includes:
 - The institution adheres to the academic calendar for the conducting of first and last day of instruction, schedules of internal and external exams, preparation holidays for final examinations, and vacation periods. However, in case of any unforeseen situations which are beyond the control of the institution, necessary change is made by the authorities and the same is displayed in notice boards and websites.
- Beginning of academic year, every department prepares the calendar of academic events like Technical fest, Workshops, Seminars, Sports events, Industrial visits, parent meeting etc.

Teaching Plan:

- For every theory subject, lecture plan is prepared by the concerned faculty member as per the Course Objectives /Course Outcome at the beginning of the semester and is verified & approved by HoD. The concerned HoD monitors the syllabus progress on a regular basis and reports the same to the Principal. Wherever, a deviation is observed, the HOD seeks clarification from the concerned faculty. If necessary additional classes are arranged.
- The course is taught in such a way that the course outcomes are fulfilled and is completed as per schedule. Efforts are made to see that each student follows the course objectives and attains the course outcome /fundamentals thoroughly.
- Faculty member (s) prepares a 'Lecture schedule' for every theory subject which is duly approved by the Head of the department. This schedule is placed in the course file at the beginning of the semester. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. Effective implementation of the lesson and lecture schedules is monitored by the Head of the Department as well as academic auditors.
- The contents of the plan include:
 - Course prerequisites
 - Learning resources
 - Detailed unit wise lecture plan
 - Assignment and tutorial questions
 - Model question paper
 - Link to the video lectures
- If the topic or task is not completed on the tentative schedule, the faculty will take the same class on the following hours; it will be availed the leisure hours or substituted hours of a faculty who are on leave.
- A Teacher – Student Feedback is collected from the students for each subject. If necessary, corrective measures are taken.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 97.4

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 10.61

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	13	20	14	9

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 5.59

2.4.3.1 Total experience of full-time teachers

Response: 671

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 42.6

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
39	35	40	47	52

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 3.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	77	84	83	83

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

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

Response:

a. About Examination Section:

Anurag Engineering College (Autonomous) has established an Examination Branch (EB) in order to conduct the Internal and External assessments, processing and publications of results, maintenance of student's records and certification. The EB strictly adheres to the academic regulations and academic

calendar for systematic and strategic conduction of examinations in a confidential and secured manner.

b. Governance Structure:

The Examination Branch (EB) is headed by the Chief Controller of Examinations. The Principal of the Institution is Chief Controller of Examinations. In addition, the Principal appoints a senior faculty as Controller of Examinations and staff to perform examination relevant works. The EB has the following members:

- Additional Controller(s) of Examinations
- Office Assistants
- Data Entry Operators
- Any other staff members as per requirement.

c. Examination procedures:

i. Attendance Requirement:

A student shall be eligible to appear for the Semester End Examinations, if he/she acquires a minimum of 75% of attendance in aggregate. Shortage of attendance in aggregate up to 10% (65% and above, and below 75%) in each semester may be condoned by the college academic committee on genuine and valid grounds, based on the student's representation with supporting evidence. Shortage of attendance below 65% shall in no case be condoned. A stipulated fee shall be payable towards con- donation of shortage of attendance.

ii. Assessment:

To ensure a comprehensive and continuous evaluation, a precise and clear process of evaluation implemented adhering to academic regulations. The performance of a student in each semester shall be evaluated course wise with a maximum of 100 marks for both theory and practical subjects. For theory and practical subjects the distribution shall be 25 marks for Continuous Internal Evaluation (CIE) and 75 marks for the Semester End Examination (SEE).

iii. Procedure of Continuous Internal Evaluation (CIE):

For theory courses, out of 25 marks in CIE, midterm test conducted for 20 marks and 5 marks awarded for assignment. The final CIE marks for each theory and practical course will be calculated as average of the two midterm tests. The first mid test should be conducted for the first 2.5 units of the syllabus and the second midterm test shall be conducted for remaining 2.5 units of the syllabus. The midterm test question paper consists of Part-A and Part-B.

- Part-A consists of 5 short answer questions and each carries one mark. All questions should be answered.
- Part-B consists of 3 questions with internal choice and each question carries 5 marks.
- The duration of each midterm test is 90 minutes.
- The assignment of each theory course should be submitted before each midterm examination.
- The sum of marks of secured in internal test and assignment considered as total marks in each theory course.

- For practical courses, there shall be CIE for 25 marks. Out of 25 marks, 15 marks awarded for day-to-day performance and 10 marks awarded for the internal practical test.

iv. Procedure to conduct Semester End Examination (SEE):

The question papers for theory SEE courses are procured from external question paper setters from eminent Institutions. For each course, 3 sets (UG) and 2 sets (PG) are procured. The process of procuring question papers is carried by the Controller of Examinations confidentially with approval from the Chief Controller of Examinations (Principal). One set of the question paper selected randomly by the Chief Controller of Examinations (Principal) 30 min. before the commencement of the examination.

v. Evaluation Procedure: The SEE answer scripts are jumbled and coded course wise. The answer scripts are made into bundles with maximum of 40 scripts. The answer scripts are evaluated by external evaluators. The process of submission and retrieval of answer scripts carried vary confidentially. The award lists prepared based on control bundle number and serial number of scripts that cannot reveal the student identity.

vi. Logistics: The examination branch procures the answer booklets from reputed printers. The certificates with sufficient security features are procured from eminent printers.

vii. Recounting / Revaluation:

A student can apply within one week from the date of publication of results for Recounting / Revaluation for theory courses of the SEE by paying the prescribed fee. The answer scripts are evaluated by external evaluators.

d. Leveraging Information Technology and IT infrastructure:

The examination section has procured an automation software namely BeeS Software Tool (BET), to process the examination activities. The BET operates at the three stages namely, Pre-Examination, Post-examination, Processing of Results and Reporting.

This automated system operates from the registration of candidates for SEE to till the results publication. The salient features of the system are:

- Student registration for SEE
- Hall Ticket generation
- Bar coded OMR Sheet generation
- Nominal rolls and D-Form generation
- Coding and decoding of answer scripts
- Generation of control bundle codes for evaluation
- Publication of results
- Generation of results analysis
- Generation and printing of Grade Sheets, Provisional Certificates and Consolidated Grade Sheets.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

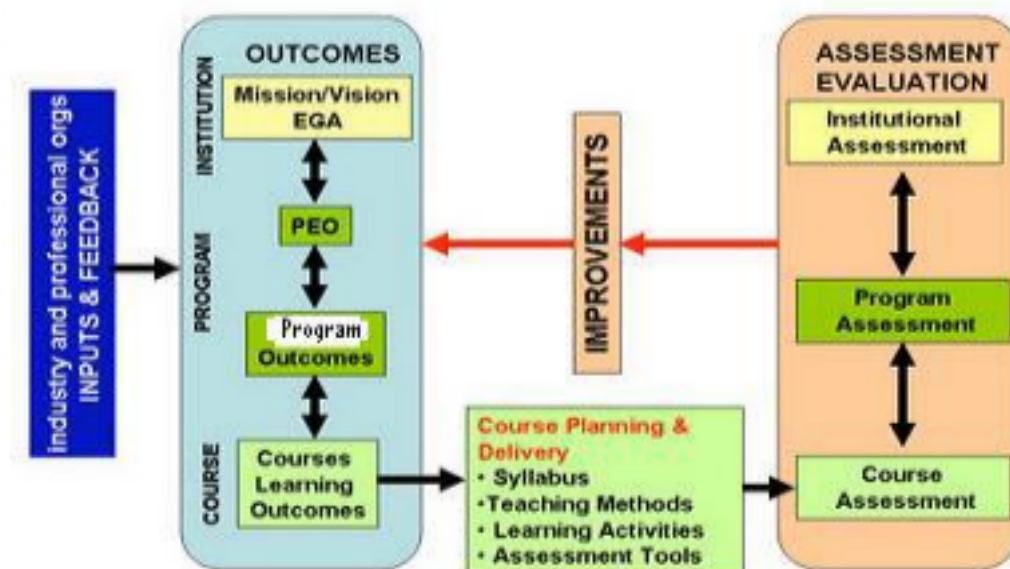
2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

To produce competent professionals in the field of Engineering and Management, Outcome Based Education (OBE) was implemented from 2013 onwards in various Programmes.

OBE starts with a clear statement on Knowledge, Skills and Attitude of the Graduate Engineers /Managers will be able to exemplify as having obtained on successful completion of a Program of study. These should be clearly measurable. These are stated as Program Specific Outcome(PSO), Program Outcomes(PO) and Course Outcomes (CO) and are related with the Vision, Mission and Program Educational Objective statements and Graduate attributes (GA) as stated in NBA.

The OBE Framework



Program Educational Objectives (PEO):

PEOs are wider statements that mention the Career and Professional achievements and the program is made ready the graduates to attain within the scattering years after graduation.

Guidelines for the PEO

- PEOs should be consistent with the Vision & Mission of the Institution.
- The number of PEOs should be manageable.
- PEOs should be achievable by the program.

- PEOs should be based on the needs of the People/Industry.
- PEOs are formulated after consultation with Industry Alumni, Employer, Professional Bodies, Faculty, Parents.

Program Specific Outcome/Program Outcome:

Program Specific Outcomes (PSOs)/Program Outcomes (POs) are simple statements that describe what students are expected to be able to do or learn by the time of their graduation. POs are expected to be lined closely with Graduate. Every Programme established the Program Specific Outcomes (PSOs), Program Outcomes (POs) in consistent with the Graduate Attributes (GA) mandated by NBA. As part of the Choice Based Credit System (CBCS), students are encouraged to verify the content of courses that they intend to take before registering for particular course.

PEOs, PO and PSO are disseminated through various channels as listed below

- Department website [http:// www.anurag.ac.in/dept name](http://www.anurag.ac.in/dept name)
- Syllabus books ,Department Brochure
- Faculty meetings
- Student induction program
- Alumni meetings
- Parents meetings

Course Outcome:

Course Outcomes (COs) are central to course's curriculum. They are communicative to students, faculty, and other stakeholders that what students will attain in each course. COs are major dimensions of specific outcomes corresponding action verbs which are(SMART) Specific, Measurable, Achievable, Relevant and Timely can be indicated by students on completion of the course. Course Outcomes should aim to develop higher order skills in each dimension of Learning. Departments prepare a course file with the details of the course aim, course outcomes, teaching methodology, reference material, lesson plans, appraisal methods to be chosen and credits at the beginning of the academic year.

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

Response:

The achievement of efficient program outcomes, program specific outcomes and course outcomes becomes primary for the successful running of an educational institution. To ensure the same, the institution follows the system of evaluation.

The Question paper is mapped using course outcomes and Blooms taxonomy in I Mid and II Mid examination

Each midterm examination carries marks of 25 .These marks are distributed to test understanding of the topic by the student in depth.

Each midterm examination consists of Part- A (Short Answers) for 5 marks and Part- B (Long Answers) for 15 marks with duration of 90 Minutes and an assignment carrying 5 marks. Part- B shall contain 3 questions with internal choice, each carries 5 marks.

Semester End Examination: Semester End examination is a metric for assessing whether each Cos are attained or not. Examination is more centered around achievement of course outcomes and program outcomes using a descriptive exam.

Assignment: Each and every student is assigned with course related tasks during every course work and assessment will be done based on their performance.

Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses record the attainment of Course Outcomes of all courses with respect to set attainment levels.

The expected target level of course outcomes are set in the range of 3-5 scale based on the understanding level of CO by course instructor at the opening of the semester. The performance of the students in the examinations during the semester in each course is used to calculate the level of direct attainment of the COs the questions of each examination are mapped to the course outcomes by the course instructor.



Attainment of Program Outcomes and Program Specific Outcomes:

A. List of assessment tools & processes:

- 1. Direct assessment:** The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs. CO-PO & PSO mapping for all the courses in the program are prepared by the program coordinator.
- 2. Indirect assessment:** The feedback is collected from the students at the end of program (Program Exit Survey) and end of the course (course End survey).

The attainment of the PO & PSO is computed as a weighted average of attainment of the COs that are mapped to the given PO&PSO. The overall PO & PSO attainments are calculated by considering 70% of direct attainment and 30% of indirect attainment through surveys. Out of 30% of indirect attainment, 15% weightage is given for program exit survey, 15% for employer survey.



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

Response: 92.18

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 460

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 499

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.85

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

PROMOTION OF RESEARCH AND FACILITIES

The institute provides all the necessary infrastructural facilities and a conducive environment to promote research activity on the campus. Due to limited resources, the institute may not be able to fund all the research activities taken up by the faculty and students. Faculties are encouraged to apply for various funding agencies and pursue their research. However, the institute is ready to provide seed funding or partial funding based on the merit of proposals submitted by faculty or student. The faculty and students are encouraged to present their ideas and project proposals before the research committee for getting the sanction of seed funding in accordance with institute guidelines.

The faculty and students are given liberty to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The institute encourages the faculty by providing incentives for peer reviewed publications, writing books & filing patents. The institute takes care of patent filing process, which is governed by Research policy of the institute.

The institute gives a free hand to report research results and findings. However, a thorough review is done for all research proposals seeking funding from various funding agencies by consulting the research committee comprising the chairman R&D, Head of Institute, Doctorates, all Heads of Department and the subject expert(s) of the department. This committee also monitors the impact of research and consultancy and ensures non-violation of research & consultancy ethics, professional ethics, privacy of the people, human rights, causing problems to health & safety of human beings and damage of the property.



Flow Chart of ANRK Research Facilities

Research Centers are established in various departments of the institute with necessary software and computing facilities for carrying out research activities. The main objectives of R&D

1. The head of the institution and heads of the departments act as catalysts in promoting research activities in the institute.
2. To provide necessary information and guidance to the faculty members for applying Research Projects sponsored by external agencies such as UGC, AICTE, DST and etc.

3. To motivate the faculty members to apply for externally Sponsored Research Projects.
4. The faculties are made available with adequate information about the funding agencies.
5. The institute established well advanced Library in the institute and city center in the promotion of research culture so that researcher should be in a position to get all the necessary information for the research work under taken.
6. The institute allows and encourages its faculty members to enroll in research activity to use the infrastructure such as Laboratory, Library, Equipments, Electricity and so on.
7. To motivate the faculty members to publish the research papers in reputed Peer Reviewed Journals of a minimum five years standing.
8. The institute also encourages the faculty members to attend conferences, seminars, workshops at the national and the international level for which institute meets the expenses.
9. The institute allows its faculty members who are pursuing Ph.D to take required leave during course work period by assigning no workload.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document

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

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1.2	2.5	1.3

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

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

Response: 0**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

List of teachers and their international fellowship details

[View Document](#)**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response: 139.07****3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
23.07	00	00	36	80

File Description**Document**

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by government and non-government

[View Document](#)**3.2.2 Percentage of teachers having research projects during the last five years****Response: 0.89****3.2.2.1 Number of teachers having research projects during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	1	1

File Description	Document
Names of teachers having research projects	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 1.67

3.2.3.1 Number of teachers recognized as research guides

Response: 02

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document

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

Response: 16.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	00	00	01	01

3.2.4.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
06	06	06	06	06

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.3 Innovation Ecosystem

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

Response:

Innovation and Entrepreneurship are the driving forces to enhance knowledge and creativity. The Professional students have capability to create the wonders with technology by proper training and motivation. Incessant skill development programs are useful to improve their knowledge. To develop information and teaching skills through workshops, the institution provides a digital library. Teaching innovations are helpful to develop the faculty expertise. Faculty can improve his / her knowledge by attending seminars and workshops. Financial support is also provided from the management to attend conferences.

Faculty members are encouraged to increase their skills, qualifications and financial assistance also will be given to the faculty. UG and PG students are encouraged to do mini and major projects in industries to get live experience. LCD projectors are used in the classes and laboratories for constructive presentations of e-learning programs. Fostering entrepreneurship among young people and inspiring them to self-employment, as well as planning, directing and mentoring efforts by students and potential entrepreneurs in different fields. The institution provides a dynamic interface to promote the involvement of students in different entrepreneurship- ideational programs.

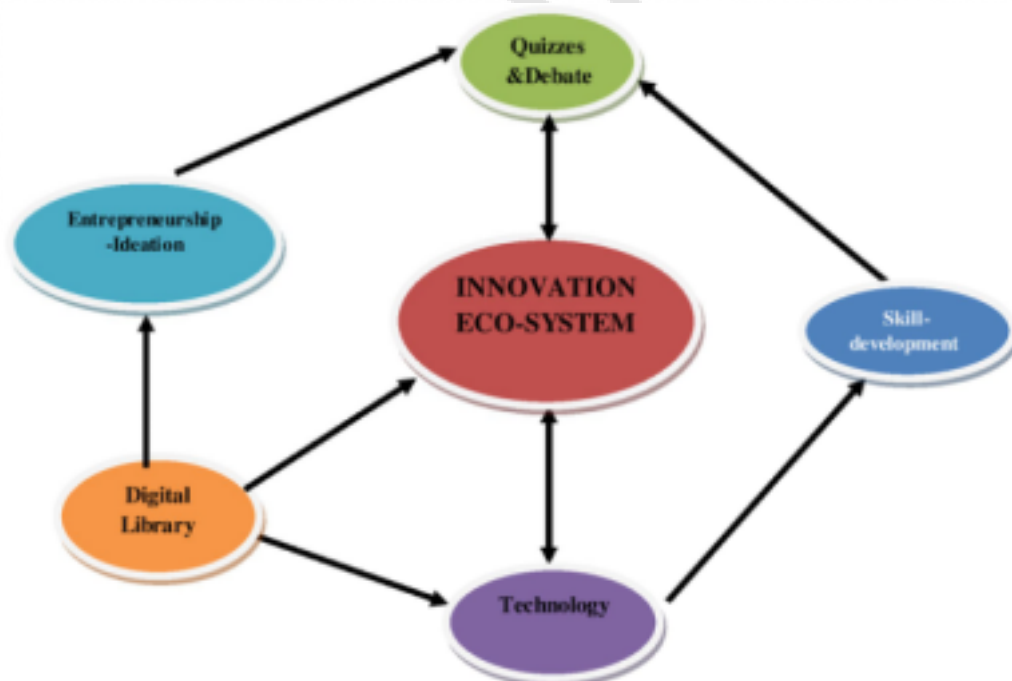


Figure:3.3.1:Innovative Ecosystem

Technology plays a crucial role to gain knowledge and virtual experience. Students have been

encouraged to ask questions in the classroom to make classes more lively. A co-curricular stimulus is produced by the different departments through workshops and seminars. These lectures spark the learners' imagination to sharpen their creativity. The optimum functioning of an advanced ecosystem of innovation benefits from both spontaneous and informal exchanges arising from natural serendipity and coordinated interactions. These strategies and tools include collaborative intelligence management systems, forums for ideation, techniques such as design thinking and rapid prototyping, and foresight.

The ecosystem would feel inspired and interested only by having certain common objectives and values. In order to establish an inter-organizational culture that connects its members through their shared intent; these common principles need to be defined and expressed in an ecosystem in the same way as it is done within an organization. The Institute has many outlets for the realization of these concepts. The Institute is inspired to engage in different quizzes and debates. Technical Fest is planned to persuade and motivate the students to work on the applications of upcoming technologies. Students are advised to propose a solution to the various problems that exists in the society.

Education is perceived in the most of countries as a means of enhancing equity and equality. Innovations could help enhance equity to use of education, as well as equality in learning outcomes. Monitoring and addressing the issues of enhancing creativity and entrepreneurial skills among faculty members and students. By using the current trends, the faculty members are empowered to take up research activities creatively. Student skill development centers were set up where learners were provided programming and hardware interfacing skills on the latest technologies. The faculty and students acquire more knowledge and skills by participating in various knowledge-centered programs in this Institution.

File Description	Document
Upload any additional information	View Document

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

Response: 24

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

2019-20	2018-19	2017-18	2016-17	2015-16
05	04	04	06	05

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

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

Response: A. All of the above

File Description	Document
Any additional information	View Document

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

Response: 2

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

Response: 04

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

Response: 02

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
41	23	42	44	33

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**Response:** 0.04**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	01	03	00

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 1.2

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

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 3.5

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

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 1.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.13	0.19	0.29	0.20	0.21

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

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

Response: 166.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
8.56	10.35	55.91	36.13	55.62

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

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

Response:

The Institute ensures social justice and empowerment of students from under-privileged and vulnerable sections of society by providing value based courses exposes students to issues of gender equity, eco-consciousness and self-esteem. Woman empowerment programmes are organized by the woman grievances redressal committee. The following activities are conducted to contribute to the aspect of good citizenship, service orientation and holistic development of the students:

- Blood Donation
- Sadbhavana Day
- Swachhata Pakhwada
- Celebration of National and Religious festivals
- Cleanliness drives
- Swatchh Bharath Abhiyan
- Youth Parliament Program
- Water Resource and Conservation
- Cashless transaction
- Awareness programs on Aids, Fire Safety, Kill Cancer, Road Safety, and COVID 19 Pandemic.
- Yoga Day
- Engineers Day
- Harithaharam

The curriculum has emphasized on co-curricular and extracurricular activities. The college organizes TECHFEST, Social gathering such as students activities are conducted every year as per the academic calendar. In these activities, the stakeholders are appraised with the developments taking place in the college. They are also given time for their responses. They are also given a standard feedback form to fill their response for the development of institution.

The objective of the extension activities improves qualities like

- Communication skills
- Group work culture
- Gender equity
- Eco-consciousness
- Self –esteem

Along with these academic learning experience excel the student's career and help to become a good and responsible citizen.

The faculty member of the institute has initiated environmental awareness program for students. Faculty has delivered lectures in the organization to enhance student awareness regarding environment friendly life style. It is an attempt to save environment with student participation.

All the significant dates such as Yoga Day, Sadbhavana day, Engineer's Day, Teachers Day, etc are celebrated periodically to familiarize students with the value of our ancestors and traditions.



Figure:3.6.1: Extension Activities

Yoga Day

As per the Hindu philosophy it teaches how to control our body and mind to become united with the spirit of the universe as well it is a system of exercises for body and for controlling breathing.

Sadbhavana Day

It helps to maintain harmony and goodwill, as it was carried out by the late leaders.

Engineer’s Day

It is greatly admired to honor our engineers. Engineer's day not only marks the importance of engineers but also parts gratitude to them.

Impact of Environmental Studies

The study of environmental studies / science as a course in the curriculum helps the students to gain theoretical knowledge on the concepts that affect the society nowadays these activities enable the students to cultivate the much needed traits like self-confidence, leadership, self-discipline, commitment, devotion, hard work and team work and the same qualities will help them to excel in academics as well. The students accumulate new knowledge, an experience that changes their attitude and behavior positively towards the socially deprived or oppressed. The activities kindle the patriotic spirit of the students, develop self-discipline and tend to follow ethics in their personal and professional life.

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

Response: 38

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	05	4	13	04

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

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

Response: 18

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	3	05	1

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

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

Response: 13.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
206	325	211	460	88

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

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

Response: 10.4

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
13	15	12	08	04

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

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

Response: 30

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
08	06	06	06	04

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Anurag Engineering College offers both UG & PG programs and it provides good infrastructure for all programs to conduct curriculum activities and other facilities. The college is spread over 25.17 acres of lush greenery with 5 blocks for academic activities and administrative works.

The institution has adequate number of comfortable classrooms and laboratories as per norms of statutory bodies: JNTUH and AICTE. It also has Separate Examination branch, Placement cell and Accounts Section. There are 62 classrooms and tutorials, 5 E- class rooms, 44 laboratories, 3 drawing halls, central library, 3 seminar halls and an auditorium.

All the classrooms, seminar halls and an auditorium are equipped with fixed and movable projectors. Wi-Fi is provided for all the blocks. All the laboratories are installed with latest apparatus and equipment to perform experiments according to the syllabus. All the labs have lab manuals. Exclusive Engineering workshops and Engineering drawing halls are available. Sufficient safety measurements have been incorporated and are displayed in all the laboratories. To improve the communication skills, institution provides English language lab with software along with recording and presentation facilities. In each and every department, computer laboratories are provided with required software for running experiments. The laboratories are kept open beyond the working hours depending on the needs of the staff and students.

The institution has a central library with working hours from 09:00 AM TO 06:00PM and every department provides departmental library facility. To enhance the knowledge of students and faculty, central library has enormous collections of text books, journals and magazines. NPTEL lectures like videos and texts can be accessed through central library. The institution provides digital library facility where students and faculty can access for e –journals, online books and materials.

All the departments have been provided with digital boards for supporting the teaching learning process and, they have well-furnished separate cubicles for the faculty members with good ventilation. Every department has separate HoD room, meeting room and department library. LAN connections for Internet facility is provided in the departments, in addition to this, Wi-Fi is enabled for all the campuses

The institution has an auditorium and seminar halls for conducting various students development and faculty development programs. The institution also has open stage for conducting of outdoor gathering. A/C Conference Hall is also available for conducting of Staff Meetings and Board Meetings. Moreover, every block has generator and UPS for good power backup.

File Description	Document
Upload Any additional information	View Document

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

Response:

Sports & Game Facilities:

Participation in Games & Sports is mandatory for all the students. The Institute encourages the students to take part in Inter-collegiate, District and Inter University Tournaments. The department organizes intra-departmental competitions in various games and sports for boys and girls.

- The institution has a fully qualified and competent Physical Directors to train the students to participate in events conducted by the State/University.
- The institution has Indoor and Outdoor sports facilities.
- Well-equipped gymnasium is available.
- Indoor game facilities are provided for Table Tennis, Caroms and Chess.
- Outdoor sports facilities are provided for Athletic track, Badminton, Cricket, Kho-kho, Kabaddi, Volleyball, Basketball, Tennikoit, Throwball and Hand ball
- Facilities are also provided for field events like Javelin throw, Shot-put, Discus throw, Long jump and High jump.

Cultural Activities:

The students participate in the various cultural events organized during the college cultural fest. They are also encouraged to take part in competitions organized in other colleges and universities

- Cultural activities are frequently conducted in the institution to develop soft skills like resource management, public speaking and leadership qualities among students.
- Students are encouraged for participating in NSS activities like Blood donation camp and Social Awareness activities.

Co-curricular activities :

Every Department conducts seminars, workshops and technical contests in areas concerning their programs to strengthen the theoretical and practical knowledge of the students. There are also student members in the respective professional societies and these societies promote technical activities and students participation. The institution facilitates these activities for the benefit of students. Seminar halls, classrooms and other amenities are made available by the respective faculty coordinator. The planning and conduct of the activities are also supervised by the coordinators along with the student members.

The institution is equipped with facilities such as lifts, washrooms and, it also provides facilities for disabled people. Each floor is facilitated with RO Purified water/cooler for students and staff members. The institution has separate common rooms for boys and girls. These rooms are facilitated with indoor games such as table tennis, caroms. The college has a health center that has a well-qualified healthcare coordinator. Separate Hostels are also provided for boys and girls. However, the campus is under the surveillance of CCTV cameras all the time.

File Description	Document
Upload any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 72

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 5.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
20.76	15.54	30.41	44.46	8.27

File Description	Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Library:

The College Library encourages every student to use the library that has been carefully built up since the inception. The library is well equipped with valuable books.

The central library was automated by KOHA integrated library software version.2.2.8 in 2008. The software contains various modules on acquisition cataloging, classification and OPAC (on-line public access catalogue).

The Digital library started using the software i.e D-Space version 1.7 in 2011. It provides to download e-journals, e-books and other reading materials to students and faculty. The library uses barcode facility for books to lend or collect.

S.No	Name of the ILMS Software	Nature of automation (Fully/partially)	Version	Year
01	Koha	Partially	V.2.2.8	2008
02	D-Space	Fully	V.1.7	2011

File Description	Document
Upload any additional information	View Document

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 8.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
08.60	07.92	12.86	10.29	3.30

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: 5.3

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

Response: 106

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

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

Response:

Anurag Engineering College, Kodad was established in the year 2001 with an aim of bringing quality engineering education closer to the rural students. The institution has 860 systems which cater to the needs of students out of these 20 systems are used for office. Each department is provided with office systems and computer laboratories.

- Computer systems are upgraded with latest configuration wherever it is required.
- All the computer systems in the campus are regularly monitored by the system administrator and maintenance staff.
- Problems experienced by the computers in the office and various laboratories are solved by the laboratory programmers/technicians.
- The maintenance staff will then go to the respective laboratories for identification of the problems and resolves the same at the respective places.
- The entire campus is Wi-Fi enabled.

Institution has been providing the Wi-Fi facility since 2015 with 100 mbps bandwidth across the college. The service is provided by TATA, BSNL and Jio companies.

Allocated bandwidths Block wise

Sl.No.	Block	Allocated Bandwidth

1	Block – A	10 mbps
2	Block – B	20 mbps
3	Block – D	20 mbps
4	Block – E	20 mbps

Internet and Wi-Fi facility is provided for HOD's, faculties and students also.

The institution has a digital library where the students can access to e-Journals, publications and access data for their knowledge enhancement. It also established certain firewalls in order to block the unwanted web sites at the campus.

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

Response: 2.19

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

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

Response: B. 3 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic

support facilities excluding salary component during the last five years**Response:** 46.39**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
290.53	218.61	226.30	198.11	98.34

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Anurag engineering college has clear policies and procedures for managing all resources like classrooms, laboratories, seminar halls, workshops, staff rooms, libraries and sports facilities with skilled personnel. For IT components like computers, laptops, projectors and servers are managed by hardware technicians.

General maintenance is taken care by establishment officer, Supervisor and other supporting staffs who are specialized in civil, electrical, air conditioning, horticulture, etc. are supervised by the establishment officer. The team oversees the cleanliness of the buildings, classrooms, labs, furniture, seminar halls, conference hall, campus ground, sports facilities, staff, students, amenity areas, canteen etc. They supervise the maintenance of sewerage treatment, rain water harvesting pits, elevators, water coolers, water purifiers, fire safety, pest control etc. Regular visits on a periodical basis are conducted by team head and based on the site conditions, renovations are proposed for works such as civil work, electrical work, painting, furniture etc.

The institution has a separate computer center to examine the maintenance of computers and related accessories. The team is headed by a coordinator (faculty) from computer science and engineering department and supporting staff. The maintenance works include replacement or repair of computers and accessories, hardware up gradation, software installation, Wi-Fi maintenance and troubleshooting issues etc. Periodical examination is made by the supporting staff of all the departments and the status of computers and associated equipment are sent to the computer center every month for necessary action.

The institution treats library as a main knowledge center. Procurement of books, journals, magazines, and digital resources is a continuous activity at the institute. To inculcate the habit of visiting library and

spending time with books, library hour is introduced in the time-table. Many well wishers donate books to Anurag engineering college Library; rare books and manuscripts that attract curious students and faculty are there in the library. Central library has its dedicated human resource and the departmental libraries are taken care of by the department office assistant and a faculty In-charge of the concerned department.

All the departments take care of timely maintenance of the laboratory equipment. Most of the maintenance work is completed during summer break and a close monitoring of maintenance activities is a prime responsibility of heads of the departments. Extra lab hours and remedial laboratory sessions ensure that students develop a practical bent of mind. Sports activities and extracurricular activities are conducted regularly with vigor to keep the students physically fit and mentally alert. The laboratory equipment is maintained and calibrated by professional engineers to ensure accuracy of experiments. A dedicated maintenance team is deputed to undertake this.

Computer ce nters are equipped with state-of-the art hardware and software facilities. A separate computer maintenance team and IT Support team handle the college/departmental requirements. For every computer centre, a programmer / technician is recruited and a faculty member is made in-charge of the centre. An exclusive department with 02 hardware engineers is functioning in the college to cater to the needs of day-to-day computer maintenance. However, minor software and hardware problems are being handled by the concerned lab technicians.

Sports play an important role in shaping one's personality and good health. The institute provides all the sports facilities for students. The necessary equipment is provided in the college to play all the major games. The college has spacious ground which supports to play all types of games. Expert coaches are there to give tips on how to play games. The institute also has gymnasium with modern equipment. Ground gardening is maintained by the skilled person twice in a month. Gym equipment is maintained periodically and if any damage takes place that will be replaced immediately. Moreover, all these are taken care of by the physical directors of the college.

Canteen maintenance is done by the house keeping workers. Food safety measurements are taken to keep it hygiene. Floor of the canteen, tables, cutlery, and utensils are always maintained neatly. All the waste material and leftovers of food are converted to compost. However, waste management is done properly and regularly to maintain the surroundings clean.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
1242	1365	1450	1371	1324

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

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

Response: 20.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
570	503	232	641	00

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

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

Response: 65.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
1144	1436	1277	1403	951

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 23.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
130	130	103	93	120

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 8.22

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 41

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Civil Services/State government examinations, etc.)

Response: 67.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	12	26	52	82

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

2019-20	2018-19	2017-18	2016-17	2015-16
74	39	38	61	97

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 61

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

2019-20	2018-19	2017-18	2016-17	2015-16
06	13	2	39	1

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The ANURAG ENGINEERING COLLEGE (ANRK) creates a platform for the active participation of the students in various Committees like academic and administrative bodies including other activities. Students are coordinating and organizing various activities related to academics, co-curricular and extracurricular activities to enhance leadership skills, knowledge and abilities towards selected streams with the guidance of faculty members. The Institute has constituted various committees to develop the student role and providing awareness about institutional policies, social responsibilities and making them to achieve their short-term and long-term objectives.



Our students are successfully participated and organized a national level technical fest along with faculty coordinators like Adwitiya-2k19,2k20, Aavishkar-2k19,2k20 and cultural, administrative activities in campus apart from the student council. These activities are supported the students to fulfil their technical knowledge and increase their performance.

The college physical directors have been conducting games and sports like cricket, kabaddi, kho-kho, volleyball, tennis, chess, caroms, running competitions..etc. The students take initiation to involve games, sports and utilise Gym facility for the development of physical fitness. The students participated in university level games and awarded certificates by the university.

The Institution has the following committees:

- Student representation in Anti Ragging Committee
- Student representation in Grievance Redressal Committee
- Student representation in Sports Committee
- Student representation in Alumni Committee
- Student representation in Canteen Committee
- Student representation in Transport Committee
- Student representation in Extracurricular activities Committee

- Student representation in SC-ST Committee
- Student representation in Disciplinary and Code of Conduct Committee
- Student representation in Women Empowerment Committee
- Student representation in Campus facilities and Maintenance Committee
- Student representation in Minority Committee
- Student representation in Student Counselling Committee
- Student representation in Grievances/Suggestions Box Committee
- Student representation in National Service Scheme(NSS) Committee
- Student representation in Entrepreneurship and Development Committee
- Student representation in Placement Cell Committee
- Student representation in Women Protection Committee
- Student representation in College hostel Committee
- Student representation in OBC Committee

File Description	Document
Upload any additional information	View Document

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

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
06	6	6	6	6

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The Anurag Engineering College Alumni Association (AECAA) has been functioning since 2008 and registered number is 651 at the AEC campus. The main aim of the Association is to maintain the connection between Campus and Alumni to share their details of employment achievements.

The Anurag Engineering College Alumni Association organised under a local body frame associated by the students and they work on the student carrier corner which provides information, skill development, nourishing skills in the academic wise. Alumni students setup a platform for their juniors to acquire placements in their work field.

The AECAA members meet for an annual get-together every year and all the Alumni present are taken around the campus and Outstation Alumni who wish to attend the Annual get-together meetings are invited. The Alumni are invited to AEC Campus whenever they visit their home-town.

The Management and faculty are delighted to have Alumni in the department to share valuable professional experience among the students. The students can take the liberty to contact the Principal's/HODs and Alumni Association coordinator for any assistance.

The Alumni helps the final year student in their project work and provides the employment opportunities in their respective organizations in India and abroad. AECAA is organizing the guest lectures by the renowned Alumni for the students to get exposure to the cutting edge technologies, research and development and entrepreneurs

The Alumni conducted a lot of seminars regarding new techniques innovative skills and knowledge in their respective branches. From this, students enhance the recognition of engineering elements. Alumni students play a major role in the development of institution. In each and every dimension they give awareness on latest technology usage and corresponding field.

The Alumni people give training to improve the soft and professional skills. They help to conduct professional training sections and industrial visits. They also provide insight about current situation in the market relating to employment, Start-up etc., so that students can take appropriate decisions.



File Description	Document
Any additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).**Response:** A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

N
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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To be a premier Institute in the country and region for the study of Engineering, Technology and Management by maintaining high academic standards which promotes the analytical thinking and independent judgment among the prime stakeholders, enabling them to function responsibly in the globalized society.



VISION



MISSION

Mission

To be a world-class Institute, achieving excellence in teaching, research and consultancy in cutting-edge Technologies and be in the service of society in promoting continued education in Engineering, Technology and Management

Governance:

Anurag Engineering College is recognized by All India Council for Technical Education; the institution is approved by the Government of Telangana and permanently affiliated to Jawaharlal Nehru Technological University, Hyderabad (JNTUH). Accredited by NBA in 2009. Anurag Engineering College was recognized by UGC under section 2(f) & 12(b) in 2001 and conferred as Autonomous in the Year 2014. The institute is recognized as TEQIP granted College in the year 2011.

The Governance of the institution accords strictly with the Vision and Mission. Intending for better governance and performance, the system is effectively decentralized. The Governing Council includes the Chairman of the institution, the Vice Chairman, Member and the Principal which takes the major decisions that have a bearing on the function and the goal of the college.

The staff council of the college is headed by the Principal, with all the HoDs as members who would ensure the appropriate implementation of the directions given in accordance with the decision made by the Governing Council. The Principal, who is the academic head of the institution, is given enough freedom by

the Management to function in order to reach the vision and mission of the institution. HoDs are entrusted with department level authority. The responsibilities and the time to time instructions are communicated through regular department meetings and staff meetings. The office administration of the College is headed by the Principal. The Institute follows a perspective plan for its development. The perspective plan is developed by the Principal under the guidance of the Governing Council, in discussion with the HoDs of the various departments. The perspective plan helps to streamline the various processes like evaluating methodologies of the teaching-learning process, research progress and infrastructure facilities. All the planning and execution is monitored regularly in order to ensure the growth of the Institution. The scope of the institution is also well explored in terms of learning and growing. The institution signs MoUs with the various organizations for promoting institute-industry interaction.

A culture of participative management is promoted consistently by the institution. Committees are framed for the implementation of all its decisions and resolutions, comprising faculty members and students. The HoDs also make decisions in directing the implementation of the action plan in the department. The department faculty members coordinate in the implementation of the strategies of the department. Therefore, at all levels, participative management is followed.

File Description	Document
Any additional information	View Document

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

Response:

The College maintains a trend of decentralized governance system.

The decentralization and participative management is contributed at various levels in the institute.

- The Chairman and the Secretary play an important role in administration of the College smoothly. The Management and the Principal discuss to implement all the programmes successfully. The Principal is responsible to conduct all the meetings in the college and set proper rules to the students. The Principal conducts meetings with Heads of the Departments and take decisions related to college. He also conducts meetings with various committees and passes resolutions.
- HoD's involves in organizing seminars, workshops, distribution of work load, assigning faculty members as lab in charges etc. HOD's will take feedback from the students at the starting and ending of every semester to observe the performance of each and every faculty member. HoD's encourage teaching and non-teaching staff by self-appraisal every year and also helps them to improve their academic performance and to set new goals. HOD's participate in the meetings headed by the principal to discuss the result analysis and take necessary actions if the result is low.
- Faculty members are encouraged to develop their leadership qualities by the HoD by allocating them as in charges of various academics, co-curricular, and extracurricular activities. Faculty members are also encouraged to conduct industrial tours. They participate in department meetings headed by HoD's to discuss various academic activities, plan and review the action plan. Faculty members are encouraged in doing research work, publications, syllabus framing and examinations.

- Students with best academic performance are selected as class representatives and are involved in meetings with teaching staff and HoD to give suggestions for improvement in academics, co-curricular and extra-curricular activities.

The committees that are listed below are used for decentralization and participative management:

- Anti-ragging Committee
- Disciplinary committee
- Grievance and Redressal cell
- Women empowerment Cell
- NSS Committee
- Canteen committee
- Transport committee
- OBC cell
- SC/ST committee

Case study: "College STANZA"

To describe the decentralization and participative management, college STANZA would be the best case study. It is a peculiar event of the college where decentralization and participative management is well executed.

The Management and the Principal discuss the organization of the event and determine the budget. The Secretary and Chairman of the College fix the final dates on which the event is to be conducted.

The Principal conducted meeting with all the Heads of the departments and Heads of the committees of the college before organizing the event. The Principal ensured all the staff for their active participation. The Committee members and student heads were allotted works by the Heads of the committees. The student heads in turn distribute the responsibilities to all the students.

The event was well organized by the effective participation of all the members of the college. This was obviously an outcome of the decentralization and participative management. Principal, staff and all the students had committed in order to make this event fruitful. Anurag Engineering College follows the culture of teamwork.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Strategic Plan for 5 years was planned in 2015 by College Quality Assurance Committee in

discussion with all the stake holders of the institution. The goals of Strategic Plan 2015–2020 are aligned with AEC vision and mission. The Strategic Plan shows AEC’s objective of getting recognized as a premier institution. The strategic plan mainly considers the quality improvement of the institution. The plan acts like a measuring stick against which we analyze our decisions for the next 5 years. It creates a common vision of our aim and creates a route for our journey. The institute prepared a plan to fulfill the requirements of the institute like infrastructure, academic developments, sports, cultural and extra-curricular activities.



Strategic Plan 2015-20

S.No	Category	Goals
1	Governance	<ul style="list-style-type: none"> • Take timely decisions in providing financial, academic and Physical facilities. • Transparency and accountability in decision-making • Restructuring of administration through decentralization.
2	Physical Resources	<ul style="list-style-type: none"> • To ensure effective utilization and maintenance of infrastructure. • To concentrate on greenery.
3	Educational Processes	<ul style="list-style-type: none"> • To revise, add and make changes to the academic programme of the Institute whenever and wherever needed. • Improving standards and attain accreditation status. • Introducing modern teaching aids and Implementing innovative methodologies • Improve the placements to students by inculcating soft skills and advanced technology training to the Students in line with industrial network.

Implementation of Strategic Plan 3

Educational Processes

- **To revise, add and make changes to the academic programmes of the Institute whenever and wherever needed.**

Keeping in view of the requirement for ECE, CSE courses, the intake was upgraded to 180 in each.

- **Improving standards and attain accreditation status**

1. Adoption and implementation of Choice Based Credit System in curriculum
2. Academic UGC Autonomy Confirmation 20-01-2014
3. Academic JNTUH Autonomy Confirmation 30-02-2014
4. NBA first Accreditation in 2009 (IT, EEE, ECE, and CSE)
5. NBA Reaccreditation in 2014 (CSE, and EEE)
6. Extension of NBA Accreditation in 2016 (CSE and EEE)
7. NBA Accreditation in 2017 (CIVIL and ECE)
8. Extension of NBA Accreditation in 2018 (CSE)

- **Introduction of modern teaching aids and Implementation of innovative teaching methodologies**

Class rooms are equipped with modern teaching aids LCD projector, computer connected to LAN and internet with audio system. Information and Communications Technology and Computer based Learning system are implemented

Anurag Engineering College has been using Information and Communications Technology tools in order to communicate, store and manage information. After the implementation of Information and Communications Technology (ICT) in college, it improved thinking skill, developed creativity for the students to express their knowledge to deal with ongoing technological change in society and the work place

Information and Communications Technology Facilities in class Rooms	
Interactive Digital Board	Computer
Internet/LAN Facility	Wi-Fi Facility
Web camera	Software
Laptops	Printer
Document scanner	Audio Facility

- **Placement opportunities are enhanced imparting soft skills to students in line with industrial needs.**

Soft skills and Aptitude training are imparted to students from second year onwards. Continuous growth has been observed in placements.

File Description	Document
Any additional information	View Document

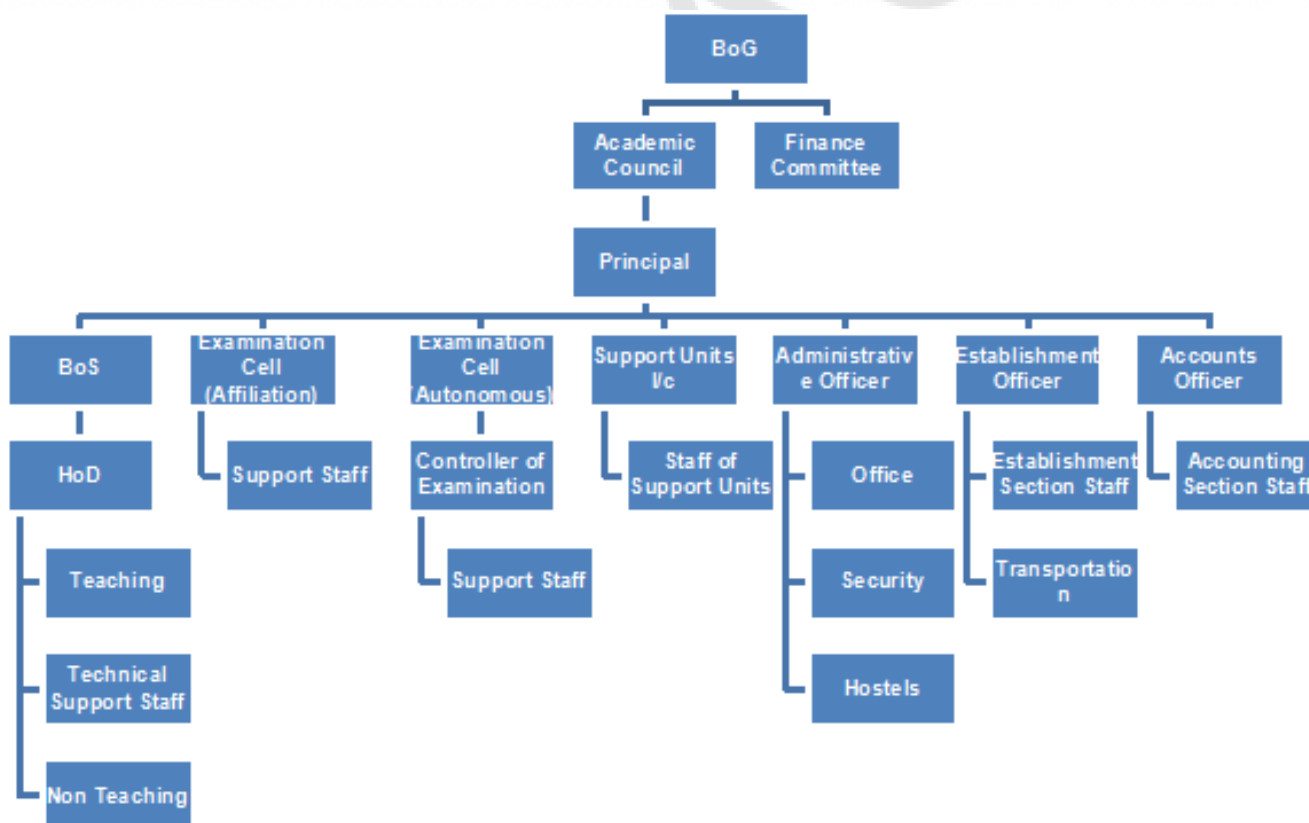
6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Human resources and employment policies

BoG shall ensure that a policy is in place regarding human resources development and employment for the Institution. It shall also ensure that a procedure is in place for managing and monitoring of human resources

ORGANOGRAM OF THE INSTITUTION



Board of Governors

Board of Governors of the college has been constituted as per the norms of University Grant Commission, which is the regulatory body for approving autonomous colleges in India. Its main function is to ensure the stakeholders, including students, faculty and institutional management, as well as those from the wider society, have full confidence and trust in our institution and that all those who have governance responsibilities and accountabilities, both within and outside institutions, carry out effectively. As per the rules and regulations Governing Amartya Educational Society, the Chairman of the BoG elected by Chairman of Amartya Educational Society

Academic Council

The Academic Council is the highest academic body of the college and is responsible for laying down, regulating, and maintaining the standards of teaching, research, and examinations in the college. It consists of the Principal as Chairperson, all the Heads of Department, Four Senior faculty from the Institution on rotation basis, not less than four experts from outside the College (different walks of life), three nominees of the University and a faculty members are nominated by the Principal acting as Member Secretary

Board of Studies

The Board of Studies (BoS) is primarily responsible for the curriculum design, delivery and assessment carried out in the relevant departments. principal concerns of BoS are:

- The general arrangements for teaching and examining
- The curriculum structure and content
- Supervision of the academic progress of students.

It also deals with any other issues referred to it by the Academic Council.

The Board of Studies is chaired by the Head of the department and members include faculty at different levels covering different specializations of the program; two experts in the subject from outside the college, nominated by the Academic Council; one expert from outside the College, nominated by the Vice-Chancellor of affiliating university, Jawaharlal Nehru Technological University Hyderabad(JNTUH), Hyderabad; one representative from industry/corporate sector/allied area; one postgraduate meritorious alumnus, nominated by the Principal.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The welfare measures are provided for all the teaching and non-teaching staff, to stay the staff satisfied and motivated, for private and professional growth. All the faculties are provided non-monetary and plenty of monetary benefits.

The given Welfare measures for the teaching and non-teaching staff:

- Group insurance is available for all the employees.
- The non-teaching staff is covered under the Employee Provident Fund.
- Employee State Insurance is provided for all the non-teaching staff.
- Maternity leave is granted to a permanent female employee up to a maximum of two children.
- Three months of Maternity leave will be provided with 3 years or more service,
- Two months of Maternity leave will be provided with 2 years or less than 2 Years
- One-week paternity leave for all male faculties.
- Medical leave is provided for 30 days to the entire faculty.
- Financial support and with OD leave is provided to the entire faculty for higher education and Faculty development Programmes.
- Medical facility is available with doctor and nurse in the institution.
- Twelve leaves are given to the employees for his/her marriage.
- Help with facilitation of bank loans.
- For class IV Employee's, uniform is provided.
- Maintenance of employees, who are exposed to dust and other hazard areas are provided shoes, gloves, helmets and aprons.
- Three early permissions are given per month for the all faculty.
- All the employees are getting increments in every year.
- All the faculty and non-teaching staff is provided subsidy in transportation facilities.
- Canteen facility is provided to faculty and non-teaching staff in subsidy.
- All the employees are participating in cultural activities and sports to relax and de-stress.

Other facilities provided for the teaching and non-teaching staff:

- GYM and yoga facilities are provided.
- ATM facility is available in the campus

File Description	Document
Any additional information	View Document

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

Response: 16.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	05	06	08	23

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	04	03	04	06

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document

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

Response: 33.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
123	11	17	32	28

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

A well-defined mechanism is in force for financial audit to have discipline and transparency in financial management. The accounts of the institution are subject to internal and external audit.

Internal audit:

The management deposes officials for performing the internal audit. The Internal Auditors carry out both financial and systems audit regularly. Internal audit team conducts auditing of the Institute's functioning to assure that the set of functions of the institution is carried out in a proper manner. Audit focuses on financial and other related matters, which are included in the manuals. Internal audit after thorough verification of various functions of different aspects, prepare their initial report indicating inaccuracies and deviations in the implementation of the financial policies and procedures of the institution. In doing so, they can find out irregularities in the maintenance of records to bring the same to the notice of the concerned officials.

The following areas are covered under internal audit:

- Budget vs. Actual performance
- Thorough revenue and Expenditure audit
- Fixed deposits and interest receipts
- Fixed assets and purchases
- Statutory compliance on TDS, EPF & ESI
- Systems analysis and compliances

External audit:

External audit will be conducted at the end of each financial year. The auditors will visit to college at regular intervals; they will verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. The financial transactions are accounted in Tally ERP/in books of account by the college.

Audit is conducted in accordance with the Auditing standards generally accepted in India. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Auditor will examine on a test basis evidences, supporting for the amounts and disclosure in the financial statements.

External audit procedures:

1. Source of income verification: Auditor will cross verify the fee collections with approved list of students like:

- List of students admitted in the first year through CET admissions and management quota admissions with the list of students sent to university
- The list of eligible students approved and sent to university for higher semester students.
- Other incomes cross verified with the receipts issued to the students.

2. Expenses Vouching:

- Auditor will vouch payment with the approved supporting.
- Correctness of classification revenue and capital expenses.
- Reconciliation of bank accounts and checking the bank confirmations.
- Reconfirmation of un-reconciled items. Calculation of depreciation of fixed assets.
- Status of the old debit/ credit balances. Checking of statutory dues payment like PF, TDS, PT and ESI before the due dates.
- Salaries payments with the salary statements. Any other statutory compliances verification required as per Income Tax Act.

3. On such verification any discrepancies will be discussed and sorted with the management. Any changes will be incorporated into

4. All financial transactions are accounted and based on that financial statements like balance sheet, income and expenditure for the financial year end.

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

Response: 19.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
4.7	4.4	3.9	3.3	3.1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The availability of fund is essential for any organization, society, family or co – operatives but the mobility of fund is even more important. If the mobility is in the right direction, coordinated then the level of progress is high; otherwise, it becomes ineffective even though the fund is available. Therefore, the mobility of fund is important for the development of organization.

The institution has a clear, well defined and systematic strategies to ensure the ideal utilization of available resources. It holds a well-co-ordinate approach to optimal utilization of fund and resources. The principal and the various committees of the college monitor proper utilization of resources.

Institutional strategies for mobilization of funds:

- Fees amount is collected from each student as per the norms laid by the Fees Fixation Committee of State Government.
- The amount towards fee collection is deposited in Public sector banks as short term fixed deposits.
- The amount of fees and the interest earned from the deposits are utilised for the development of the college and recurring expenses like salaries, electricity maintenance, vehicle fuel, infrastructural maintenance etc.
- Grants and sponsorships received from various government organizations schemes like TEQIP and Professional Bodies to conduct Symposiums, Seminars, National and International Conferences and other similar activities.
- Revenue is generated through online exams such as GATE, RRB, EAMCET, ECET, I-CET, LAW CET, PGECET, and IBPS etc.
- The innovation activities like students' project work and research activities of students and faculty are supported by Institute.
- Institute also supports for Green infrastructure development in the college atmosphere and for waste management activities.

Optimal utilization of resources:

- The allocated funds are utilized to pay teaching and non-teaching staff salaries, purchase lab equipment, consumables, library books, journals, printing and stationery, advertisement expenses, telephone charges, interest to parties, general insurance, newspaper, audit fee, incentives to staff,

administrative charges, ratification fee, tax, postage and courier, exam remuneration etc.

- The finance committee reviews the utilization of resources and audit the income and expenditure and makes recommendations for better handling of resources and effective mobilization of funds to the administration and management.
- For the smooth working of our institute, various committees have been constituted. Each committee studies its own field and analysis the requirements and then forwards it to the analysis committee with expected expenditure and planning.
- A healthy mind resides in healthy body, for these various programs like sports, yoga, personality development and other activities are organized and the finance committee spent some of the income on this.
- Funds are utilized towards green infrastructure development and waste management activities in the college and for payment of electricity, water, internet, website maintenance and telephone bills etc.,
- Funds are also allocated and utilized for social service activities as a part of social responsibility.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The Institute is devoted to enhance the quality of teaching and learning process. It focuses on personality development of students through certificate programmes for skill development training programmes, other co-curricular and extra-curricular activities apart from teaching and learning, that expand their knowledge for their overall development. IQAC reviews and ensures quality in academic activities undertaken from time to time.

QUALITY PARAMETERS

1. Adapting to student centric, ICT enabled and interactive teaching learning methods
2. Periodical review of teaching learning process
3. Participation of Faculty/Student in Guest Lectures/Seminars/Workshops/ Webinars
4. Keep an eye on day to day attendance of the students
5. Organizing faculty enrichment programmes.
6. Weekly verification of attendance registers and teacher's course file
7. Verification of lab attendance registers to check whether the marks are being allotted according to the lab evaluation process of the institution.
8. Monitoring student academic progress

Two practices:

1. **Mentoring:** Mentoring could be a method that continuously involves communication between students with mentors. The ultimate aim of a mentoring relationship is to promote the tutorial and

private growth of students, it is conducted on regular basis. Mentors provide steering, motivation and emotional support to students. Mentors resolve the educational issues faced by students.

2. **Remedial Classes:** Remedial classes are square measure to develop education and basic skills of the weak students. It allows to help the students to attain expected competencies in core skills. These sessions are conducted weekly once for students. Remedial teachers facilitate students to develop sensible learning habits and attitude to complete the assignments promptly.



Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*).

ANURAG is an Autonomous college approved by All India Council for Technical Education affiliated by **JNTUH** and accredited by National Board of Accreditation. It is one of the leading institutions in Engineering & Technology and Management Education. Program outcomes and Course outcomes have been diligently framed for **UG** and **PG** Programs, Extension of **NBA** Accreditation in 2018, Adoption and implementation **CBS** to Choice Based Credit System in curriculum, Academic **UGC** Autonomy Confirmation and **JNTUH** Autonomy Confirmation.

The **IQAC** has created benchmarks for the key aspects to measure the quality. Performance grading are awarded, the same is communicated to the departments/sections by Head, **IQAC**. On completion of the assessment, improvement on various aspects has been suggested.

- The quality of Teaching, learning and evaluation is improved by conducting Remedial Classes for weak students to improve their academic performance.
- Video lectures to enlighten the students.
- E-learning is promoted via **ICT**

Teaching and learning Development

- Subject allocation is based on the ability, skill and experience of the teacher.
- Eminent senior teaching staff members are recruited to hold key positions.
- The internet bandwidth has been increased through optic fiber for high speed internet access.

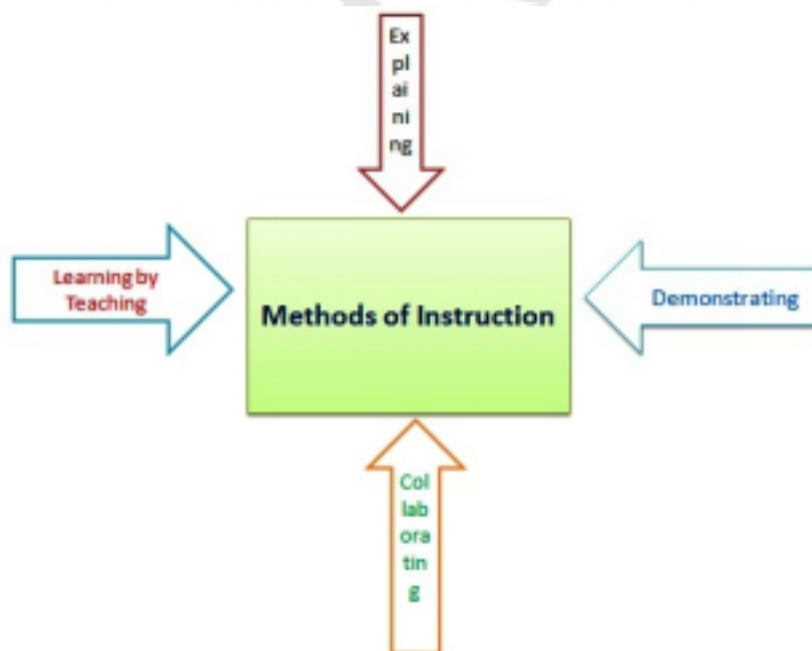
File Description	Document
Any additional information	View Document

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

Response:

The Core aim of IQAC is to give quality assurance of academics and administrative works. It ensures the development of faculty and students which provides guidelines periodically for quality enhancement. It enhances the academic and administrative performance of the institution. It additionally verifies the learning outcomes time to time through student feedback and the departmental gatherings. The IQAC found that the teaching procedure must be made more student central by adopting modern methods of teaching and learning. Departmental libraries, hyperspace facilities, computing facilities during and beyond working hours will help the students and teachers to upgrade the teaching and learning process. LCD projectors are used in the classes and laboratories for constructive presentations of e-learning content. Number of hardbound books and e-books are regularly procured along with the periodicals.

The IQAC Supports to involve various departments of the institution, and inspects the departments as a calendar task in every semester. It also assists in connecting the academic reviews activities. Moreover, it executes the advices of the Audit Committee.



The IQAC also supports in the academic review activities such as:

- The academic plan is prepared well before the commencement of class work for the subjects.
- Every teacher maintains the attendance register and course file for his/her respective subjects.

- Every teacher also maintains the syllabus copy and lesson plan of his/her respective subjects.
- Most of the topics are covered through Information and Communication Technology (ICT).
- The improvement in the quality of internal and end semester examination. Question Papers are prepared as per the Blooms taxonomy.

Teaching-learning Process:

The Quality Management System has suggested unit wise learning outcomes for each Subject. The learning outcomes are judge through two internal tests. The question paper is set to have an equal dispersal of weight for each learning outcome.

Structures & Methodologies of operations and learning outcomes

S.No	Name of the Mechanism	Structure & Methodologies of Operation	Learning Outcome
1	Teacher Course file	Date wise classes with reference to time table is noted in the teacher's attendance registers. which gives clarity about the classes.	The teacher can understand the importance of adhering to the schedules and follow them diligently
2	Result Analysis	Principal cause analysis is done on the results of the students in each course. The pass percentage and the grades secured by the students quantify the teaching efficiency of the teachers concerned.	The faculty realizes the need for improvement and works towards it.

File Description	Document
Any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The safety and security of girl students is a prime concern of our Institution. The institution aims to groom students to be self-reliant, respect for cultural diversity, aware of their social and professional responsibilities and gender sensitive. They have highest regard for women safety and their security, and environmental consciousness. Specific initiatives with respect to key areas are;

Hi-Tech Surveillance system:

E- Surveillance with high resolution cameras through day and night facility of distributed recording has been set up in the campus, entry of unwanted element is monitored through these cameras. This system ensures that all female staff, students can move freely in the campus and feel assure that they are secured at all the time in the campus.

Hostels:

There are different hostels for boys and girls. Students are monitored under a set of well defined rules and guidelines of wardens. All the students and staff were required to carry their ID cards on campus at all times, guaranteeing that no outsiders, including unauthorized individuals, were admitted. Wi-Fi enabled reading room is available in the women's hostel and the library.

Security personnel:

The College has a strong security personnel deployed all around the campus provides security by PET's, watchmen and by sending absentees list to the parents we can provide strong security among the parents and so our college avoids bunking of students.

Medical Facilities:

Health centre with a qualified doctor and a nurse is available in the campus to provide medical care to the students. Specialists are also invited to visit the campus if necessary, nurse and other staff are also available in emergency.

Common Rest Room:

In each block of the campus, separate washrooms are available for girls and boys. Water is available in all the washrooms with proper ventilation. A separate girl's waiting room is also available with all the facilities, like first aid box, chairs, benches and newspapers.

Class Room:

Class room arrangement is made in such a way that girl students are comfortable. A special bus facility is also provided for girl students.

Counseling:

Anurag Engineering College has consistently strived to address contemporary issues like gender sensitization, women concern, inferiority complex, peer group issues, teasing, ragging, safety and security etc. We counsel through the various seminars, workshops and awareness programs by guest lecturers and senior faculty.

The anti-ragging committee and the head of the departments are vigilant and always available for students to bring forth their concerns and counsel them amicably.

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

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

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste management

The institution has sufficient quantity of degradable and bio – degradable dust bins within the campus. The dustbins are earmarked as dry & wet waste. Dry solid & wet waste generated in the campus is collected and scientifically segregated as per the norms of the State Pollution Control Board. The same is dumped into the village dumping yard for disposal.

Bio –Medical waste Management:

The management provides a medical facility for the staff and the students. The Bio-Medical waste generated is very minimal. Institution has tied-up with Tirumala Hospital, Kodad, any waste that is generated is handed over to Tirumala Hospital which disposes the Bio-Medical Waste Scientifically as per the Government Medical norms.

Plastic ban:

Notices are displayed at campus to refrain from use of single use of plastics. In addition, security is alerted to stop entry of single use plastics into the campus in any form. Student Centre, Hostel rooms are monitored for all such usage and an attempt is made to eradicate single use of plastic completely in the campus. The students and the staff members are encouraged to use cloth or paper bags instead of plastic bags.

The proper waste collection bins are available at every floor. The scavengers collect the waste from each floor and disposed to nearby recycling shops. The waste of the leaf plants is left in certain corners of the campus to decompose as vermi compost. The damaged wooden furniture is not recycled rather they are reused for modeling other furniture at the end, they too left at the plant waste points to decompose. Food waste is used for feeding the cows, dogs and ducks living within the campus.

Liquid waste management

Department of Chemistry as well as Environmental Engineering laboratories are the places where a few concentrated acids are stored for utilization of the laboratory courses Under Graduate programmes. Necessary precautions are taken to store those chemicals in safe and separate shelves.

In view of the extremely dilute form of acids and other solutions used by the students in the laboratory, the waste water is drained out directly. Drinking water facility is arranged in all the buildings of the campus. Wastage of drinking water is restricted through proper monitoring. Proper drainage system is arranged for all the buildings of the campus..

There are waste water collecting pits, where waste water is collected for ground filtering to improve the ground water level.

E-Waste Management:

All electrical waste such as motherboards, mouse's, headphones tube lights, bulbs, old switches and wires are stored separately. The house keeping team has been trained in handling all categories of e-waste. An effective system of segregation, collection, storage and eco-friendly disposal of e-waste is put in a place. The e-waste generated from hardware which cannot be reused or recycled is being disposed off.

7.1.4 Water conservation facilities available in the Institution:

- 1.Rain water harvesting**
- 2.Borewell /Open well recharge**

3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment

5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document

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

Response:

Anurag Engineering College remains exemplary in executing culturally, socially and in short an inclusive environment through retention of mutual respect amicable effectual relationships. People of all cultural orientations work in harmony that is safe from abuse, harassment or unfair criticism. Everyone has freedom to express his/her own opinions and is given equal opportunity to participate in teaching, learning, work and social activities.

The Institute affirms pristine transparency by meritorious admissions indeed unbiased and keeps chances equally open to all students irrespective of the cast, creed, regions, and religion. The institute has an active student council and NSS wing to imbibe discipline, harmony and unity at ease. No embarrassing aspects arise. There is no segregation of students on the basis of their lingual or communal background and they feel safe and secured throughout.

Anti-ragging cell exerts to keep up harmony, tolerance and ready to take punitive measures. All round vigilance and or surveillance prevail within the precincts. Gender equality is ascertained and encouraged through mixed team sports, events, and leadership roles as well participation in all acts of cultural, social services to an extent of all most equal ratio indeed inapparent. The renowned institute maintains the sense of respect towards all cultural, technical activities such as AADHYA, AVIRBHAV, ASKARYA, SMART TECH, AVISHKAR festivals annually and earned accolades and applauds in the local society comprises many communities. Grievances redressal committee is also continued to address the grievances among students to maintain harmony in the college and have not seen any serious grievances till date.

The well known with widespread fame Technical Fest speaks goodwill of the well recognizes institute indeed rather takes place annually in commemoration of Sri Mokshagundam Visvesvarayya birth anniversary. Every department undertakes national level competitions are organized by senior students for the first year students. The institute conducts hands on technical sessions as conveyed by eventual engineers and alumni for the I year students, which helps to immigrate the bonds academically through concern like constitution of India, essence of traditional knowledge and one week orientation programme so as to enable to built up these traits amid students. The girls are encouraged to take up leadership roles and participate actively in all student activities. To promote a sense of gender equality, many mixed team sports events are organized.

Teachers deliver lectures with an acceptance and appreciation for different ideas, opinions and learning

styles of the students and make an earnest effort to understand the racial and cultural characteristics of students. Besides curriculum, additional communication and soft skills classes are conducted to set aside the short comings and communicate professionally with technically jargons. Bathukamma festival, the Traditional Day, Women's Day and relevant national festivals built unity and reliance among students.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The rural yet well recognized and outstanding Anurag Engineering College is highly remembered for its human values and ethics and all round education is taught and spares no students unturned in this regard. Many of the subjects offered have topics which sensitize the students about the constitutional obligations. An autonomous institute assiduously strain to keep aware of the constitutional rights through curriculum and extracurricular activities. In this regard students study various concepts related to Cyber Crimes, Cyber Space, and Indian IT act serve as the electives.

In our institute various rights, duties and responsibilities of citizens are dealt with through Seminars and Workshops during every year. As a part of these, Police officers are invited to share their courageous incredible experience which inspire and motivate young minds to react and contribute in building the nation. Seminars and Debates on Right to Information, sexual harassment and right dealings are conducted annually which serve the purpose. The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the greatness of freedom fighters and to emphasize the responsibilities of citizens.

Socioeconomic development and welfare of the society is not only the elements in the value system but also focus the vision to develop integrated man power with right attitude. The meticulously run institute conduct national importance days to invite the eminent leaders who elaborate the freedom struggle and talk high of freedom fighters which intern inspire younger generation mould their career.

The patriotic and value oriented based institute is very keen to incorporate the mandatory courses like human values and professional ethics. Constitution of India, Gender sensitization to ensure the inculcation of constitutional obligations among the student community. The institute also keep the students to be familiar with traffic rules, road safety, SHE team erudite speech on ethical values, rights, duties and responsibilities of citizens. Students take a course on Environment studies which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc.

The institute is second to none in inspiring the students in philanthropic, charities during calamities, natural disasters by collecting cloths, essential commodities and day to day items so as to pass it on to the needy people. Awareness programs are conducted on swatchbharath, Yoga day and ban on plastic. A Two Day National Seminar on Human Values and Professional Ethics in engineering stream conducted for both the teacher and Students to invigorate the grass roots of values, duties and responsibilities.

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document

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

Response:

As an institute of certain pristine principles and objectives well directed by the faculty, management and some important wings are inclined to conduct some national festivals, birth anniversaries of national leaders and create awareness on nationalism. Independence day and republic day are celebrated every year where management, staff and students attend flag hoisting ceremony followed by cultural programs, leading students to bag academic prizes and awards enthusiastically.

The institution also commemorates the birth/death anniversaries of great Indian personalities like Dr.A.P.J Abdul Kalam, Dr.BabasahebAmbedkar and Mahatma Gandhi. Students share the teachings of these eminent personalities through speeches and posters. The institute conducts technical fest and engineers day annually where students exhibits their hidden talents by involving in different technical activities such as paper presentation , poster presentation , Group discussion and Seminars.

All national festivals are celebrated with great enthusiasm to inculcate a sense of patriotism in students. A platform is being set to students to express their patriotism during national festivals indeed accompanied with cultural programs like dance, musical concepts skits and speeches to impart pride amid them. NSS units organize many cultural events to address prevailing social issues, where students, staff,alumniwith participate patriotic favour. Women’s day is being observed on March 8 as a mark of respect to woman owing to their courageousendeavor in personal and professional life.

The institute takes pride in the conduct of Gandhi Jayanthi in commemoration of father of the nation who is known for AHIMSA, TRUTH and simplicity. NSS units organize mass pledge on Swatch Bharat Abhiyanand national youth day is celebrated on 12th JANUARY in honor of Swami Vivekananda whomotivates youth to generate a positive attitude and provides knowledge about the right behaviour in society .

National education day is conducted on the birth anniversary of Dr .APJ Kalam. In this regard the institute conducts various competitions like essay writing and elocution. International Women’s day is celebrated on March 8 to show the social, political, economical and cultural achievements of women. Batukamma

festival , traditional day ,Women's day and relevant national festivals built unity, reliance among of different special , cultural background. All this establishes positive interaction among people of different racial and cultural backgrounds. Apart from these , many events and guest lectures are regularly organized to instill a sense of national pride and gratitude towards sacrifices of great leaders of our country.

7.2 Best Practices

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

Response:

Best Practices 1:

1. Title of the Practice

Campus Recruitment Training (CRT)

2. Objectives of the Practice

- To identify the talented and qualified professionals students.
- To reduce the time for an industry to pick the candidates according to their need.
- To a cumbersome activity and hence majority of the companies find it difficult to trace the right talent.
- To enhance the programming skills of students
- To train the students in time- bound answering of aptitude tests
- To help students to excel in language and communication skills
- To prepare the students for different levels of selection process such as group discussions and one-to-one interviews
- To create jobs, wealth and business aligning with national priorities
- To promote new technology/knowledge/innovation based startups.
- To provide a platform for speedy commercialization of technologies developed by the host institution or by any academic/technical/R&D institution
- To build a vibrant start-up system, by establishing a network between academia, financial institution, industries and other institutions.

3. The Context

The Country, particularly Telangana has witnessed a massive inclination towards Engineering Education in the past years and the trend has not let off. Some of the main factors behind this choice is the job prospects ,the IT and other business industries have been able to deliver to fresh students with attractive pay packets. With more than 150 colleges of government and private engineering and considered to be universities offering professional education, if an institution needs to find a place of reputation, it has to be different and it has to be elite in terms of academics and in terms of training, it offers to enable students to graduate with a job offer in hand successfully. If not, the institution's existence is placed under doubt mark. In this context, it has become imperative for a prestigious organization such as ours to ensure that its primary

stakeholders are satiated to their standards at the highest possible stage. Our management, not new to this level of success, has concentrated from the first batch of students onwards on training the students for campus placement. A placement with an experienced Placement Officer in charge has been identified within a short period. Since then the college's placement process has made a leap towards successful student placement. The college has launched Alumni Portal to connect with the alumni and utilize their services, like Guest Lectures, Internship opportunities, placements, etc., Regular training & placement is imparted in the area of communication skill and aptitude to the students to make them employable. The college has encouraged students to pursue internships during the vacations and acquire necessary problem solving skills. The college regularly encourages the students to compete in external competitions (tech fests, paper presentations and idea and innovation contests) for which students projects are certified by companies such as, KPIT, Texas Instruments, etc. Companies specific incubation labs have been setup such as, Mission 10X Technology Learning Center by Wipro with an objective to develop students ability with innovative products in a cost effective manner. Flexible Manufacturing lab of Mechanical Department is setup at a cost of Rs.1.00 Crore in collaboration with DIC, to give an exposure to the students in the upcoming manufacturing processes, catering to the local industry. Advanced VLSI and Embedded system lab is setup in collaboration with National Instruments and Texas Instrument to execute latest projects and enable students to experience the latest software and equipment. Parents meet are conducted to take the regular feedback about the progress of their ward and overall development of the college. A unique counseling process is followed wherein each faculty is allocated 20 students as a Proctor with an objective to constantly follow student progress and accordingly suggest changes in case of any deviation.

4. The Practice

Anurag Engineering College not only believes in providing high-quality education to its students as per Curriculum, but also strives relentlessly in making them fully employable through its unique concept of an in-house Finishing School. This program acts as a right platform for every student which provides the much needed motivation and confidence through various modules that have been designed keeping in mind the students' educational background, region, medium of study, competency, etc.

The recruitment of the campus is within the limit of the placement officer. A team of Placement Coordinators selected from each department, one staff member and two student representatives support the placement officer. This team planes and coordinates the placement training related activities. Students are offered to apply for campus placement at the end of the third year, while the other options are advancement to higher studies / becoming an entrepreneur. The student's choice is endorsed in writing by the parent/ guardian. It preference fast lines the student into his. The potential. The Rigorous placement preparation is given only to those who have chosen for campus recruitment. This is worth noting that all students attend the same training courses, irrespective of the choices they may select, before the third year. Such an approach to the training programs ensures that all students are to some extent whipped into employability. The time table incorporates the periods allotted for accommodating these sessions- 4.05 to 5.30 P.M. Every single day. College Wise placement Training specific course for students is shown below :

- I Sem ENGG à Confidence, Curriculum, Motivation
- II Sem Prog à C, C++, MS Office
- III Sem Apptitdde à Practice in problem solving
- IV Sem Comm à Presentation, GD, Sample Interview Practice
- V Sem CORE à Department subjects
- VI Sem MINI Projects à Implementation

- VIII Sem Focus à Company Specific Interview

A systematic and scientific approach has been developed for effective training for the students towards campus recruitment. The procedure demonstrates the steady build-up of skills required to direct campus recruitment. To augment the training given by the faculty of the college resource persons of repute are brought in to enhance the skills of the students.

- External experts from Tolentio, Mumbai are invited to render soft skill training to the students
- On- line placement tests are taken up the students on a regular basis to enhance aptitude, mental ability and reasoning skills of the students.

The college emphasizes on the dress code of students as part of training the students.

5. Evidence of Success

Campus placement includes non IT sector companies – the companies / industries that recruit students, branch wise. The placement cell takes all efforts to place students in core companies and if the companies do not come down , students are taken to campus interviews scheduled in other Engineering Colleges in various places. Also off campus interviews in industries are planned by the placement officer exclusively for students Anurag Group of Institutions.

All the efforts of the college bear fruits and the college have registers a note-worthy placement record. The following pictures shown the data.

6. Problems Encountered and Resources Required

- Number-wise top recruiting companies that come for campus selection demand from the Day 1 and this demand is very difficult to meet
- Companies that offer dream packages claim priority over other companies – zero day – for campus recruitment
- Although certain companies are willing to offer week-end internships spreading over two or three months, due to tight academic schedule, financial constraint on the part of the students, unviable commuting distance etc., students are not able to utilize such opportunities.

Personnel with expertise in aptitude tests and in developing soft skills can permanently be employed for continuous training of the students

Best Practices 2:

1. Title of the Practice

Outcome Based Education (OBE)

2. Objectives of the Practice

The Objective of OBE is to be.:

- **Student-Centred** - It is an approach by which the learner's mastery over a particular skill is demonstrated and measured.
- **Clarity in focus** - A learning outcome has to be made obvious to the learner even at the outset of learning. This outcome-based model works on bringing out the specific outcomes from the learners.
- **Design down, deliver up** - It means the curriculum has to be designed with a clear definition, outlining the expected outcomes. This will pave a way to achieve the expanded opportunities in the student's performance.
- **Exceeding expectations** - All students can deliver the highest level of performance. The only kick start needed is to make them believe and encourage, the only way to attain high expectation.
- **Expanded opportunities** - It means giving countless chances and ways to show the students that they have met with their objective. Not all learners learn the same thing, the same way, and at the same time. However, extended opportunities can help achieve high standards. They help students to learn what is mostly needed for the time and hour.

3. The Context

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment is planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. Outcome-based education is an educational theory that bases each part of an educational system around goals. By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students to achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Outcome-based methods have been adopted in education systems around the world, at multiple levels. Outcome Based Education (OBE) is a time saving tool for an individual faculty and for the Institute. Faculty e--Course Book is used as tool for collecting feedback from both students and individual faculty members which serves as vital input to improve the quality of teaching-learning and continuous monitoring by authorities. The learning styles of the students are evaluated through learning style test. The college curriculum gaps are plugged through design based experiments, additional labs other than the curriculum and evaluated systematically through different assessment tools.

Faculty e-Course Book is made of modules relating to Outcome Based Education, faculty performance, academic schedule, assessment continuous improvement, personal details of a faculty member. These modules let faculty to keep track of the program outcomes (PO) and course outcomes (CO) with their mappings with Programme Educational Objectives(PEO). Faculty keeps their basic details and other information and Planning of academic schedule for the semester. Records pertaining to continuous evaluation of course delivery, records of corrective measures taken to improve attainment of CO's based on student's feedback and student's performance are also maintained in Faculty e-Course Book. These records help faculty to arrive at CO attainment levels.

Every semester Head of Department initiates and creates individual copy of Faculty e-Course Book for every faculty of the respective department. Head assigns 'right to view' to Principal of the institute, this facilitates Principal to monitor the activities in various departments and also lets him review the information provided and filled by faculty from time to time. Head of department has the write and read permission & the write permission lets him suggest corrective measures for specific task or activity being performed by the faculty under his/her department.

The Faculty e-Course Book is visible to only concerned faculty member, Head of the Department and the

Principal. A peer to peer access is restricted.

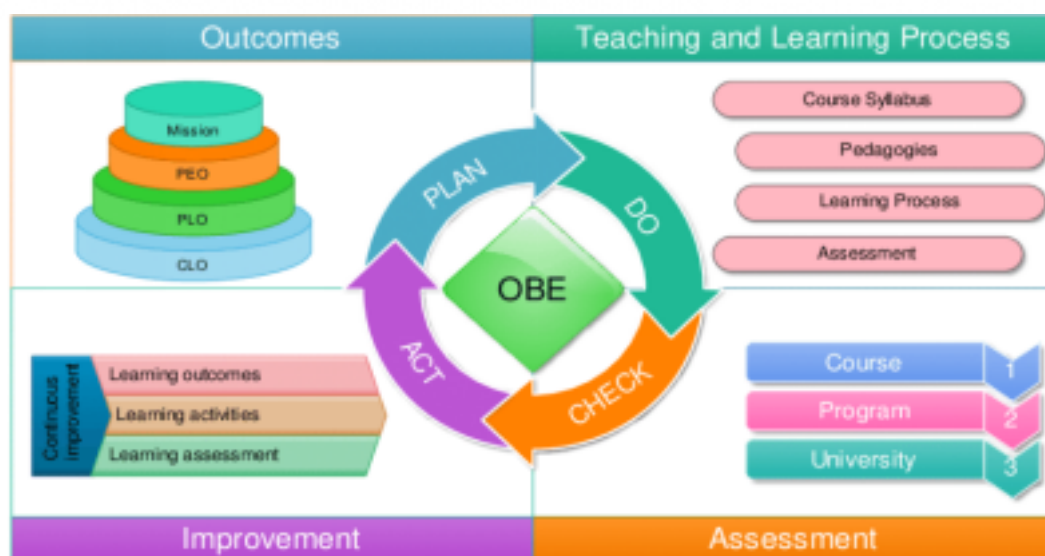
Faculty e-Course Book efficiently serves the objective of marinating the various records digitally by faculty members, which enables compiling the information digitally and archival of the same in future for calculating the various matrices by institution and for submitting the information to various authorities as and when required digitally, leading to green engineering and paperless model.

4. The Practice

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. Selected Senior Students are encouraged to take 3- 4 periods of lower classes on specific topics from the curriculum to develop confidence and to improve their technical knowledge, they are also paid honorarium for the above task. The Institute has framed Students charter enlisting various services / Certificate issued by Institute along with time frame for issuance and escalation mechanism also been kept in the system to report in case the services in time in time with SMS Alert.

For the functioning of education system effectively, OBE framework is identified. It guarantees that curriculum, teaching and learning strategies, and assessment tools are continuously enhanced through an evaluation process. The methodology P-D-C-A (plan-do-check-act) cycle has been applied for optimum effectiveness and efficiency.

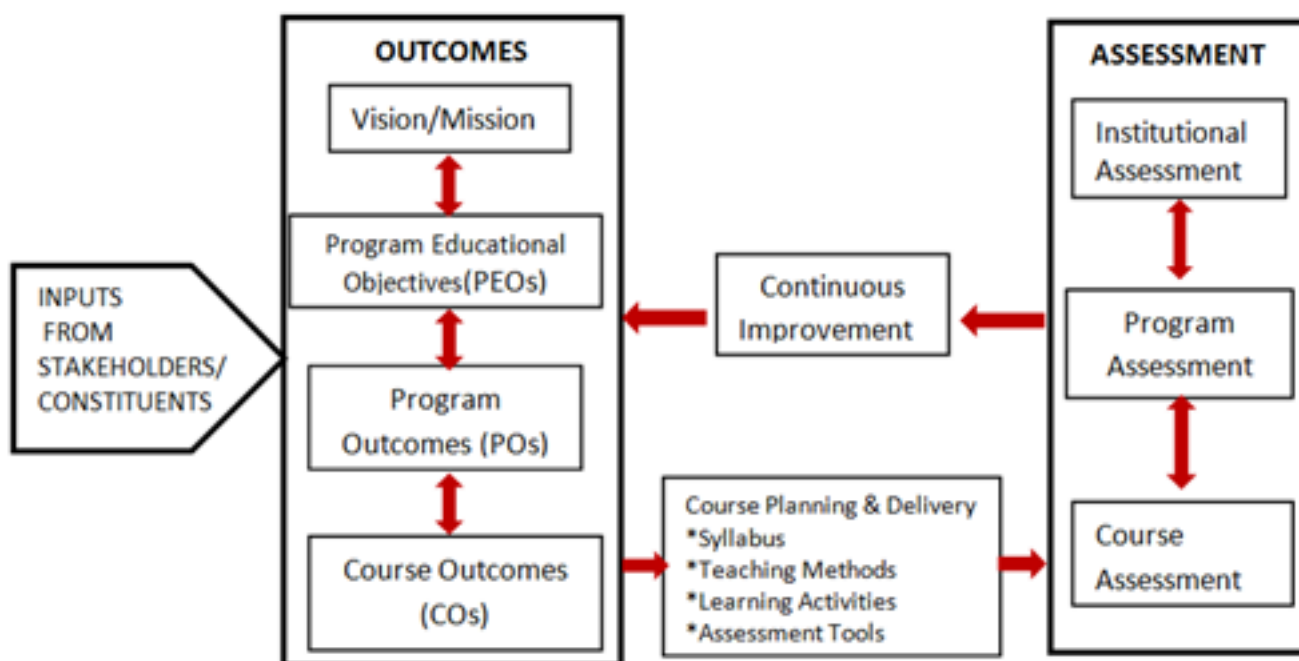
- Think-pair-repair.
- Improve games. ...
- Brain Storming. ...
- Jigsaw. ...
- Concept mapping. ...
- The one-minute paper. ...
- Real-time reactions. ...
- Chain notes.
- Collaborative Learning



5. Evidence of Success:

The OBE Framework is a paradigm shift from traditional education system into OBE system here there is greater focus on program and course outcomes. To function education system effectively, OBE framework is identified. It guarantees that curriculum, teaching and learning strategies, and assessment tools are continuously enhanced through an evaluation process. They are camping in the remotest village of India. Use of learning recourses, multimedia and internet recourses for teaching is in place. Provision of project laboratories in each department to horn the practical and simulation skills.

The implementation of an outcomes-based education, which promotes the practice of constructive alignment between outcomes, learning activities and assessment tools needs an environment where all stakeholders (teachers, students and the institutions) are engaged in the process of transformative reflection and constant action. Each of these participants reflects in interaction with the others in three domains: teacher and student, teacher and institution, student and institution that would have built-in quality enhancement and mechanisms for not only assuring quality but for enhancing quality.



Problems Encountered and Resources Required

It was a rigidly structured curriculum process without any stakeholder participation in the decision-making process.

- It laid an emphasis on academic education which resulted in the development of skills being neglected.
- It was an inflexible and prescriptive curriculum. It was norm-referenced where learner achievement was compared to that of other learners and this resulted in excessive competition.
- There is a gap between formal education and training for a career.
- Testing of learner achievement in terms of symbols or marks were often not a true reflection of the learner's actual performance.
- The emphasis was on differentiation in the form of a broad variety of subjects.
- A teacher-centred, rather than a learner-centred classroom approach, was applied.

- It was a content-based curriculum whereby the teacher instructed and the learner memorized.
- Lack of collaboration and group learning Improper alignment between objectives, activities and assessments . Lack of emphasis on soft skills needed in jobs like communication skills , interpersonal skills ,analytical skills ,working attitude etc.

7.3 Institutional Distinctiveness

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

Response:

Amartya Educational Society was established in 2001 with an aim of bringing quality engineering education closer to the rural students. The society comprises of inspiring team of academicians, industrialists and NRI entrepreneurs whose valuable knowledge and experience are the guiding factors. The society is running the Institution for welfare of students and not for profits.

Our college provides following programs to enhance employment skills and professional skills:

1. AICTE PRERANA.
2. GATE CLASSES.
3. BRIDGE COURSES.
4. COMMUNICATION SKILLS.
5. INHOUSE PROJECTS.

1. AICTE PRERANA:

Our institute received Grants from AICTE for the implementation of Prerana scheme for SC/ST Students. Objective of this scheme is to help aspiring SC/ST students seeking higher education (GATE/GPAT/CAT/CMAT/TOFEL/IELTS and GRE) through admission tests. Students benefitted by academic theory and professional concepts taught by experts/professionals under this Prerana scheme. Through this scheme, students enhanced their knowledge in all respective areas.

2. GATE CLASSES:

Our institution provides GATE classes for the students of pre final years and final years to pursue Master's degree in IIT'S and NIT'S or to grab a position in corporate and Public sector units. So, in the present competitive scenario, to measure and test the caliber of engineering students is possible through the GATE exam only. The GATE score of the candidate is also used by several public sector undertakings (PSU). According to the competition levels, our anurag delivering the GATE lectures by experienced faculty offline ad online.

3. BRIDGE COURSES:

Bridge course is a way to learn basic knowledge of concerned subjects. This is to equip the students to study their academic subjects with greater facility through the theoretical and practical components of the

syllabus. It develops the study skills and communication skills in formal and informal situations, and also to develop awareness in the students about the significance of listening, speaking, reading and writing skills.

Bridge course indeed a necessitated one especially for the beginners as they come from junior colleges of rural areas with insufficient exposure to the latest methodology/approach; so they mainly come through the Telugu medium. Automatically there is a turning point as far as medium and professional exposure is concerned. Besides their new academic environment is different from what they experienced so far. Eventually they need some guidance to link differences in life where the bridge course comes to rescue them in the form of implementing main points of concern one by one timely, slowly and steadily which form the basis of bridge course invariably, digest the new experiences in an applicable manner and keep pace with the changes come across and make them fit to the new circumstances .so the terminology is self explanatory and the objective of bridging the necessitated ones is well planned to be fit with the anticipated.

No doubt that the intended course is quite—essential to students for recollecting and bridging with the present proposed one. Besides it is a chance kept open for them to realize the utmost importance of English language as medium which happens to be the main one namely back bone of higher education, simultaneously imparting the global acknowledgement of this internationally acclaimed as bridging all the intellectuals in one common platform of higher education.

4.COMMUNICATION SKILLS:

Language is an important part of society to communicate our thoughts and ideas effectively to others. English language skills of students who enter into the engineering stream vary significantly and it has become very crucial to assess their competence with prescribed syllabus. In our country, about 75% students of the engineering are from rural areas and most of these students are from regional language medium schools.

No doubt that when they have entered into the engineering colleges, they do possess intelligence i.e. necessary qualification for higher education and bright future. But, at every walk of life and career English becomes an obstacle in their way of career. English appears to be a terrifying and vague language to the rural students though they try their paramount to read English regularly. Students don't know legitimate elocution, spellings and syntactic guidelines. Students are not able to understand the importance of learning English as a language. Although most of the students assume that they have good level of English vocabulary and grammar, they are anxious while speaking English.

Objectives

1. To improve the fluency of students in English.
2. To facilitate learning through interaction.
3. To train students in group dynamics, body language and various other activities which boost their confidence levels.
4. To encourage students develop behavioral skills and personal management Skills.

5. To meet challenges job and career advancement.

To enhance the students' Communication skills and overall personality development to meet the corporate needs, the department of English trains students in Communication Skills, Presentation Skills, Conversations, Inter-personal skills, Interviews, Group Discussions and Telephone Etiquette. These classes emphasize a personalized approach where every student is counseled and groomed individually. The department conducts regular communication and CRT classes for B.Tech I and III year students. It enriches a high-degree of proficiency in English Language. It enables the students to expedite the process of improving learning skills, with more emphasis on LSRW (Learning, Speaking, Reading and Writing).

5. INHOUSE PROJECTS:

The In-house Projects Help Students develop Skills for living in Knowledge based, highly technological society. By bringing real-life context and technology to the curriculum through this approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners. Teachers can communicate with administrators, exchange ideas with other teachers and subject-area experts, and communicate with parents, all the while breaking down invisible barriers such as isolation of the classroom, fear of embarking of unfamiliar process, and lack of assurances of success. The In-house Project is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they will work with others in their adult lives.

5. CONCLUSION

Additional Information :

The Infrastructure of the Institution is comparable only to the best Institution in India. State of the art laboratories have the latest equipment for practical and project works going beyond the syllabus. The systematic methods and procedures adopted during teaching are unique and helps the students to discover a path of their own and also encourages them to learn from within.

The on-campus extracurricular facilities like indoor and outdoor sports and NSS will significantly help the students' overall development. The Institution has an RO water plant, ATM, Health Center, Gymnasium, Stationary store, Courier Facility and Wi-Fi facilities for students and staff.

At Anurag, the student data is systematically organized by the placement team with the support of Co-cubes and Aspiring Minds. The joint efforts effectively organize the data and forward it to potential companies. The companies undertake student assessments and provide helpful feedback for profile improvement.

In-house Training:

The Anurag faculty trains students from the first year by adding special hours to the regular academic plan in the entire four-year syllabi as there is flexibility due to autonomous status.

External Training:

Anurag is also providing its students training from external agencies by inviting expert trainers from professional organizations.

Training through MOUs:

Anurag has many MOUs with Infosys, Oracle, Mahindra & Mahindra Truck division and TASK to conduct skill programs, technical certification and Faculty Development Programs.

The Institution has membership in ISTE, IEEE and CSI to provide quality training programs to Faculty and students to update their knowledge and skill in their respective domains.

Concluding Remarks :

The institution has established an academic environment that is both resourceful and motivating, as well as world-class infrastructure. All statutory committees, including the Governing Body, Academic Council, Board of Studies, Finance Committee, and various non-statutory committees, are responsible for policy decisions pertaining to academic and non-academic activities and their implementation.

IQAC has made a substantial contribution to maintaining and improving the Institution's quality in all areas.

The Institution is at the forefront to implement the transformations in engineering education to face the challenges in this global era. Well-designed industry-specific curriculum with defined COs for each course,

POs, PSOs and PEOs for each program aligning to AICTE, UGC and NBA/NAAC procedures. OBE, Blooms taxonomy is adopted in the preparation of the lesson plan, question papers and evaluation. COs, POs and PSOs attainment is measured every semester using direct and indirect assessment tools.

At the local, national, and global levels, the Institution instils social, cultural, economic, and environmental realities. Through the college facilities in all areas, students can successfully achieve core competencies to face the global challenges.

The faculty members are deputed to Continuing Education Programmes with support towards registration fee, travel, stay etc. and do their research work in the state of the art of laboratories. The Institution has a well-defined strategic plan through SWOC analysis that is aligned with the institute vision, mission and core values are

1. To evolve into a Deemed University offering viable programmes of relevance for the upliftment of rural students and the populace.
2. To be recognized Internationally as a Research and Development Centre by forging alliances with research organizations, government entities, industries and alumni.
3. To be ranked at the top of the ladder in the list of Technical Institutions in the state of Telangana, in NIRF.
4. To Increase the number of publications and patents
5. To enhance funding from agencies and consultancy works.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>560</td> <td>616</td> <td>551</td> <td>603</td> <td>595</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>306</td> <td>362</td> <td>358</td> <td>430</td> <td>436</td> </tr> </tbody> </table> <p>Remark : As per the clarification received from HEI, based on that DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	560	616	551	603	595	2019-20	2018-19	2017-18	2016-17	2015-16	306	362	358	430	436
2019-20	2018-19	2017-18	2016-17	2015-16																	
560	616	551	603	595																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
306	362	358	430	436																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1669</td> <td>1800</td> <td>1024</td> <td>0746</td> <td>0678</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>306</td> <td>362</td> <td>358</td> <td>430</td> <td>436</td> </tr> </tbody> </table> <p>Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1669	1800	1024	0746	0678	2019-20	2018-19	2017-18	2016-17	2015-16	306	362	358	430	436
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306	362	358	430	436																	
1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects</p> <p>Answer before DVV Verification : 1098</p> <p>Answer after DVV Verification: 934</p> <p>Remark : As per the clarification received from HEI, based on that DVV input is recommended.</p>																				

2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>383</td> <td>400</td> <td>375</td> <td>400</td> <td>363</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>370</td> <td>373</td> <td>412</td> <td>356</td> </tr> </tbody> </table> <p>Remark : As per the clarification received from HEI, based on that DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	383	400	375	400	363	2019-20	2018-19	2017-18	2016-17	2015-16	360	370	373	412	356
2019-20	2018-19	2017-18	2016-17	2015-16																	
383	400	375	400	363																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
360	370	373	412	356																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 111</p> <p>Answer after DVV Verification: 101</p> <p>Remark : As per the clarification received from HEI, faculty with 0 years of experience should not be considered, based on that DVV input is recommended.</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1536 1046 1671"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>14</td> <td>21</td> <td>15</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1751 1046 1886"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>13</td> <td>20</td> <td>14</td> <td>9</td> </tr> </tbody> </table> <p>Remark : As per the clarification received from HEI, based on that DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	16	14	21	15	10	2019-20	2018-19	2017-18	2016-17	2015-16	15	13	20	14	9
2019-20	2018-19	2017-18	2016-17	2015-16																	
16	14	21	15	10																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
15	13	20	14	9																	
2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p>																				

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
32	77	84	83	83

Remark : As per the supporting document, DVV input is recommended.

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.2	1.3	1	1.5	1.8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1.2	2.5	1.3

Remark : As per data received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
07	06	05	07	06

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
05	04	04	06	05

Remark : Campus recruitment training should not be considered, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
32	44	38	48	33

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
41	23	42	44	33

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	01	01	01	02

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	01	03	00

Remark : As per the data received from HEI, based on that calendar year should be consider here in this metrics ,so accordingly DVV input is recommended.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

20	09	11	26	08
----	----	----	----	----

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	05	4	13	04

Remark : Awards for extension activities at university/state/national /international are to be considered only, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	13	10	11	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	3	05	1

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
773	980	618	761	838

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
206	325	211	460	88

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs

with ongoing activities to be considered)

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	08	08	07	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
08	06	06	06	04

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 402

Answer after DVV Verification: 106

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the supporting document 1,3 & 4 are considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

20	28	11	46	02
----	----	----	----	----

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	13	2	39	1

Remark : As per the documents provided by HEI, intercollegiate competition should not be considered. DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
09	09	09	09	09

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	6	6	6	6

Remark : As per clarification received DVV input is recommended

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
161	07	07	10	38

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
61	05	06	08	23

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the clarification only the existing facilities are considered.</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : As per the supporting documents option 1,2 & 5 are considered.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1839 986 1951"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1880</td> <td>1909</td> <td>1946</td> <td>1858</td> <td>1877</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 2029 986 2085"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	1880	1909	1946	1858	1877	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																					
1880	1909	1946	1858	1877																					
2019-20	2018-19	2017-18	2016-17	2015-16																					

1880	1909	1941	1858	1877
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1.2 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
498	485	513	418	563

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
499	485	513	418	563

1.4 **Number of revaluation applications year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
142	172	159	275	97

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
110	148	124	106	16

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
574	631	564	618	609

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
574	631	564	618	625

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
123	126	148	145	149

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
120	123	145	140	145

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
574	631	564	618	609

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
574	631	564	664	609

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
538	468	527	581	566

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
800	800	837	837	837

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
460.6	436.73	482.73	498.56	359.52

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
460.66	436.73	482.73	469.6140	330.6075