# SELF STUDY REPORT

### FOR

## 2nd CYCLE OF ACCREDITATION

## MLR INSTITUTE OF TECHNOLOGY

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

MLR Institute of Technology is known for its integrated curriculum with equal importance to academics, employable skills & sports. MLR Institute of Technology (MLRIT) is located at Dundigal, Hyderabad, Telangana, India. The institution was started in 2005 by the KMR Education Trust, headed by Mr. Marri Laxman Reddy. The Institute has ten UG courses along with four PG Courses. The Institute is affiliated with Jawaharlal Nehru Technological University, Hyderabad (JNTUH). It was granted Autonomous status by University Grants Commission (India) in the year 2015.

MLRIT is imparting imparting higher education in the fields of Electronics Communication Engineering(ECE),Computer Science Engineering(CSE), Mechanical Engineering(ME),Aeronautical Engineering(AE), Information Technology(IT) ,Master of Business Administration(MBA), Aerospace Engineering, Embedded Systems, Digital Systems and Computer Science, and Thermal Engineering.

**Vision**

Promote academic excellence, research, innovation, and entrepreneurial skills to produce graduates with human values and leadership qualities to serve the nation.

**Mission**

Provide student-centric education and training on cutting-edge technologies to make the students globally competitive and socially responsible citizens. Create an environment to strengthen the research, innovation and entrepreneurship to solve societal problems.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. MLR Institute of Technology was established in 2005 with an aim to promote academic excellence, research, innovation, and entrepreneurial skills to produce graduates with human values and leadership qualities to serve the nation.
2. MLR Institute of Technology is accredited with "A" grade by National Assessment and Accreditation Council.
3. All the departments are accredited by NBA except EEE (since two batches have not graduated).
4. MLR Institute of Technology offers Doctoral Programs in ECE,CSE and MECH engineering and has research wings under JNTU Hyderabad.
5. Sports Academy with Indoor stadium. Sports Scholarships for meritorious sports students to a tune of 1.4 crore every year.
6. Cybage Khushboo Scholarship for 15 students every year.
7. Research Incentives of Rs. one lakh  for each  faculty.

**First of its kind facilities:**

1. MoE's Institution Innovation Cell (MoE –IIC)
2. MSME Business Incubation (MSME-BI)
3. Livelihood Business Incubation (LBI)
4. Intellectual Property Facilitation Centre (IPFC)
5. Associated with T-HUB for Entrepreneurship Program.
6. Start up Lab program in association with National Entrepreneurship Network.
7. Hands on training on Industry 4.0 Technologies.
8. Special Centre for Innovation and Entrepreneurship offering incubation facilities. Seed fund for Product Development and Student Startups. Major facilities at CIE- Social square, Innovation Hub, Makerspace.
9. Adoption of National Innovation and Startup policy.

**Centre of Excellence by Industries:**

1. Virtusa's first Center of Excellence (CoE) on Talend- Data Integration in the State.
2. Center of Excellence to train on Amazon Web Services (AWS) by Virtusa.
3. PLM Centre of Excellence on "Product Life-cycle Management" by TATA Technologies
4. CYIENT-BOEING internship program in Design and Manufacturing sectors.

**Others**

1. Hostel facility for girls and boys within the campus
2. Special training in IOT, 3D printing, AR-VR, from first year of B.Tech.

**Institutional Weakness**

Delay in release of amount towards fee reimbursement.

Percentage of faculty members involved in research and consultancy activities is less.

Participation of alumnae in the overall development of the college is less.

Delay in the recognition of the guide ship by the affiliating university

**Institutional Opportunity**

1. Excellent research oriented policy.
2. Good MoUs with major companies.

3. Alumni network is the main strength for making connections with the industry.

**Institutional Challenge**

1. Students from diverse background.
2. Training and Keeping the faculty abreast in latest technologies.
3. Unequal Publication of research articles among departments.
4. Young faculty with less passion towards profession.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

MLR institute of technology is committed to provide a dynamic curriculum which is sensitive to the needs of the stakeholders and societal demands. The syllabus and the curriculum prepared by the teachers of the institution are synced with the feedback of the stakeholders. The MLRIT

MLR Institute of Technology emphasizes on the developmental needs at the local/national/global levels with formative necessities unblemished while planning its curriculum. The learning process maneuvers through result based instructional methods, with each course having a port of call which in turn is being driven by a well-conceived mission and vision. The educational program is planned on after premise.

Curriculum maintains the balance in the composition of Basic Science, Engineering Sciences, Humanities and Social Sciences, Program Core, Program Electives, Open Electives, Projects Work and Employability Enhancement. The syllabus and the curriculum cater to the local, national and global needs and they are aimed at not only rendering the students as empowered graduates but value loaded citizens who serve the country. In this direction the syllabus subtly integrate the cross-cutting issues like Gender, Ethics, Values, socialization skills, concern for the environment and ecology and its sustainability besides the human values as enunciated by the country and the global entities like UNSDG.

As a strategy for holistic development of the students, various Cells and Clubs were established; these take care of cross-cutting issues by involving the students in different activities that create concern for the society, values, equality, equanimity and environmental concerns.

MLRIT encourage the students to enroll for certification courses offered by MOOCs, SWAYAM, and NPTL etc. In last five years more than 2000 students enrolled for various online courses and 1592 students passed in different courses. MLRIT is committed to provide hands on training to all students and in this the curriculum of all programs are accommodated with field projects/research projects/internships. All departments organize the value added courses on cutting edge technologies which are not covered in curriculum to make industry ready students. During the last 5 Years 52 Value added courses were organized in which 11310 students enrolled out of which 10481 students successfully completed.

**Teaching-learning and Evaluation**

MLR Institute of Technology is imparting higher education in the fields of Engineering and Technology. Institution has 100% in admission of students, and framed a policy for admitting students for both PG and UG programs. The Institution strictly adheres to the admission policies and reservations are governed by the State Government norms and JNTUH. Remedial classes are arranged for slow learners by providing them

assignments and tutorials to improve their learning skills. Advanced learners are encouraged to take up courses offered on SWAYAM/NPTEL/MOOCs, encouraged them to participate in competitions. Student-centric teaching methodology through seminars, group discussions, brain storming sessions and project works ensures the holistic development of the learners. ICT is provided to ensure 24x7 learning environment in the Institution. Continuous mentoring is provided by our mentors throughout their program. Institution provides 1:20 ratio of mentor-mentees strategies to achieve their goals. The teaching-learning and evaluation processes are planned in advance and executed in accordance with academic calendar.

MLRIT maintains the full time faculty ratio as per the norms given by the statutory bodies. Our Ph.D., faculties contribute to student support and progression. The Examination Cell of MLRIT is a confidential wing is responsible for conducting examinations, evaluation, publication of the results and maintaining the records of all the students through automation and customization. There is an Examination grievance Redressal committee, which is headed by the Head of the Institution and meets periodically as per the requirements mandated by the CoE.

The reforms in examination system of engineering education have been including OBE- frame work for assessment process, Bloom's taxonomy, and evaluation of higher order abilities. The attainment of COs, POs and PSOs are measured through direct and indirect evaluation methods. Direct attainment can be determined from the performances of students in all the relevant assessment instruments. Indirect attainment can be determined from the exit survey.

IQAC of the College supported by the senior faculty members monitors all the activities through academic audit and provide necessary support for better teaching and learning processes. Institution has a good pass percentage and placement record which justifies effective teaching-learning and evaluation mechanisms.

## Research, Innovations and Extension

MLRIT- MLR Institute of Technology, encourages faculty and students to actively participate in Research and Consultancy. The Research and Consultancy activities are guided by 1. Research and Development Policy and 2. Consultancy Policy. Research and Consultancy activities are implemented through Research and Development Cell (R&D Cell) and guided by R&D Committee and Research Advisory Committee (RAC).

## Research Centre

- Evaluation of the institution's research environment, infrastructure, and policies.

- Emphasis on promoting a vibrant research culture among faculty and students.

- Assessment of research outputs, including publications, patents, and funded projects.

## Promotion of Research

- Analysis of mechanisms in place to encourage and support research activities thru incentives

- Consideration of research funding, collaborations, and partnerships with industry and other institutions.

- Recognition of efforts to integrate research into the academic curriculum.

## Extension Activities

- Assessment of the institution's commitment to community engagement and social responsibility.

- Evaluation of extension programs, including outreach, community development, and the impact on society.

- Recognition of initiatives that bridge the gap between the institution and the community it serves.

## Innovation and Best Practices

- Recognition of innovative practices in research and extension activities.

- Evaluation of efforts to promote interdisciplinary research and collaborations.

- Identification of best practices that contribute to the institution's overall development.

## Infrastructure and Support:

- Examination of the availability and adequacy of research infrastructure, laboratories, and equipment.

- Assessment of support mechanisms for researchers, including training, mentorship, and resources.

## Quality Assurance in Research and Extension

- Assessment of the institution's mechanisms for ensuring the quality and ethical standards of research.

- Recognition of efforts to monitor and enhance the impact of extension activities on the community.

## Infrastructure and Learning Resources

MLR Institute of Technology has meticulously developed its 31-acre campus to cater to academic and recreational needs. Comprising seven academic blocks, named after influential figures, the campus spans a built-up area of 35,153.08 square meters.

Prioritizing a conducive learning environment, the institute features 92 classrooms, including 80 with ICT-enabled. The campus houses 23 staff rooms, 38 toilets, 50 computer labs, 4 science labs, 30 instrumentation centers, 15 Centers of Excellence, and 5 seminar halls.

MLRIT's laboratories boast cutting-edge resources, including 2,075 computers, 10 smart boards, 55 printers,

105 multimedia projectors, and a robust 750 Mbps internet bandwidth with 20 secured Wi-Fi access points. Maintaining a student-to-computer ratio of 1:2.6 ensures ample access to technology.

The central library, spanning 1,275 square meters over two floors, accommodates 250 students, featuring 30 PCs with Wi-Fi and LAN connectivity. This facilitates access to NPTEL lectures and e-resources, with a collection of 5,221 titles, 38,329 volumes, 143 domestic periodicals, and 81 international journals. Subscriptions to 224 print periodicals and access to electronic journals through platforms like IEEE and ASME enrich academic resources.

MLRIT encourages sports activities and cultural engagement, providing facilities for indoor and outdoor games, a gymnasium, and a 900-square-foot yoga center. The "CAME club" organizes events such as orientation day, Independence Day, Republic Day, fostering cultural diversity. Auditoriums equipped with sound systems, computers, projectors, and internet facilities support various cultural programs.

The institute employs a Learning Management System (LMS) and ERP software for academic and administrative functions, emphasizing cybersecurity with licensed Seqrite EPS Business standard firewall software.

MLR Institute of Technology has a dedicated studio for producing video lectures Equipped with advanced hardware and software, the studio enhances the learning experience. The institute remains committed to continuous improvement, exploring technologies like virtual and augmented reality.

To ensure the longevity and optimal functionality of its physical infrastructure, MLR adopts a comprehensive maintenance policy, addressing routine and major works promptly. This meticulous approach extends to vigilance through CCTV cameras, security measures, and periodic equipment overhauls, reflecting the institute's commitment to a dynamic and progressive educational environment.

**Student Support and Progression**

MLR Institute of Technology has great concern for the welfare of the students and makes all efforts to provide scholarships and freeships to the students. MLRIT has standard operating procedure to provide Institutional Scholarships for the students who exhibit merit in Academics and Sports. More than 60% of the total students are benefitted by these scholarships.
MLRIT has a standard operating procedure to conduct Capacity Building and Skill Enhancement programs as per the Students' Welfare Policy. MLRIT has a Grievance Redressal Committee, Anti-Ragging and Disciplinary Committee and Women Protection Cell to address various student grievances.
MLRIT has established a dedicated Training and Placement Cell to provide Campus Recruitment Training

(CRT) that brings placement opportunities for the students in various MNCs across the globe and also support students for pursuing higher education. The average Students Placement and students pursuing for Higher Education for the last 5 years is around 47% and around 5% of the total graduated students are qualifying in different state/national/international level competition exams..

MLRIT has established a state of art facility for sports and encourages students to utilize the facility for their physical fitness and also to improve their sports proficiency to participate in State, National and International sports forums. Around 162 Awards/Medals are received by the students for participating in different sports/cultural events organized at University/state/National level in the last 5 years. The Institute also has a CAME Club to uplift students' cultural activities and improve their skills to participate in State and National level events.

MLRIT encourages participation of student representatives in various academic and administrative committees through the Students' Council. Students' Council consists of student representatives from various departments of the Institution and it functions as three different bodies like Student Academic Council, Student Administrative Counci, Student Social & Cultural Council.

Alumni Association aims to bring together like-minded individuals graduated from the college. A total amount of around Rs 16,35,750 is contributed by Alumni during the last 5 years. Alumni associations exist to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent organization.

## Governance, Leadership and Management

*The Institute Strategy document has a plan for the ten identified goals, action items and metrics.*

*With an objective is to evolve and implement Governance and Management mechanisms that are responsive, reliable and efficient to meet the future challenges of the Institute we d*evelop and regularly review Institute-wide strategic and operational plans to provide coordination and focus for key strategic goals. We ensure that all policies and procedures of the Institute align with the rules and regulations of regulatory bodies. We identify relevant good governance practices of comparable institutions and benchmark Institute governance against them and strive to maintain a high level of transparency to keep all the stakeholders informed about the Institute activities.

*In order to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution i*mplementation of continuous improvement processes across all academic, support services and administrative activities are in place. The Key Performance Indicators to measure and review the performance of the Institute and leadership team are developed.

By actively monitoring the funding position we prioritize and align resources to our strategic priorities and objectively appraising the short and long-term financial implications of all major decisions.

To carefully manage financials, internal audit and assurance framework is in place maintaining a comprehensive and effective management.

We would like to further develop and maintain an information and communications infrastructure and platforms that support access needs for teaching, learning and research. This enables the institute to gain strategic value from information to achieve best practice in administration and decision support.

The institute aims to foster a strong sense of innovation and entrepreneurship in its graduates by encouraging critical and independent thinking, nurturing teamwork and leadership skills and sensitizing students to the existing opportunities available to them. In that direction an innovation and startup policy is in place and a centre for innovation and entrepreneurship is established.

As a part of good governance we want to put wise thoughts into prudent actions in a way that advances the well-being of all the stakeholders.

## Institutional Values and Best Practices

focuses on the development of a student's physical, cognitive, social, and psychological capabilities and promotes critical and innovative thinking within an academic setting. As a result, the college is committed to supporting holistic learning.

MLR Institute of Technology since its inception believes that community development will only happen if it is not a gender bias society. Gender sensitization is incorporated into the curriculum to overcome the gender barrio mind-set and apart from this all the days related to gender are celebrated in the campus every year.

The college has facilities for alternate sources of energy and energy conservation. 260KWP Stand-alone Solar Power Plant which generates 3,97,800 units of power annually. The excess power generated is injected into the grid and the injected energy is adjusted in the energy bills. Energy Exports to grid 97506kwh units annually.

The college facilitates several techniques in managing the degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste. Adequate number of trash cans and dust bins are placed all over the campus.

Institute strives to make the campus plastic-free by banning use of plastics and replacing the same with alternative items like cloth bags, paper bags, jute bags etc. These pathways are maintained on regular basis for keeping them free of mud. The entire campus is well maintained with a rich collection of trees and plants that make the environment carbon dioxide free.

The institute provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the campus. Signage including lights, display boards and sign posts are available in the campus for the benefit of differently abled persons.

To create awareness about the rich cultural heritage of India and promote cultural cohesion in the campus, MLRIT organizes the following activities/programs every year. MLR Institute of Technology organizes various activities for sensitization of students and employees for inculcating values, rights, duties, and responsibilities for being responsible citizens of India and these values are highly necessary to build a healthy society.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | MLR INSTITUTE OF TECHNOLOGY |
| Address | Marri Laxman Reddy Avenue, Dundigal Police Station Road, Dundigal |
| City | Hyderabad |
| State | Telangana |
| Pin | 500043 |
| Website | www.mlrit.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Dr.k.srnivas Rao | 08418-204105 | 9949810842 | - | director@mlrinstitutions.ac.in |
| IQAC / CIQA coordinator | M.satyanarayana Gupta | 08418-204145 | 9848339384 | - | iqac@mlrinstitutions.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 minroity institution | No |

| Establishment Details | |
|---|---|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 01-01-2005 |

| Date of grant of 'Autonomy' to the College by UGC | 01-01-1970 |
|---|---|

### 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 | 11-10-2013 | View Document |
| 12B of UGC | 11-10-2013 | 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 | 10-06-2023 | 12 | |

### Recognitions

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

### Location and Area of Campus

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Marri Laxman Reddy Avenue, Dundigal Police Station Road, Dundigal | Urban | 30 | 37160 |

## 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,Infromation Technology | 48 | INTERMEDIATE or DIPLOMA | English | 180 | 180 |
| UG | BTech,Electronics And Communications Engineering | 48 | INTERMEDIATE or DIPLOMA | English | 240 | 240 |
| UG | BTech,Computer Science And Engineering | 48 | INTERMEDIATE or DIPLOMA | English | 240 | 240 |
| UG | BTech,Aeronautical Engineering | 48 | INTERMEDIATE or DIPLOMA | English | 60 | 60 |
| UG | BTech,Mechanical Engineering | 48 | INTERMEDIATE or DIPLOMA | English | 30 | 16 |
| UG | BTech,Electrical And Electronics Engineering | 48 | INTERMEDIATE or DIPLOMA | English | 30 | 27 |
| UG | BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning | 48 | INTERMEDIATE or DIPLOMA | English | 180 | 180 |
| UG | BTech,Computer Science And Engineering Data Science | 48 | INTERMEDIATE or DIPLOMA | English | 180 | 180 |
| UG | BTech,Computer Science | 48 | INTERMEDIATE or | English | 180 | 180 |

| | And Engineering Cyber Security | | DIPLOMA | | | |
|---|---|---|---|---|---|---|
| UG | BTech,Computer Science And Information Technology | 48 | INTERMEDIATE or DIPLOMA | English | 60 | 60 |
| PG | Mtech,Electronics And Communications Engineering | 24 | B.Tech | English | 12 | 2 |
| PG | Mtech,Computer Science And Engineering | 24 | B.Tech | English | 6 | 6 |
| PG | Mtech,Mechanical Engineering | 24 | B.Tech | English | 12 | 4 |
| PG | MBA,Management | 24 | B.Tech | English | 120 | 120 |

## 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 | 43 | | | | 57 | | | | 174 | | | |
| Recruited | 35 | 8 | 0 | 43 | 46 | 11 | 0 | 57 | 101 | 73 | 0 | 174 |
| 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 | | | | 97 |
| Recruited | 60 | 37 | 0 | 97 |
| 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 | | | | 29 |
| Recruited | 16 | 13 | 0 | 29 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

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| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 25 | 7 | 0 | 18 | 1 | 0 | 14 | 7 | 0 | 72 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 10 | 1 | 0 | 29 | 9 | 0 | 84 | 69 | 0 | 202 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 898 | 70 | 0 | 0 | 968 |
| | Female | 368 | 47 | 0 | 0 | 415 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 61 | 4 | 0 | 0 | 65 |
| | Female | 69 | 6 | 0 | 0 | 75 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| **Category** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 159 | 157 | 127 | 110 |
| | Female | 70 | 68 | 55 | 48 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 64 | 63 | 51 | 44 |
| | Female | 27 | 27 | 22 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 307 | 304 | 245 | 213 |
| | Female | 134 | 132 | 106 | 93 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 502 | 523 | 422 | 368 |
| | Female | 259 | 228 | 184 | 160 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 1 | 1 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1523 | 1503 | 1212 | 1055 |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Aeronautical Engineering | [View Document](#) |
| Computer Science And Engineering | [View Document](#) |
| Computer Science And Engineering Artificial Intelligence And Machine Learning | [View Document](#) |
| Computer Science And Engineering Cyber Security | [View Document](#) |
| Computer Science And Engineering Data Science | [View Document](#) |
| Computer Science And Information Technology | [View Document](#) |
| Electrical And Electronics Engineering | [View Document](#) |
| Electronics And Communications Engineering | [View Document](#) |
| Infromation Technology | [View Document](#) |
| Management | [View Document](#) |
| Mechanical Engineering | [View Document](#) |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | MLR Institute of Technology, with the inauguration of the "Centre of Innovation and Entrepreneurship" (CIE) in 2022, has marked a significant step towards becoming a multidisciplinary hub. The CIE serves as a focal point for cross-departmental collaboration, fostering a culture of interdisciplinary research and learning. This aligns with the institute's vision to integrate technical, humanities, and social sciences disciplines, breaking down traditional academic barriers. Integration of Humanities and Science with STEM The establishment of the Department of Humanities and Sciences epitomizes our approach to bridging humanities with STEM fields. This department is integral in embedding liberal arts into the engineering curriculum, offering courses that blend philosophical and ethical studies with technical education. A significant addition to this interdisciplinary blend is the open elective course, "Human Values and Professional Ethics." This course is designed to provide students with a deeper understanding of ethical principles and human values in a professional context. This course reflects the institute's commitment to producing not only technically proficient graduates but also socially |
|---|---|

responsible and ethically aware professionals. Innovative and Flexible Curricula Our curricula include credit-based courses like the "Micro-Project," where students undertake environmental conservation projects, integrating academic learning with societal engagement. We offer flexible curricula that allow students to choose electives outside their primary discipline, promoting interdisciplinary learning. Multidisciplinary Flexible Curriculum with Multiple Entry and Exit Points In line with the NEP 2020 vision, our strategic plan includes offering a flexible curriculum that allows multiple entry and exit points after the 1st, 2nd, and 3rd years of undergraduate education. This approach maintains the rigor of learning while accommodating diverse educational needs and aspirations. Promoting Multidisciplinary Research for Societal Challenges The institute is dedicated to stimulating multidisciplinary research through internal grants focusing on societal impact. Our collaboration with global universities for joint research projects and knowledge exchange exemplifies our commitment to multidisciplinary research. Regular faculty development programs ensure educators are adept in guiding students in this environment. Good Practices for Multidisciplinary/Interdisciplinary Approach ? Regular faculty development programs for interdisciplinary teaching and research methods. ? Integration of research components into the curriculum and support for student-led research groups. ? Project-based learning across various disciplines, encouraging collaboration and a blend of skills. ? Engagement in events like "EWB Eloqvent" to apply diverse skills in solving real-world problems. These strategic approaches ensure MLR Institute of Technology not only aligns with the vision of NEP 2020 but also nurtures well-rounded professionals capable of thriving in a global environment. Our practices significantly contribute to fostering a multidisciplinary mindset among students and faculty, crucial for addressing the complexities of the modern world.

| 2. Academic bank of credits (ABC): | In aligning with the National Education Policy (NEP) 2020, the MLR Institute of Technology (MLRIT) has embarked on a transformative journey to integrate the Academic Bank of Credits (ABC) into its educational framework. This strategic initiative aims to offer |

enhanced flexibility and foster interdisciplinary approaches in higher education, resonating with the NEP's forward-thinking vision. Flexibility through Multiple Entries and Exits A pivotal aspect of this initiative at MLRIT is the provision for multiple entries and exits within its academic programs. This innovative feature allows students to tailor their educational trajectories according to personal needs and circumstances. Such flexibility is instrumental in crafting a more personalized and adaptable learning experience, a cornerstone of modern education. Empowering Faculty in Curriculum Design At MLRIT, faculty empowerment is central to our approach. Educators are encouraged to exercise autonomy in designing curricula and pedagogical methods within the framework of institutional guidelines. This includes the selection of textbooks, reading materials, and the design of assignments and assessments. Such empowerment fosters a climate of innovation in teaching and course development, ensuring that educational content remains dynamic, relevant, and in tune with current academic and industry trends. Innovative Practices in ABC Implementation The implementation of ABC at MLRIT is marked by several key practices: 1. Use of BEEs Software for Continuous Evaluation: Embracing the continuous assessment model of NEP 2020, MLRIT has adopted BEEs software for student evaluation. This tool aligns with the diverse requirements of the ABC system, facilitating comprehensive and formative student assessments. It marks a shift from traditional examination methods to a more nuanced, ongoing evaluative approach. 2. Integration of MOOCs for Academic Credit: Keeping pace with global digital learning trends, MLRIT has incorporated Massive Open Online Courses (MOOCs) such as Swayam and NPTEL into its curriculum. These courses are recognized for credit under the ABC system, offering students access to a vast array of learning resources from esteemed institutions and industry experts. This inclusion not only diversifies the educational offerings but also enriches the learning experience. 3. Emphasis on Continuous Internal Evaluation (CIE): CIE at MLRIT is more than just an assessment strategy; it's an integral part of our pedagogical philosophy. Regular quizzes, assignments, projects, and presentations ensure a comprehensive understanding of student

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| | progress, underlining the principle that learning should be a continuous, engaging, and interactive process. The strategic integration of the Academic Bank of Credits at MLR Institute of Technology exemplifies the institution's dedication to aligning with the educational reforms envisioned in NEP 2020. By adopting state-of-the-art evaluation tools, embracing online learning platforms, and fostering faculty-led curricular innovation, MLRIT is not only enhancing the flexibility and breadth of its academic offerings but is also setting a benchmark in fostering a more interdisciplinary, student-centered educational environment. |
| 3. Skill development: | The MLR Institute of Technology (MLRIT) has adopted a progressive approach to skill development in line with the National Education Policy (NEP) 2020, focusing on the integration of Massive Open Online Courses (MOOCs) and a diverse range of elective courses. Integration of MOOCs in Skill Development MLRIT has embraced MOOCs as a key component of its skill development strategy. These online courses, sourced from renowned platforms like Coursera, edX, and NPTEL, offer students access to a wide range of subjects and skills, from technical disciplines to soft skills. The flexibility and accessibility of MOOCs allow students to enhance their learning experience beyond the traditional classroom setting, enabling them to acquire new competencies and stay abreast of industry trends. Elective Courses for Broader Skill Acquisition In addition to MOOCs, MLRIT offers a rich array of elective courses designed to broaden students' skill sets. These electives cover various areas, including emerging technologies, business management, and creative arts, encouraging students to explore and develop skills outside their major fields of study. This approach not only diversifies their skill set but also fosters a more holistic educational experience. Value-Based Education and Skill Development MLRIT places significant emphasis on value-based education, integrating courses that focus on ethical, constitutional, and universal human values such as truth, non-violence, and scientific temper. These courses aim to develop well-rounded individuals equipped with the necessary skills to navigate complex moral and ethical landscapes in their professional and personal lives. Collaborative Efforts |

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| | and Flexible Learning Modalities i. Industry Collaboration: The institute collaborates with industry leaders to offer workshops, webinars, and guest lectures. These sessions provide practical insights and augment the skills learned through MOOCs and elective courses. ii. Flexible Course Delivery: MLRIT leverages various delivery modes, including blended learning and online platforms, to offer a flexible learning environment. This approach caters to the diverse learning preferences and schedules of students. iii. Credit Allocation for Online and Elective Courses: A structured credit system ensures that students' engagement with MOOCs and elective courses is formally recognized, contributing to their overall academic progress. Good Practices in Skill Development MLRIT's commitment to skill development is evident in its integration of MOOCs and a wide range of elective courses, along with its focus on value-based education. The institution's efforts in providing flexible learning options and collaborating with industry experts demonstrate its dedication to preparing students for the evolving demands of the global workforce. This comprehensive approach to skill development, aligned with NEP 2020, positions MLRIT as a leader in providing a dynamic and future-ready educational experience. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | MLR Institute of Technology has paired up with Maharishi Markandeshwar (Deemed to be university) under Ek Bharat Shreshtha Bharat programme. To showcase the rich heritage and culture, customs and traditions of either State for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity many programs are being conducted. The activities are performed to highlight special features of Telangana and Haryana states and to celebrate diversity of the cultural spectrum of our country. Activities on Telangana/ Haryana Ethnic Cuisines, Culture and Tourism of Telangana/ Haryana, History of Telangana / Haryana were organized. The reports of the same are reflected on the official website of Ek Bharat Shreshtha Bharat An MOU is signed between MLR Institute of Technology and Maharishi European Research University (MERU). Students are introduced with the Vedic tradition that originated in India several thousand years ago. This Vedic tradition |

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| | (from the Sanskrit word Veda, meaning knowledge) teaches that the basis of everything in the universe is pure consciousness – that everything we see, think, and experience arises from that unified field of Being. Students practice Transcendental Meditation in a group with other participants and MERU community members. Daily knowledge sessions with special guest speakers are conducted. Essence Of Indian Traditional Knowledge is offered as in 3rd year second semester. |
| 5. Focus on Outcome based education (OBE): | To align with the National Education Policy (NEP) 2020, the MLR Institute of Technology has adopted Outcome-Based Education (OBE) principles, ensuring a curriculum that not only provides theoretical knowledge but also emphasizes practical skills and real-world applications. This approach is in harmony with Bloom's taxonomy, integrating its six levels – Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating – into both curriculum design and delivery. Institutional Initiatives in Curriculum Transformation Each course at MLR Institute is meticulously crafted to define clear intended learning outcomes, mapped to Program Outcomes (POs) in accordance with the Washington Accord guidelines. The institute has identified 12 POs for its engineering programs, aligning with global standards and encompassing a broad range of competencies, including technical knowledge, problem-solving skills, and ethical practices. This ensures a comprehensive framework for student development. Efforts in Teaching and Learning Practices The institution places significant emphasis on teaching methodologies that support OBE. Faculty members are trained to adopt interactive lectures, active learning sessions, and real-world case studies, bridging the gap between theoretical knowledge and practical application. This approach is reinforced by a robust feedback system, which assesses the effectiveness of teaching methods in achieving desired outcomes. If gaps are identified, the institute swiftly arranges specialized workshops and training programs for faculty enhancement, ensuring continual alignment with OBE principles. Good Practices in OBE Implementation Key good practices at MLR Institute include: 1. Strict Adherence to Course and Program Outcomes: The institution maintains a focused approach to ensure |

that every educational activity is goal-oriented, closely monitoring the alignment of Course Outcomes (COs) and Program Outcomes (POs). 2. Diverse Assessment Methods: A variety of assessment tools, including quizzes, presentations, assignments, and group discussions, are employed to evaluate students' comprehension and attainment of COs and POs. 3. Multidisciplinary Approach: In line with NEP 2020, the institute embraces a multidisciplinary education system, allowing students the flexibility to tailor their learning paths according to their interests while achieving the set educational outcomes. 4. Industry Collaboration: MLR Institute emphasizes industry partnerships, providing students with internships, workshops, and guest lectures to ensure that their education is relevant and up-to-date with industry trends. MLR Institute of Technology's commitment to OBE is reflected in its comprehensive curriculum design, innovative teaching methodologies, and adaptive assessment practices. By integrating Bloom's taxonomy and adhering to international standards, the institute ensures its graduates are not only technically proficient but also equipped with essential skills for the modern workforce. The institution's dedication to continuous improvement and alignment with NEP 2020 reinforces its status as a frontrunner in engineering education.

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| 6. Distance education/online education: | Owing to the global epidemic, the institution's shift from in-person instruction to online instruction went extremely well. Additionally, MLR Institute of Technology progressively demonstrated the superiority of blended learning over traditional face-to-face instruction. Today's pupils are accustomed to using technology for learning; they are digital natives. At times, they could find an excessive amount of traditional classroom instruction to be demoralising. The institution successfully transitioned to online teaching by utilizing G-Suite. Even after covid, students are provided with a range of asynchronous learning activities, including digital and live short videos on crucial subjects, to ensure a comprehensive understanding of key concepts. . For this purpose, the institution has setup a video recording room. Students can access E-Pathasala to enroll in different courses and obtain certification. The NEP-based curriculum provides ample |

| | opportunities to offer certain courses online through NPTEL/MOOCS. A total of 1592 certificate courses are completed by students in online |
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## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | YES In a robust democracy like India, the importance of an informed and active electorate cannot be overstated. Recognizing this, MLR Institute of Technology proudly introduced the Electoral Literacy Clubs (ELC), a student-led initiative aimed at demystifying the electoral process and promoting democratic participation among the youth and future voters. |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The ELC is operational with a clear structure, including student coordinators and faculty members appointed by the college. These coordinators are not only representative of the diverse student body but also play a significant role in the club's functionality and organization of events. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Reflecting its commitment to social responsibility and engagement with the community, the Electoral Literacy Club (ELC) at MLR Institute of Technology has initiated a series of programs. One notable event was held in the Dundigal area on October 14, 2023, aiming to boost voter participation, especially in the Qutbullapur constituency. This particular program, organized by the ELC of MLRIT, featured several prominent speakers: Gandimaisamma Dundigal Tehsildar Sucharita, Municipal Commissioner Satyanarayana, and MLRIT Principal Srinivas Rao. Each of these distinguished guests shared their valuable perspectives on the importance of voter participation. In response to the turnout challenge, authorities have unveiled a strategic move: the establishment of easily accessible polling centres. This move is aimed at eliminating logistical barriers, thereby encouraging a higher voter turnout in the constituency. The club has also arranged two campaigns on 10th and 23rd October, 2023 in Indiramma Colony and Bahadurpally Village (Hyderabad) for reaching out to transgender individuals, disabled persons, and senior citizens, educating and assisting them in the electoral process. |

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| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The college has undertaken one survey to assess and enhance electoral literacy and participation in Naguloor (Hyderabad). It was conducted to understand the reasons behind voter apathy among the youth. The survey findings indicated a lack of awareness about the electoral process, disillusionment with the political system, and a belief among youth that their votes do not effectuate concrete change. In response to the findings, the Electoral Literacy Club (ELC) has proactively engaged in crafting educational pamphlets and social media campaigns by the Electoral Literacy Club (ELC) to promote ethical voting and democratic engagement. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | MLR Institute of Technology has placed considerable emphasis on ensuring that students above 18 are enrolled as voters. The ELC has taken proactive steps by organizing voter registration camps and assisting students in the process. Moreover, the college has institutionalized mechanisms for this purpose, making voter registration a seamless process for eligible students. The Electoral Literacy Club (ELC) at MLR Institute of Technology, Hyderabad, stands as a beacon of democratic engagement and education. Its innovative programmes, socially relevant projects, and institutional mechanisms for voter registration reflect a deep-rooted commitment to fostering a politically enlightened and responsible citizenry. The ELC' |

# Extended Profile

## 1 Students

**1.1**

**Number of students on rolls year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5431 | 4928 | 4594 | 4283 | 4140 |
| File Description | | | Document | |
| Institutional data in the prescribed format (data | | | View Document | |

**1.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 963 | 979 | 1007 | 830 | 766 |
| File Description | | | Document | |
| Institutional data in the prescribed format (data | | | View Document | |

## 2 Teachers

**2.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 274 | 256 | 242 | 243 | 253 |
| File Description | | | Document | |
| Institutional data in the prescribed format | | | View Document | |
| Certified list of full time teachers | | | View Document | |

**2.2**

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

**Response: 515**

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

# 3 Institution

## 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 4448.72 | 2871.43 | 1727.65 | 1628.7 | 1998.49 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

## 1.1 Curriculum Design and Development

**1.1.1**

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

**Response:**

MLR Institute of Technology emphasizes on the developmental needs at the local/national/global levels with formative necessities unblemished while planning its curriculum. The learning process manoeuvres through result based instructional methods, with each course having a port of call which in turn is being driven by a well conceived mission and vision. The educational program is planned on after premise.

- Curriculum maintains the balance in the composition of Basic Science, Engineering Sciences, Humanities and Social Sciences, Program Core, Program Electives, Open Electives, Projects Work and Employability Enhancement.
- Program Assessment Committee (PAC) coordinator takes the inputs from Domain Experts to identify the imperative inputs received from the stakeholders and prepares the flowchart through which their inputs can be inculcated in the curriculum.
- Curriculum is designed in line with guidelines of the program specific criteria set-up by lead societies like American Institute of Aeronautics and Astronautics (AIAA), ASME, CSI, IEEE etc,.
- The curriculum is designed keeping the AICTE model curriculum as a base reference of UG (B.Tech) in Information Technology Program. The Choice Based Credit System (CBCS) incorporated in the Curriculum provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective or skill based courses.
- In further improving the existing curriculum for bridging the gaps, the feedback from the students, alumni, faculty, recruiters and industry experts is collected and sorted for continuous improvement besides, the structure of the course offered by IITs and other National & International Universities is thoroughly studied.
- It is ensured that the overall curriculum and its components contribute effectively in the ttainment of POs, PSOs and PEOs which in turn relate to the Vision and Mission of the Department and institute as well.

While designing the curriculum, the institution lays emphasis on developing conceptual skills, human skills and technical skills of the individual. The initial version of the curriculum is prepared by having the above design criteria, through discussions with stakeholders. The proposed curriculum is then discussed in DAC (Department Academic Committee) and is put forth to BOS (Board of Studies) where the experts from industry, academia, Alumni in addition to senior faculty members. The curriculum is then placed for approval during the Academic Council (AC). Curriculum is finally evolved and published in MLR

Institute of Technology.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.1.2**

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

**Response:**

MLR Institute of Technology strives to make industry ready students through various courses offered under different programs. Revision in syllabus of various courses and introduction of new programs is caused by the action taken on the feedback provided by different stakeholders. The Programmes are designed to nurture various skills among the students. The courses are designed with a view to build employability, entrepreneurship and skill development among the students. The syllabus is framed to cultivate research culture in young minds by including all cutting-edge technologies and hands on practices.

MLR institute of technology (MLRIT) ought to place a greater emphasis on providing students with hands-on training and exposure to projects that are relevant to the industry. This will enable graduates to easily accept professional roles when they have completed their studies. This not only guarantees that students will graduate with a degree, but also that they will be individuals who are ready to make an instant contribution to the workforce. MLRIT focus on employability/ entrepreneurship/ skill development courses at the time of designing the curricula and continually update the syllabus based on stakeholders feedback and industry requirement. All MLRIT first students study the IOT, Python etc in their first year irrespective of their branch. MLRIT strive to introduces all skill development courses for example department of aeronautical engineering included IOT base drone, Autonomous UAV design etc. in their R22 curriculum.

MLRIT encourages developing innovation and entrepreneurship in this age of entrepreneurship by making use of specific courses and supporting systems, especially established, "Centre of Innovation and Entrepreneurship" (CIE). MLRIT introduced Basics of Entrepreneurship and Advanced Entrepreneurship courses in MLR18 curriculum as an open elective for III year I and II semester students.

In a world that is increasingly becoming more international, courses offered at MLRIT also has relevance on a worldwide scale. It is expected that graduates would be able to compete successfully in both the home and the global employment markets. Incorporating global viewpoints, cross-cultural communication, and international case studies into a student's education help them become more prepared for careers that cross national boundaries.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 49.37

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

Response: 355

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

Response: 719

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

MLR institute of technology is committed to provide a dynamic curriculum which is sensitive to the

needs of the stakeholders and societal demands. As per the vision and mission, the institution believes in holistic development of its graduates so that they are empowered to lead a happy and accomplished life and contribute to the national growth in terms of happiness index and economic development. The syllabus and the resultant curriculum prepared by the teachers of the institution are synced with the feedback of the stakeholders. The Feedback committee collects the feedback from various stakeholders and Exit Feedback is collected and based on the analysis report, efforts are made to render the syllabus and curriculum as the tools for the intended value addition to the graduates.

The syllabus and the curriculum cater to the local, national and global needs and they are aimed at not only rendering the students as empowered graduates but value loaded citizens who serve the country. In this direction the syllabus and curriculum subtly integrate the cross cutting issues like Gender, Ethics, Values, Professionalism, socialization skills, concern for the environment and ecology and its sustainability besides the human values as enunciated by the country and the global entities like UNSDG.  The syllabus and curriculum of all the programs have these elements subtly integrated in them.

The Course files which the faculty prepare to elucidate the curriculum, pedagogy and the tools to be used for effective curricular transaction also highlight the cross cutting issues like the Gender, Environment and sustainability, professional values, ethics etc.

In addition to the regular curriculum, the curriculum of the Certificate courses and the Value Addition courses that the institution offers also cater to the cross cutting issues. For eg. Gender sensitization, environmental sciences integrate Gender and cater to the Environmental concerns

As a strategy for holistic development of the students, various Cells and Clubs are established in the college which also takes care of cross cutting issues like gender, values, ethics, professionalism etc by involving the students in different activities that create concern for the society, values, equality, equanimity and environmental concerns. Clubs/ Committees provide an opportunity to the students to acquire knowledge on cross cutting issues.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and**

**online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 149

| File Description | Document |
|---|---|
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Evidence of course completion, like course completion certificate etc | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

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**1.3.3**

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

**Response:** 100

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

Response: 14

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

Response: 14

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

## 1.4 Feedback System

**1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 95.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1523 | 1503 | 1212 | 1055 | 1100 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1567 | 1512 | 1272 | 1188 | 1170 |

| File Description | Document |
|------------------|----------|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document relating to sanction of intake as approved by competent authority | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

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

**Response:** 95.26

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 761 | 751 | 606 | 527 | 550 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 783 | 756 | 636 | 594 | 585 |

| File Description | Document |
|------------------|----------|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | [View Document](#) |
| Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any | [View Document](#) |

## 2.2 Catering to Student Diversity

**2.2.1**

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

**Response:**

Through a policy, MLRIT tries to help advanced learners to be excellent and slow learners to be better performers. Within the classroom there are different learning levels of students; some are very intelligent in learning and some are quite weak. Hence, it is essential to find out the abilities of the students in the classes. Based on the ability find out, a few students need only assistance and remaining students need a hard work and habitual thought.

**Process of identifying advance and slow learners**

1. Based on the IQAC recommendation, advanced and slow learners will be identified based on their previous academic performances.
2. The result analysis coordinator of each department will prepare the advance and slow learners list based on mid exams, assignments and end semester examinations.
3. In the beginning of the program in first year their intermediate marks will

be considered for identifying advance and slow learners

1. If their intermediate performance is 50% & above the students is considered as an advance learner and if their performance is below 50% is considered as slow learners.
2. For the consecutive years End semester marks will be consider for identifying advance and slow learners
3. Advance and slow learners list to be circulated to the concern class subject

Faculty and their mentors.

1. Mentors will counsel them and identify their needs.
2. The mentors communicate the needs of advanced and slow learners to the concern class in-charges and Head of the departments.
3. The HOD's and senior faculties of the department will discuss and finalize the activities required for their needs.
4. The list of activities will be finalized from the department and circulated to the students along with schedule and plan of action.

**Conducting Programs to encourage Advanced Learners**

The designed programs give opportunity to the advanced learners to learn to take responsibilities of their own learning.

**Programs to encourage Advanced Learners:**

1. Advanced learners are encouraged to learn the additional courses like MOOC's etc.

2. Exposed to new technologies like Robotics, IoT, AI & ML, 3D printing etc,.
3. Campus Recruitment and Training (CRT) for their better placement
4. Encouraged to participate in competitions, Smart India Hackathon,
5. Students are motivated to be members of professional bodies like IEEE, CSI, ISTE, IEI, IETE, ACM, SAE and ACCE etc.
6. Assisted in participation and presentation in national and International conferences/seminars/workshops etc.
7. Encouraged to learn advanced technologies.

### Conducting Programs to encourage Slow Learners

1. Remedial classes/extra classes are conducted for slow learners by subject experts
2. Special attention/counseling by the mentors.
3. Mentors communicate with their parents for improving the academic progress
4. Guided to take up various certification courses
5. Special assignments etc.

The process of providing additional inputs to the advanced learners and the slow learners is to

make everyone better achievers.

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

### 2.2.2

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

**Response:** 19.82

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

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

**Student centric methods:**

The foundational concept in an educational framework is to give prime importance for providing all round development of students. This focused and student centric approach is reflected in our policies too.

The importance of academic excellence is to teach the students while concurrently learning human values, professional ethics, discipline, inventiveness and personality progress during their study period and continue throughout life.

Integrating formal and informal learning approaches provides wide opportunities more than just classroom knowledge, but also helps to apply this knowledge in the real world.

**Experiential learning:**

**Micro Projects: "Project Based learning".**

Micro Projects are a small version of project based learning focused on the real time application and provide possibly to integrate the previously acquired knowledge. Micro Projects is carried out among the small groups ie 3-4students.

**Professional clubs:**

Every department has a professional club run by the students themselves. Hackathons, Tech fests, SUPRA SAEIndia, Robowar, Aero design challenge are organized every year. Through these competitions students gain practical knowledge and design experience.

**Participative learning:**

**Seminars:**

In MLRIT, starting from first year to fourth year seminars is conducted for students to improve their presentation skills, communication skills and inter personal skills. In addition, such opportunities help to the students to prepare and understand the latest technologies and other updates.

**Problem solving methodologies:**

COTs– Concept Oriented Tutorials to improve Higher Order Thinking Skills

It's noted that deficiencies exist in enhancing problem solving skills. The traditional model lacks in providing sufficient motivation for engineering undergraduates.

COTs activity is aimed at developing the critical and analytical skills where students are expected not only to understand what they read but also pick it apart, analyze, evaluate and assess.

**EPICS "Engineering Projects in Community Service"**

This is one unique program were students are connect to community and try to design/ build and deploy systems to solve community -based problems in teams.

**Information and communication technology (ICT):**

Information and communication technology (ICT) in education is available on the MLRIT campus to assist, enhance, and optimize educational delivery. The Learning Management System (LMS), and was effortlessly utilized by faculty and students because of the training programs that were conducted.

1. **ICT Resources**

The use of ICT in education enhances the effectiveness of learning and adds value to teaching and learning. ICT has the potential to improve student learning and teaching approaches.

1. **LMS**

Faculty prepares the course ICT material such as PPTs, NPTEL Videos and Lecture Notes related to the course contents.

3. **E-Learning Resources**

- The E-resource Such like IEEE, Springer, Developing Library Network (DELNET), ASME (The American Society of Mechanical Engineers), National Digital Library (NDL) , the Science Citation Index (SCI), Scopus Indexed Journals, Open Course Wares, Newspaper Directory for the

World and PATENT Digital Library are available. Earlier semester question papers can be downloaded from the college.

- MLRIT developed CIE cell to encourage the students in taking up innovative projects, working models, Entrepreneurship courses and Incubation.
- MLRIT provide Online portal (ERP) system for the students to access their academic activities

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

**2.3.2**

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

**Response:**

MLR institute of technology provides better mentoring strategies to the students to achieve their goals. Mentoring includes various types of environments and relationship like formal and informal approaches. Formal approach focus to develop effectiveness within a structured programme. The college will arrange training programmes for faculties time by time to improve their mentoring skills. Except Principal, Deans, HoD's all other faculties get the allocation of mentees. Continuous mentoring is provided by mentors throughout their program. In addition based on the requirements more mentoring will be provided to the identified students. All mentoring information will be maintained as confidential. Mentors also recommend mentees to the Counselling Cell based on the requirement. The institute has an independent but well-defined and well coordinating mentoring system in every department. The departments will have a pre-defined scheduled which will be escalated to the stakeholders in advance. The system will assess the need of mentoring of the students and a proactive approach will be followed and if needed even a professional from outside will be hired for the sessions. The purpose of the mentoring will be improvement in academic performance, developments of new skills, confidence etc., among students. Slow and advance learners are identified by based on their previous academic performances.

**For mentorship; the following procedure shall be followed at MLRIT:**

a. Mentor will be nominated for an average of 20 students.

b. The mentors will own a group of an average of 20 students and encourage the students to

Interact freely with them. They will perform the role of a guardian

c. Mentor will have a constant liaison with the class in-charge to get feedback for his/her group of 20 students about the activities listed in student counseling book.

d. Mentors are informed to conduct mentoring on every last Saturday of the month. In case of

any holiday, it shall be conducted immediate next working day.

e. Mentors are directed to maintain mentor manuals diligently and file compliance to the HOD annually. Hod's conduct the impact analysis meeting with all mentors at the end of every semester and send the report to the IQAC cell.

f. Mentor will continuously monitor their performance and guide them for overall growth and

development. He/she will maintain an excellent report with parents who are informed of the

progress of their wards on a regular basis

g. Finally the mentor being the guardian of the mentees will aim to ensure the following for

his/her group of students: No detention, No backlog, certifications courses, academic achievements training and placement, Discipline, Ethics and moral, Higher studies etc.,

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| List of Active mentors | [View Document](#) |
| Provide Link for Additional Information | [View Document](#) |

**2.3.3**

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

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the**

**institution.**

**Response:**

**Academic Calendar**

MLR Institute of Technology has uniformity towards implementing the Semester Scheme for all academic programmes. In order to provide excellent academic flexibility to all the stakeholders involved in it. An academic calendar is structured based on the consultation with the Internal Quality Assurance Cell (IQAC), Controller of Examinations, Department Heads & other decision-making authorities. Each academic year is divided into two (Odd & Even) semesters.

Every semester is planned approximately for 14 to 15 weeks. During the semester, different activities will be provided for advanced and slow learners to help the students. The calendar includes various important curricular, co-curricular, extra-curricular deeds that to be conducted during the academic year to assist the stakeholders. This enables the students to be well prepared and to participate in all variety of activities.

IQAC sends Circulars to all the Departments, Committees/Cells etc to prepare their academic Plan, and the same is subtly integrated with the Academic Calendar.

In the academic calendar, every department includes activities like Conferences, Faculty Development Programs (FDP), industrial visits, value added programs, professional body activities workshops, symposiums, Faculty Induction Programs (FIP), Seminars, training programs and various club events, public holidays etc., apart from internal & external examinations.

After getting approval from the IQAC, the academic calendar will be published on the institution website (**www.mlrinstitutions.ac.in**) and displayed on the college notice board in advance and communicated to all stake holders as well. Adherence to the schedule is monitored by the principal office.

A one-week induction programme will be conducted for the UG students at the beginning of the first year to guide students and make them feel comfortable with the new system.

**Teaching Plan**

Every faculty prepares a teaching plan with the detailed description of the topics to be delivered and how effectively it can be done during the class time.

The faculties are encouraged to use ICT. Faculties are guided to follow different Active Learning Strategies in the teaching process in order to enable learning in students with different capabilities.

Every month, an academic audit with respect to syllabus coverage, activities conducted is carried out by the IQAC. The audit ensures the adherence of teaching & other activities with respect to the designed academic calendar.

The teaching plan is structured in accordance with the needs of Outcome-Based Education (OBE). The contents of the course file are as follows to meet these requirements.

- Academic calendar
- Student roll list
- Class time table & individual time table
- Syllabus Copy includes (Course overview, Course objectives and outcomes, Learning resources like: text books, reference books, e-books, e- resources, Assessment methods and MOOC course links)
- Mapping of course outcomes with PO's and PSO's
- Session Plan/Teaching Plan including (Link to the video lectures, Delivery methodologies, Active Learning Methodologies)
- Seminar topic
- Assignment and tutorial questions with answers and Sample assignments
- List of slow learners and remedial actions
- 20 Objective type questions with answers per unit & for a core subjects 20 core Objective type questions with answers per unit
- Curriculum feedback

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide Link for Additional Information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 274 | 256 | 242 | 243 | 253 |

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

**2.4.2**

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 23.69

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

Response: 122

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

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 8.59

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2355

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

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 38.34

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 97

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:** 29.6

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*

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 56 | 33 | 24 | 21 | 14 |

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

**2.5.2**

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

**Response:** 1.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 65 | 52 | 74 | 53 | 45 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 5257 | 4837 | 4402 | 3944 | 3764 |

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

**2.5.3**

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

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

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

**Response:**

The college has a well-established and efficient centralized examination system open for modifications and thus strengthens it fromtime to time, ensuring the system fool proof and addresses the grievances of students, if any. The institutional reforms in all the activities of the examination system are kept at par with the reforms pushed by the UGC for various engineering disciplines. The IT integration and reforms in the examination procedures of engineering education taken up by the premier technical institutions have been incorporated into our examination system and include OBE- frame work for assessment process,evaluation of higher order abilities and professional skills in different forms like MOOCs, project works, bloom's taxonomy for assessment design etc.

The following significant reforms were effected in the Examination system.

1. Credit system was introduced for the benefit of the students.
2. Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results.
3. Continuous Internal Assessment (CIA) twice in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaning fully engaged with the subject content throughout the semester.

**A list of reforms and the positive impacts are given below:**

1. Two sets of question papers are maintained for each subject.

**Positive impact:**

- Confidentiality in the question paper selection.

1. Setting the question papers from all the units with internal choice and moderation of question papers.

**Positive impacts:**

- Maintain standards and coverage of syllabus among all the units
- Students are required to study all the units in a given course.
- Improve the course outcomes by implementing internal choice

3.Preparation of detailed scheme of evaluation by internal subject experts

**Positive impact:**

- Uniformity in the evaluation among the evaluators and fair judgment for the students

4. Appointment of squad consisting of senior faculty members to monitor the semester end examinations.

**Positive impact:**

- Strict vigilance for smooth conduct of examinations

5.Establishment of Spot evaluation center

**Positive impacts:**

- Confidentiality and custody of answer booklets are ensured
- Declaration of results within the stipulated time

6.Establishment of CCTV Surveillance System.

**Positive impacts:**

- Continuous monitoring of activities of examination section and spot evaluation process
- Restricted entry and surveillance of the entry of un-authorized persons into the examination section
- CCTVs in the vicinity of the examination
- Rooms to curb untoward incidents of mal-practice

7.Encoding and decoding of answer booklets.

**Positive impact:**

- Provides confidentiality and unbiased evaluation

8.Automation of examination management system.

**Positive impact:**

- Improvement in reliability, efficiency, security, transparency, confidentiality and accuracy in the entire process

9.Personal verification and revaluation system.

**Positive impact:**

- Accountability of the evaluation process and improving the transparency in the evaluation.

10.Advance Supplementary examinations and timely publication of results & issuing necessary certificates in time.

**Positive impact:**

- Provides more Scope to final year students for their placements and higher studies.

11.Inclusion of security features in grade sheets as well as in answer booklets.

**Positive impact:**

- Chances of manipulations are nullified.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

The institute has framed the Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) to achieve the objectives of Outcome Based Education (OBE). The institute is following the recommendations and guidelines of accreditation bodies to implement the OBE.

Course Outcomes are created for all the programs offered by the institute at concerned department level after consultation with the stakeholders and senior faculty members. HODs of concerned department create awareness on COs, POs and PSOs while addressing the students and faculty members. Apart from the HODs of respective department, class teachers, faculty members create awareness on COs, POs, and PSOs and highlight the importance to attain the outcomes.

The Program Outcomes are statements that describe skills, knowledge and attributes, the students should possess by the time they complete the program. Program Specific Outcomes are the specific skills to be fulfilled by the students at department level by the end of the program. The BOS members and subject experts of the individual departments will discuss the same and approve it by the Principal. POs & PSOs are conveyed to all the stakeholders of the program through student's induction programs, faculty workshops and faculty meetings. POs, PSOs for every program is disseminated through various channels as listed below:

The Program Outcomes are published at:

- College website
- HODs and Faculty rooms
- Notice Boards of Department
- Class rooms

The Course outcomes are disseminated to students through:

- Syllabus books
- College website
- Laboratories

**Attainment of COs and POs.**

The initial step in the process of assessment cycle is the clear definition of COs and it's mapping to POs. COs are mapped with POs and PSOs with weightages. COs describe the knowledge, skills of the students should be able to demonstrate upon the course completion, or a program. Identify and the use of appropriate assessment methods and the stated outcomes are achieved or not can be identified with the appropriate assessment methods. Set the target levels for the course outcomes attainment and program outcomes. Collect data and analyse in order to verify whether the specified attainment levels are achieved or not. The attainment levels are calculated based on the assessment tools and weightages with the predetermined target levels and conclusions are made to decide the corrective measures, to ensure the attainment of the COs.

The assessment activities are documented and taken for further improvement, actions taken to redefine COs and assessment methods. POs and PSOs of the Program are attained by Direct and Indirect methods.

The direct methods involve student performance in the average of internal examinations, assignments, end semester examination and project evaluation. The results obtained from each course are used at the program level to measure the POs & PSOs.

In indirect assessment method, Exit, Alumni and Employer Survey are conducted at end of the each program. Evaluated data in terms of attainment percentages of the students is collected from the Course/Program coordinator.

The PO attainment calculation considers 80% weightage from the direct assessment method and 20% weightage from the indirect assessment method.

| File Description | Document |
| --- | --- |
| Upload POs and COs for all courses (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |

**2.6.2**

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

**Response:** 92.11

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

Response: 887

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

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

**Response:**

**3.1.1 Research Centre Write-Up**

MLRIT- MLR Institute of Technology, encourages faculty and students to actively participate in Research and Consultancy. The Research and Consultancy activities are guided by 1. Research and Development Policy and 2. Consultancy Policy. Research and Consultancy activities are implemented through Research and Development Cell (R&D Cell) and guided by R&D Committee and Research Advisory Committee (RAC).

The R&D Committee is constituted by Research Chair, Principal, Dean, Head of Departments and Research Coordinators from all departments. Research Advisory Committee is constituted by Research Chair, Principal and three external Research Experts.

MLRIT provides conducive environment for faculty and students with Centre of Excellence, Centre for Innovation and Entrepreneurship, Scopus Database, subscribed electronic and physical Journals and books, Patenting facility, Research Incentive Scheme (RIS) for faculty, SEED Fund for faculty, and Monitory support for Conference, Symposium and Workshops

**Centre of Excellence (CoE)**

MLRIT roots its research activities through Centre of Excellence (CoE) controlled by R&D Cell. MLRIT has 14 CoE catering to the research needs of different departments.

**Intellectual Property Facilitation Centre (IPFC)**

MLRIT has established Intellectual Property Facilitation Centre in association with NRDC. The center provides guidance and assistance in preparation of documents required for registration of copyrights, Trademarks, Industrial Designs, and Geographical Indications etc.

**Research Centre**

MLRIT has been identified as a Research Centre for CSE, ECE and MECH by JNTU which is renewable based on the review of the periodic performance.

**Research Incentive Scheme (RIS)**

MLRIT promotes research through Research Incentive Scheme by providing incentives to faculty members appreciating quality publication. The institute also supports faculty members with financial aid

to carry out scholarly activities.

## Research Collaboration

MLRIT imbibes collaboration with IIT, leading government, private academic institutions and companies to enrich research activities.

## Research – Code of Ethics

MLRIT ensures ethical conduct of research through antiplagiarism and biosafety discussed in R & D SOP 3.6. Research Coordinator of every department are responsible to check similarity and to produce similarity report for articles and research proposals.

## Centre for Innovation and Entrepreneurship (CIE)

MLRIT has initiated the Center for innovation and Entrepreneurship (CIE) Cell, with a mission to promote Creativity, Innovation, and Entrepreneurship among the Students, Faculty and Industry with an ability to facilitate and commercialize sophisticated technology products. CIE is also responsible for Pre-incubation program which tailors the aspiring students with STARTUP LAB.

## SEED Fund

MLRIT encourages faculty to apply for Funded Projects internally through SEED Fund scheme. Faculty aspiring to carry out research are facilitated with SEED Fund of approximately 20 Lakhs per annum to experiment their research idea and transform their successful research idea to scale up for bigger projects. R&D policy guides the faculty to apply and obtain the SEED Fund as per the R & D SoP.

## External Funding

R&D Cell of MLRIT periodically analyzes and communicates various funding opportunities available to the faculty members and students to apply for Funded Projects. It also guides them to submit and execute them.

## Consultancy

MLRIT promotes Consultancy and Corporate Training guided by Consultancy policy.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

**3.1.2**

**The institution provides seed money to its teachers for research**

**Response:** 84.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 10.2 | 11.33 | 5 | 46.61 |

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

**3.1.3**

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

**Response:** 16.89

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

Response: 87

| File Description | Document |
|---|---|
| List of teachers who have received the awards along with nature of award, the awarding agency etc. | **View Document** |
| Institutional data in the prescribed format (data template) | **View Document** |
| E-copies of the award letters of the teachers | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

## 3.2 Resource Mobilization for Research

### 3.2.1

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

**Response:** 987.60

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

### 3.2.2

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

**Response:** 0.03

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

Response: 16

| File Description | Document |
|---|---|
| List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc | **View Document** |
| Institutional data in the prescribed format (data template merged with 3.2.1) | **View Document** |
| Copies of the grant award letters for research projects sponsored by government agencies | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** | |

**3.2.3**

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

**Response:** 8.03

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

Response: 22

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

## 3.3 Innovation Ecosystem

**3.3.1**

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

**Response:**

MLR Institute of Technology (MLRIT) has a mission to promote Creativity, Innovation, and Entrepreneurship among the Student and Faculty with an ability to facilitate and commercialize sophisticated technology products through the Center for innovation and Entrepreneurship (CIE).

CIE would also spread the message of entrepreneurship and innovation among our sister institutes, other institutes, and industries to create a culture of entrepreneurship and innovations that the MLR Institute of Technology is part of.

CIE has achieved the following landmarks:

1. 14 Student Startups incubated
2. 57 IPRs filed
3. 74 Innovations supported
4. 47 Innovation and Design Thinking activities conducted
5. 32 Entrepreneurships activities promoted
6. 21 Competitions and Hackathons conducted.

All these would not have been possible without CIE which is so active in engaging both students and faculty. CIE is also supported by several Govt. and Non-Govt. schemes like

1. MSME Business Incubation where students Innovative Ideas or Startups can receive financial assistance up to 15 lakhs.
2. Technology Business Incubator (TBI) provides seed fund up to 10 lakhs for each Innovation and Startup.
3. Livelihood Business Incubator (LBI) empowers to start up own Business Enterprise and create local Employment.
4. IPFC cell was established in MLRIT with the support of MSME, Govt of INDIA.

Following are the facilities, services and collaborations of CIE to channelize the knowledge and Innovations of the young minds towards innovation-driven enterprises and promote employment opportunities amongst youth especially students.

**Facilities:**

- Innovation Hub: Loaded with computer systems and emerging technology software required to develop innovative solutions for societal or community needs.
- Makerspace/ Prototype Lab: Technical prototyping platform for innovation and invention which is loaded with ultra-modern equipment such as Multimedia Workstations, 3D Printers, CNC Machines, Laser cutters, and thus provides stimulus for student Entrepreneurs.

**Services:**

- Innovation Challenge: To identify and convert innovations into marketable products and services
- Industry Collaborative Programs: Will help to learn from lead entrepreneurs
- Innovation Protection and IPR: Legal assistance to protect innovations, design and products
- Seed Funds for Innovations and Startups: Access to investors network and government funding

schemes
- Startup Accelerators: To build all the other tools and skills necessary to scale up a stat up
- Business Mentor Connects: To share and evaluate business ideas with domain experts for

corporate marketing

**Collaboration and Associations:**

- T-Hub Foundation, Hyderabad: T-Tribe Program to Mentor student innovations & Startups
- Indian School of Business, Hyderabad: Technology Entrepreneurship Program Helps student to convert their innovation into startup
- Micro, Small and Medium Enterprises (MSME): Seed funding for Student Innovations
- MHRD's Institution's Innovation Council: Nurture Innovation and Entrepreneurship among the students
- Intellectual Property Facilitation Centre (IPFC) supported by Ministry of MSME, Govt. India: Support Intellectual Property Rights to file student innovation as Patents, Design and Copyrights
- Telangana Academy for Skill and Knowledge (TASK), Govt. Telangana: Training on advanced technologies and Placement support
- J-Hub, JNTU – Hyderabad: Inculcate the culture of innovation and Product Development
- Central Institute of Tool Design (MSME – Tool Room), Hyderabad: Supports Market Ready Product Development.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Link for Any other additional information | [View Document] |

## 3.4 Research Publications and Awards

**3.4.1**

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

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the syllabus of the research methodology course work to indicate if research ethics is included | [View Document](#) |
| Constitution of the ethics committee and its proceedings as approved by the appropriate body | [View Document](#) |
| Constitution of research advisory committee and its proceedings as approved by the appropriate body. | [View Document](#) |
| Bills of purchase of licensed plagiarism check software in the name of the HEI | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

**3.4.2**

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

**Response:** 3.05

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

Response: 67

| File Description | Document |
|---|---|
| Ph.D. registration letters/Joining reports of candidates. | [View Document](#) |
| Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide. | [View Document](#) |
| Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

**3.4.3**

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

**Response:** 0.9

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

Response: 461

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

**3.4.4**

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

**Response:** 0.37

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 191

| File Description | Document |
|---|---|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.5**

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

**Response:** 0

| File Description | Document |
|---|---|
| Bibliometrics of the publications during the last five years | View Document |
| Any additional information | 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:** 0

| File Description | Document |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View Document |
| Any additional information | View Document |

## 3.5 Consultancy

**3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 153.48

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 92.94 | 36.51 | 18.65 | 3.41 | 1.97 |

| File Description | Document |
|---|---|
| Letter from the corporate to whom training was imparted along with the fee paid. | **View Document** |
| Letter from the beneficiary of the consultancy along with details of the consultancy fee | **View Document** |
| Institutional data in the prescribed format (data template) | **View Document** |
| CA certified copy of statement of accounts as attested by head of the institution | **View Document** |
| Audited statements of accounts indicating the revenue generated through corporate training/consultancy. | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** | |

## 3.6 Extension Activities

**3.6.1**

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

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

**Response:**

Outreach and Extension have always been an integral part of MLR Institute of Technology with a vision to imbibe social consciousness, character building, promotion of abilities, and cultivation of self-respect to foster moral values, spiritual thoughts and development of scientific attitude in the student community. Since its inception, the Institute has been moving forward with many philanthropic activities focusing on the welfare of children, youth, women, and the underprivileged for the wellbeing of the society at large. The management of MLRIT is committed in carving out a generation of not just professionals, but professionals with social values and ethics. The curriculum promises a holistic development of every student which is realized through extension activities.

**Outreach Activities**:

MLRIT has established its National Service Scheme (NSS) wing in the campus to carry out various outreach activities. It has adopted six villages (Gowdavelli, Nathankal, Srirangavaram, Dundigal, Railapur, Bandhamadaram) under Unnat Bharat Abhiyan scheme and organizes many events for their development. Students under the guidance of faculty have consistently approached adopted villages and

offered different types of services related to health, education, self-employment, and many others. They donate blood, participate in environmental protection activities, visit various old age homes, rehabilitation centres, and hospitals to share food, clothing, and the joy of various festivals. They participate in free medical camps and the distribution of school kits to the children in the neighbourhood as a part of outreach activities. MLRIT has collaborated with different Government and Non Government organizations to carry out the outreach activities.

**Extension Activities:**

The curriculum is designed in such a way to inculcate social responsibility. Courses like Environmental Studies, Gender Sensitisation, Essence of Indian Traditional Knowledge, Professional Ethics and Human Values have been included to prepare value aware citizens with social responsibilities. Students are encouraged to participate in Swachh Bharat, Harita Haaram, Youth for Environment, Youth Conclave and Gender Equity programs as a part of extension activities. MLRIT has also extended physical health programs like Yoga and Cycling programs through Khelo India. It has also focused on digital financial literacy for the rural development.

**Impact on Students:**

Every student taking part in these activities develops a set of skills which make him / her humane. They learn to plan & organize events and eventually transform themselves into better team players with communication, cooperation, and coordination skills. They gain leadership qualities and self-confidence which, when applied in any profession, guarantee better performance of the students with values. Education is the most powerful tool which can be used to change the world. The Institute of MLRIT never loses any opportunity to prove this. It extends its support and cooperates in motivating students and staff towards not just building their own professional careers, but building a better and strong India.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**3.6.2**

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

**Response:** 189

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 87 | 64 | 22 | 9 | 7 |

| File Description | Document |
|---|---|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

## 3.7 Collaboration

### 3.7.1

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

**Response:** 49

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for**

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

**Response:**

The MLR Institute of Technology has equipped itself with 92 classrooms including 80 ICT enabled smart class rooms, 23 staff rooms, 38 toilets, 50 computer labs, 04 science labs, 30 instrumentation centers, 15 Centres of excellence , 05 seminar halls, Library, Sports as per the guidelines given by the UGC, AICTE and JNTU-H.

The institution is spread across 31 acres area which includes seven academic blocks, **Srinivasa Ramanujan Block (SR BLOCK)** with area of 5433.02 SQM, **Dr. APJ. Abdul Kalam Block (AK BLOCK)** with area of 5348.00 SQM, **Jagadeesh Chandra Bose Block (JC BLOCK) with** area of 5458.01 SQM, **Mother Theresa Block (MT BLOCK)** with area of 5917.84 SQM, **Sir. C. V. Raman Block (Training and Placement Block)** with area of 1731.37 SQM, **Vikram Sarabhai Block (VS BLOCK)** with area of 841.69 SQM, **Mahatma Gandhi Block (M&G BLOCK)** with area of 5000.2 SQM, **Kalpana Chawala Block (KC Block)** with area of 5422.95 SQM, with **total built up area of 35153.08 SQM**

All laboratories are equipped with latest computing facility consists of licensed software (system software- 09 and applications software- 51) and Hi-End IT facilities like 2075 Computers,10 Smart Boards, 55 Printers, 105 Multimedia Projectors, 750 Mbps of Internet Bandwidth and 20 secured Wi-Fi connectivity access points. Student - computer ratio of 01: 2.6 is being maintained. The Central Library with an area of 1275 SQM is located in two floors with a seating capacity of 250. The digital library is equipped with 30 PCs which are connected with Wi-Fi and LAN for fast and seamless access of internet for streaming NPTEL lectures and using e-Resources for the benefit of students and staff.

MLRIT encourages students to participate in various tournaments and cultural activities. Co-curricular activities are designed and balanced with the academic curriculum. The Department of Physical Education and Sports functions as an integral part of student life on the campus. The sports advisory committee consists of department wise faculty members and Physical Directors. Sports hours are included in the academic time table, sports facilities can be availed after college hours based on student and staff demand.

A well-equipped Gymnasium and Yoga Centre of 900 square feet area established for both students and faculty to promote physical and mental health. The Indoor and Outdoor games includes Chess, Table

Tennis, Aerobics room, Snookers, Caroms, Badminton, Basketball, Cricket, Football, Handball, Volleyball, Running track, Throw ball, Kabaddi, Kho-Kho, Baseball are available in good volume.

MLRIT believes in bringing out extra-curricular skills of students through various cultural activities, A cultural club was established at the institution called "CAME club" and performs various activities and organizes events like celebration of orientation day, Independence Day, Republic day, Kite festival, Annual day, Traditional day, Graduation day, ECSTACY celebration etc.

Open and closed auditoriums are designed to facilitate all levels of cultural programs. These are equipped with sound system, computer, projector and internet facility.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

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**4.1.2**

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

**Response:** 25.78

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 1399 | 703.59 | 362.16 | 360.36 | 442.37 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The Central Library at MLR Institute of Technology is quite large and exceptionally well organized; it is located in a building that is entirely separate from the rest of the library. It has a total area of 1075 square meters, with two stories and 400 square meters dedicated to reading space out of the total area of 1075 square meters. More than 250 students are able to take advantage of the seating options available in the library at any given moment. New Gen Lib Software, version 3.2, is used in automating the system.

An Integrated Library Management System (ILMS) is another name for this kind of system. It has a total of 5215 different titles, 36604 individual volumes, 143 domestic periodicals, and 81 international journals. The library also holds a substantial collection of books within its walls. The digital library is home to thirty different computers, all of which are linked to the same internet server. In addition to electronic books and publications, the digital library also contains a substantial collection of video lectures accessed through NPTEL.

In addition to being fitted with a bar-coding system, the library is installed with comprehensive digitalization procedure. In addition to that, it offers DELNET, which allows users access to various resources with college's subscriptions, it is possible for students to read any one of the more than 1437 electronic journals that are produced by IEEE and ASME together. Both the World E-Book Library and the SCOPUS data source presently have a combined total of 5125 journal articles and electronic books that may be viewed by their respective users. The library now holds subscriptions to 224 different print periodicals, some of which are specialized magazines for professionals and others of which are academic journals published on a national or international scale.

Using the automated self-service capability, users have the access themselves in and out at any time. The receipt, which lists the library materials that were borrowed and when they are due back, can now be printed at a kiosk that has been established in the library. The receipt can also be found on the library's website. The use of these digital materials is permitted on the condition that the user's IP address is first confirmed. The library subscribes to full-text electronic resources, which allows users to gain access to a variety of digital publications. These digital publications include e-books, e-journals, etc.,

MLR Institute of Technology uses ILMS to monitor library accessibility and record library usage. ILMS has an interface where a barcode reader reads the user's barcode on their ID card to record their entry and exit. The percentage of library usage per day by teachers and students is calculated based on ILMS data.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |

**4.2.2**

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

**Response:** 1.02

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 21.16 | 40.08 | 38.49 | 17.71 | 11.53 |

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

MLR Institute of Technology, committed to providing a cutting-edge learning environment, strategically

focuses on the timely maintenance and upgradation of its Information Technology (IT) infrastructure. This approach ensures that the technological backbone supporting the institution is not only robust but also aligned with the evolving needs of the entire academic community.

At present, the institution boasts a commendable inventory of 2233 computers, all of which are in good working condition. Among these, 2075 computers are designated for student use, while the remaining 158 serve various departmental and office requirements. This distribution reflects a meticulous consideration of the diverse computing needs across the institution.

A pivotal element in MLR's IT landscape is the existence of 10 servers catering to different purposes. This includes the establishment of two dedicated Computer Centres, each equipped with a capacity for 100 computers. These centers play a crucial role in facilitating online examinations, training programs, and placement activities. Additionally, 35 computers are exclusively allocated to the digital library, housed within the library building. This provision enables students to access e-journals, NPTEL videos, and other digital resources, fostering a technologically enriched learning environment.

The integration of 105 LCD projectors and 10 smart boards in classrooms and laboratories underscores MLR's commitment to enhancing pedagogical methods. These tools encourage the use of multimedia elements such as PowerPoint presentations and animated videos, fostering better visualization and comprehension of academic concepts.

A robust 750 MBPS high-speed internet connectivity is achieved through LAN/Wi-Fi, strategically positioned across the campus. Moreover, all hostels are equipped with round-the-clock Wi-Fi connectivity, ensuring seamless access to online resources. The provision of institutional domain email IDs for both teaching staff and students further streamlines official communication within the MLR community.

To facilitate academic and administrative activities, MLR employs Learning Management System (LMS) and ERP software. These tools contribute to the efficient organization and execution of various tasks, ensuring a smooth academic workflow.

Emphasizing the importance of cybersecurity and data protection, MLR Institute of Technology invests in a 3-year licensed Seqrite EPS Business standard firewall software. This proactive measure aims to safeguard sensitive data and maintain the integrity of the institution's digital assets.

Complementing the advanced IT infrastructure are standard operating procedures (SOPs) meticulously devised to ensure the optimal utilization of these technological resources. These SOPs not only guide the usage of IT facilities but also contribute to the overall efficiency and effectiveness of MLR's academic and administrative operations. In essence, MLR Institute of Technology's comprehensive IT strategy stands as a testament to its commitment to providing a technologically advanced and secure learning environment for its academic community.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

### 4.3.2

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

**Response:** 2.62

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

Response: 2075

| File Description | Document |
|---|---|
| Purchased Bills/Copies highlighting the number of computers purchased | [View Document](#) |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 4.3.3

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

**Response:**

In the pursuit of providing an unparalleled educational experience, MLR Institute of Technology has pioneered the establishment of a dedicated studio geared towards the production of high-quality video lectures and e-content for students. The studio stands as a technological haven equipped with all essential hardware and software necessary for seamless recording, editing, and uploading processes.

The studio's infrastructure is a marvel, combining advanced hardware components with sophisticated

software tools to create a conducive environment for content creation. High-resolution cameras, professional-grade microphones, and state-of-the-art lighting systems form the backbone of the hardware arsenal. Complementing this, the studio is fortified with industry-standard software, including but not limited to Adobe Premiere Pro, ensuring that the educational content is not only informative but also visually and acoustically captivating.

The operational prowess of the studio is orchestrated by two adept system operators. Their roles span the spectrum of equipment management, overseeing recording sessions, and navigating the intricacies of editing software. This dynamic partnership ensures that the studio operates at the zenith of efficiency and creativity, producing content that transcends traditional pedagogical boundaries.

The workflow within the studio is meticulously designed, guaranteeing a seamless production process. It commences with thorough planning and scripting, ensuring that the content is not only informative but also engaging. The recording sessions are executed with precision, capturing the essence of the subject matter. Post-production, handled by the skilled system operators, involves thorough editing to enhance visual and auditory elements. Rigorous quality control measures are embedded at every stage, assuring that the final output aligns seamlessly with the educational objectives of MLR Institute of Technology.

The integration of the produced content into the institute's learning management system represents a harmonious fusion of traditional and digital education. Students can access the material effortlessly through direct links, embedded videos, and user-friendly interfaces, fostering a cohesive and streamlined learning experience.

Recognizing the diverse needs of its student body, MLR Institute of Technology has prioritized accessibility in content creation. All videos are equipped with captions, and transcripts are made available, ensuring that the content caters to students with varying learning preferences and abilities. This commitment to inclusivity aligns seamlessly with the institute's ethos of providing education that is accessible to all.

Looking forward, MLR Institute of Technology is committed to continuous improvement. Plans include regular upgrades to the studio's hardware and software, ensuring that it remains at the forefront of technological advancements. Discussions about expanding the range of content produced, potentially incorporating virtual and augmented reality elements, are underway to create an even more immersive learning experience.

MLR Institute of Technology's investment in a dedicated studio for video content production is not just a technological leap but a paradigm shifts in modern education. This strategic initiative showcases the transformative power of multimedia in creating a future-ready educational ecosystem that goes beyond conventional boundaries, preparing students for the challenges of the digital age.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 27.03

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 568.94  | 1093.53 | 651.26  | 405.67  | 706.22  |

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

**4.4.2**

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

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

**Response:**

MLR Institute of Technology is unwavering in its commitment to meet the burgeoning academic needs, exemplified by its continuous efforts to create and upgrade physical infrastructure. The institution prioritizes the development of a conducive teaching-learning environment, recognizing the pivotal role played by well-maintained facilities. To ensure the sustained functionality and extended service life of its physical assets, MLR has instituted comprehensive systems and procedures.

The administrative officer assumes a central role in overseeing campus maintenance, extending their purview to encompass diverse areas such as buildings, classrooms, laboratories, playgrounds, indoor stadiums, hostels, lawns, and approach roads. This meticulous approach is geared towards creating an environment that fosters holistic development and academic excellence. Routine general maintenance responsibilities are delegated to a supervisor and their team, who diligently manage the cleanliness and upkeep of various spaces, including buildings, classrooms, laboratories, furniture, seminar halls, conference halls, campus grounds, indoor stadiums, and gymnasiums.

The institute bolsters its maintenance capabilities with a dedicated workforce comprising three supervisors, along with skilled professionals such as carpenters, masons, electricians, and plumbers. This team handles minor repair works promptly, ensuring the seamless functioning of facilities. Complaints related to maintenance are channeled through a structured system, wherein Heads of Departments register concerns via designated complaint registers available with the administrative officer. Minor maintenance issues are addressed expeditiously, while major works are scheduled during semester breaks or vacation periods, minimizing disruptions to the academic calendar.

The vigilance extends to the regular monitoring of equipment by technical and supporting staff across departments. Periodic status reports on equipment conditions are submitted to the laboratory in-charge, facilitating timely corrective actions. Surveillance is enhanced through strategically placed CCTV cameras, contributing not only to discipline but also fostering a sense of security within the campus. Complementing this, security guards contracted through an external private agency further bolster the safety measures. The deployment of firefighting systems underscores the institution's commitment to ensuring the well-being of its occupants.

In the realm of library services, MLR excels in organization and accessibility. Files relevant to the library and its services are meticulously maintained and labeled, streamlining retrieval processes for efficient academic support. The commitment to excellence is further evident in the periodic overhauling and calibration of equipment and instruments across all laboratories, ensuring the accuracy and reliability of experimental setups.

Crucially, MLR Institute of Technology adheres to standard operating procedures for the maintenance of classrooms, laboratories, books, and sports equipment. These procedures serve as a guiding framework, emphasizing the institution's dedication to the seamless functioning of its physical assets, creating an environment conducive to optimal teaching, and learning experiences. In essence, MLR's comprehensive approach to infrastructure maintenance aligns with its overarching commitment to fostering a holistic and progressive academic ecosystem.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 62.82

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3252    | 3181    | 2391    | 3085    | 2776    |

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

**5.1.2**

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

**Response:**

MLR Institute of Technology has a holistic environment that guides the students towards ac hieving their future endeavors. Apart from training and development for placements, the institution also conducts Career Guidance and Counseling sessions that enable the students to succeed in competitive

examinations like GATE, GRE, TOFEL, GMAT, UPSC etc.

Various counseling programs are conducted to motivate the students to overcome the failures and be confident to attempt various competition exams. Regular awareness sessions and career counseling programs are scheduled frequently by invited experts and in-campus faculty for the benefit of the students.

Students will be benefited to make a proper decision in choosing their career and will understand the challenges and difficulties in professional life. These programs will help the students in balancing personal and professional life in future. Career counseling helps students to identify their strengths, talents, weaknesses and opportunities in identifying a profession and preparing themselves to achieve success.

Career counseling programs are tailored to create awareness among the students regarding the various career paths available after graduation and the different resources, strategies and tips for acquiring good jobs in different Government and Private sectors. Students will be provided the information about the industry trends and work culture to adjust to the professional life and accept the trends and update themselves regularly to be on par with the industry standards.

Students will be provided information about various competition exams like GATE,IES,etc in providing jobs in different public sector companies like BSNL,Power Grid,HAL,ISRO etc. Students will be provided information about different online resources and strategies to be planned to achieve success in different competition exams, The importance of working in public sector companies and Core sector industries will be provided to the students to motivate them to acquire best jobs in different sectors.

Career counseling makes the students to understand different work values and the relationship to be maintained with different co-workers in the organization for their future prospects.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**5.1.3**

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

**Response:** A. All of the above

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

**5.1.4**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | [View Document](#) |
| Proof related to Mechanisms for submission of online/offline students' grievances | [View Document](#) |
| Proof for Implementation of guidelines of statutory/regulatory bodies | [View Document](#) |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Annual report of the committee monitoring the activities and number of grievances | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 50.01

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 242 | 559 | 660 | 450 | 362 |

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

**5.2.2**

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

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

**Response:** 5.26

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 74 | 51 | 68 | 35 | 11 |

| File Description | Document |
| --- | --- |
| List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination | **View Document** |
| Institutional data in the prescribed format (data template) | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 162

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 18 | 11 | 13 | 33 | 87 |

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

**5.3.2**

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

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

**Response:**

MLR Institute of Technology (MLRIT) encourages participation of student representatives in various academic and administrative committees through the Students' Council. The Students' Council is a group of selected students constituted as per guidelines of Students' Welfare Policy to contribute their suggestions related to the initiatives taken in the institution in association with various committees of the MLRIT.

Students' Council consists of student representatives from various departments of the Institution and it functions as three different bodies - (1) Student Academic Council, (2) Student Administrative Council. (3) Student Social & Cultural Council. These student bodies will be constituted by various committees and Student Clubs and will be controlled by the Students' Council. Various clubs and committees functioning under these bodies are mentioned below:

**Student Academic Council:**

**EWB Club:** Engineers without Borders (EWB) club explores the potential of students in engineering sciences by conducting research and innovation activities.

**SAE Collegiate Club:** Society of Automotive Engineers (SAE) club provides a platform for students to participate in SAE events like Aero Design, Tractor Design, and Electric Two Wheeler Design etc.

**CIE:** Centre for Innovation & Entrepreneurship (CIE) provides the students with a space to ideate. It also provides hands-on training on emerging technologies and access to state of the art facilities to convert student innovations into marketable products.

**Students' Administrative Council:**

**Internal Quality Assurance Cell (IQAC):** IQAC is a committee which monitors quality of teaching learning, student progression and other supporting systems in the institution.

**Anti-Ragging and Disciplinary Committee:** Anti-Ragging and Disciplinary Committee provides an ambience favorable for the Institute to be a ragging-free campus. This committee also addresses various disciplinary issues related to hostel, canteen and college premises.

**Grievance Redressal Committee:** This committee provides the students an easy and readily accessible mechanism for resolving their day to day grievances.

**Women's Protection Committee**: This committee has been constituted to safeguard the well-being of all the women employees and female students of MLRIT.

**Social and Cultural Council**

**NSS Unit:** NSS unit will be actively involved in the community service for nation building with the activities such as blood donation camps, planting trees, awareness on Nation initiatives and activities etc.

**Sports Committee:** This committee has been constituted to promote and develop interest in a particular sport or physical activity for the students and also encourage them to participate in various sports forums.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**5.3.3**

**The institution conducts / organizes following activities:**

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

**Response:** A. All four of the above

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:** 16.34

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.69 | 3.13 | 1.4 | 3.91 | 2.21 |

| File Description | Document |
|------------------|----------|
| List of alumnus/alumni with the amount contributed year-wise | [View Document](#) |
| Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.4.2**

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

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

**Response:**

**Alumni Association** aims to bring together like-minded individuals. The purpose of the association is to foster a spirit of loyalty and to promote the general welfare of the organization. Alumni associations exist to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent organization. The alumni association at MLRIT can perform the following activities for betterment of the student community in the institution.

- Adopt the Alumni Association core values of excellence, lifelong relationships, lifelong learning, inclusiveness and diversity.
- Participate faithfully and consistently in Alumni meetings and functions, regional alumni chapter events and other college functions;
- Participate actively in strategic and long range program planning to promote alumni awareness and engagement.
- Enthusiastically communicate the mission and purpose of the college and Alumni Association to the wider alumni population.
- Support a strong relationship between the Alumni Association and current students.
- Recognize fellow alumni who are distinguished by their loyalty, professional achievement and community service.
- Assist current students and alumni in career planning, placement and transitions.

- Develop strong working relationships with other Alumni Council member

To thoughtfully construct an alumni relations program that will benefit both alumni & the institution for years to come. Although they do not feel they have been well served to date, alumni remain favorably disposed to the college, and there is a sense they will engage if we can capture their attention and steward their interest and time well. In order to turn the tide, we will need to better understand the feelings, needs and behaviors of the alumni body as a whole, of various segments of alumni.

Building carefully, the alumni program will invest in facilitating opportunities for alumni to make a difference in their local community and in partnering across campus to enrich access to some of the institution's abundance of lectures, panels, debates, etc. This strategic plan demonstrates intent to "re-launch" the college's alumni program and make explicit our commitment to fully engaging alumni in the life of the college.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

MLR Institute of Technology was established in 2005 under KMR Education Society. The vision of the institute is to promote academic excellence, research, innovation, and entrepreneurial skills to produce graduates with human values and leadership qualities to serve the nation. The vision and mission action plans are clearly shared with the staff to be part of the success of the Institute. The Institute believes in distributed leadership where faculty, administrators, other staff members and students manifest a degree of involvement in the progress of the Institute.

Starting from Governing Body (the highest body) to any other committee of the college has at least one faculty member in order to have participation in the institutional governance and to ensure the leadership responsibilities are effectively distributed over the members of the Institute.

Prioritizing the student success the institute is devoted to excellence in teaching, learning and research. Our Navaratnas - educational framework is based on one foundational concept: the importance of providing a rounded education to students which is an important element in NEP 2020. This dynamic, holistic approach is interwoven throughout everything we do. The educational frame work ensures that students develop into well rounded individuals-mentally, physically, emotionally, socially and culturally.

The Academic council with members from IITs, industries and alumni frames the curriculum and courses integrating the skills that make students empowered with 21st century skills and readily employable. The integration of formal and informal learning opportunities through various student clubs are designed to give students more than just class room knowledge, but also the tools and skills to apply this knowledge in the real world.

For the sustained growth of the institute decentralization is followed with distribution of responsibilities. There is a separate Teaching Learning Centre headed by one faculty that takes complete care of training the faculty in pedagogies, empowering them with latest technologies. There is a separate R&D cell headed by one faculty coordinator which takes care of the research publications. Similarly a separate IPR cell is headed by a faculty coordinator to encourage patent filing. A separate Training and Placement Cell is present that takes care of placements. The IQAC continuously monitors the progress of the departments through quarterly audits and aims at enhancing and sustaining the quality in academic and administrative processes. Feedback from students, parents and other stakeholders on quality-related institutional processes are obtained and is used to close the gap between actual performance and intended performance.

The institute has envisioned a 5 years (2020-2025) plan with focus on essential teaching and

learning pedagogies, research oriented schemes, courses for entrepreneurial skills development etc. In order to achieve the milestones set every quarter the progress in all the parameters is reviewed and every department is given short term goals that add up in achieving the long term set goals. The long term plan of placing every student in a good company is achieved by constantly ensuring that the mid mile stones are reached that include analyzing the semester results and taking corrective measures.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

In accordance with the vision the strategic perspective plan is prepared for five years focusing on eight areas namely teaching learning, research, student support, employee development, innovation and entrepreneurship, infrastructure, sports excellence and community engagement.

To provide support services to faculty an independent academic unit a called teaching and learning centre is established. The cell promotes good practices in teaching and learning and evolved policies that every faculty of the institute has to follow.

Research being an integral part of teaching institute focuses on supporting faculty to pursue their research. The head of the R&D centre ensures that the policies with respective paper publications, conferences etc are well disseminated to the faculty and are effectively deployed. Faculty are given special incentives for their paper publications in the respective quartile. So far from the inception of the policy 1691 papers are published and an amount of Rs.93,77,191/- was given as incentives.

A separate cell for training and placement plans and implements all activities for the student support. To support students who excel in sports a policy is in place to provide financial assistance. Every year ten students are given scholarship to a tune of Rs.1.3 crore who excel in sports at the national level.

Policy to encourage and support faculty to attend workshops for their professional growth is in place.

As per the National Innovation and Startup Policy Entrepreneurship promotion and development was one of the dimensions in the strategic planning (2020-25). A clear entrepreneurial vision and mission

statements are defined. To foster the Innovation &Entrepreneurial culture a separate center is established (CIE) headed by the dean. A policy is framed that is applicable to the entire institute. In order to build up the cross-departmental connection faculty from every department is chosen to be member. Strategic advices are sought from wadhwani foundation, T-hub. So far from CIE 14 Student Startups are registered, 45 IPR are generated, 74 Innovations are supported 47 Design Thinking and Innovation workshops conducted, 32 Entrepreneurship, 21 Competitions & Hackathons are conducted.

MLRIT was one among 4 other institutes to have hosted the grand finale of smart India hackathon 2020.

For supporting pre-incubation, incubation infrastructure and facilities a separate amount is earmarked in the budget.

The principal is the head of the institute who is supported by Deans, heads of the departments, controller of examinations and other heads in smooth functioning of the institute. The other committee heads are nominated to oversee the functioning of various activities like time table committee, Attendance committee, Transport committee, cultural and extracurricular committee etc.

At every level autonomy is granted in the functioning of the department / centre / unit. All the appointments are ratified by the governing body. The service rules are explained during the faculty induction program to the newly appointed faculty.

IQAC is an integral part of the institute's management system which strategically plans and implements for all quality matters. It is a participative and facilitative cell that works closely with faculty members in implementing the best practices.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.2.2**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The institute has introduced a performance-based appraisal system for faculty members to uphold high standards of education, encourage professional development, and ensure accountability within the academic community. The PBAS is designed based on some of the guidelines set by the UGC. It is structured around four key criteria:

1. Academic Performance, encompassing teaching, learning, and evaluation-related activities.
2. Co-Curricular and Professional Related Performance.
3. Profession-related contribution.
4. Research/Consultancy/Projects-related contribution.

Every faculty has to submit a claim form that would be thoroughly verified and evaluated by the audit cell of IQAC. Eligible faculty members across all departments will be granted incentives which are above a regular increment, promotions, and benefits.

The parameters under criteria 1 are evaluated every month and faculty are given feedback for improvement.

Under good practices IQAC declares an open house after the claim forms are submitted to clear the doubts or to guide the faculty in improving their performance.

Employee welfare schemes implemented at the Institute:

**Free medical facility:** All the staff is provided completely free medical facility for any ailment (headache to heart surgery) at the Arundathi Hospital, a unit of KMR educational society.

**Welfare measures:**

1. Financial assistance like fee reimbursement, books allowance etc. is provided to the children of an employee who has completed 3 years of services at the institute.
2. A loan of Rs. 50,000/- is provided to the faculty who wishes to pursue Ph.D.
3. Advance loan for purchase of vehicles is also provided to a tune of Rs.1 Lakh.
4. Reimbursement of registration fee to the faculty attending FDP's, Conferences to the tune of Rs.3000/-
5. Transportation to all faculty at a subsidized rate and completely free for non-teaching staff.
6. Maternity benefit: All women faculty who have completed 3 years of service at the institute are entitled the maternity benefit of 180 days leave with full pay.
7. Group medical insurance: The Institute has taken group medical scheme from Reliance company. Group Health Insurance is offered to the entire staff to the tune of Rs. 550046/-
8. Donation of Cycles: To encourage fitness among the staff the institute has donated 30 cycles to the staff willing.
9. Employees State Insurance (ESI): This facility is extended to class IV staff to cover their medical expenses.
10. Recreation facilities: Free membership is given at gym, sports, yoga, zumba centers which are within the institute.
11. Employees Provident Fund: To cultivate the spirit of savings for the future, the EPF facility is extended to the faculty. The PF is refunded with the interest in the event of death, permanent disability, super annulations etc.

**Welfare measures for Non-Teaching Staff**:

1. Contribution to non-teaching staff association fund, festival bonus.
2. Every year the management gives two pairs of uniform to the staff.
3. All the class IV employees are given free transport from their homes to college
4. Donation of cash or kind and free bus facility for the marriage of family members of class IV employees.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.3.2**

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

**Response:** 62.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 99 | 45 | 214 | 207 | 225 |

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

**6.3.3**

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

**Response:** 72.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 127 | 190 | 205 | 200 | 196 |

| File Description | Document |
|---|---|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

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

**Response:**

MLR Institute of Technology is a self-financed Institution and manages its own resources. The policies are framed in accordance with UGC and various statutory councils' guidelines.

The Institute established a suitable process for the mobilization of funds and optimal use of resources resources. The process involves different committees of the institute as well as accounts department and finance committee. Institute has designed some specific rules for the fund usage and resource utilization.

Expenditure is categorized into two groups. Recurring and Non-Recurring, and planned and non-planned expenditure. Accordingly strategies are made to mobilize the funds.The institute Government and Management are the main sources of funds

**Strategies for Mobilizationof funds**

The Government of Telangana regulates tution fees to be collected from the students which will be finalized by TAFRC (Telangana Admission and Fee Regulatory Committee). The tuition fee collected

from the students serves the major portion of the funds which are needed to run the Institution. Long-term loans required if any, for capital expenditure or working capital finance are obtained from a panel of external agencies.

The acquisition and distribution of funds is taken care of by one of the managing committee members appointed by the management of the Institution. The tuition fee fixed for the college depends on the infrastructure available in campus, the strength of the faculty per department and allotted student's strength by JNTUH for individual branches. TAFRC collects data from relevant colleges annually and evaluates it to finalize the student's fees for undergraduate and postgraduate courses.

In order to meet the cost of revenue, financial requirements are met with short-term loans from a panel of identified agencies such as banks and financial companies.

Financial Resources of the institution are

1. Admission fee
2. Transport fees collected from students
3. Application Fees.
4. NBA Fees.
5. Examination Fees.
6. Hostel Fee
7. Government funds-UGC/DST
8. Grants From individuals, philanthropist
9. Alumni Contribution
10. Consultancy service
11. Fee for conduct of various examinations of government/private organizations

The tuition fees for students of economically & other backward classes, minorities and SC/ST are funded or financed through scholarships from the State Government of Telangana. The admission department of the college supports with necessary assistance for the eligible students to apply for a scholarship. As the sanctioning process and the release of the fees from the government is often delayed, the college management sometimes opts for short term loans through Banks and other Financial Corporations to meet the monthly revenue and recurring expenditures which are repaid on receiving funds from the government.

**Strategies for optimal utilization of resources**

A policy has been established to make optimum use of non-monetary resources.

The institute raises additional resources by allowing individuals or organizations to make use of the

infrastructural facilities at a price during holidays and vacations.The institute rents the halls and playgrounds for activities such as short films, film shootings, sports events and audio and video production. College hostels are also used to accommodate students attending sports meetings and conferences.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.4.2**

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

**Response:** 50

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 5.795 | 3.11 | 4.95 | 26.47 | 9.67 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Annual audited statements of accounts highlighting the grants received | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

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

**Response:**

The governing body has constituted a financial committee headed by the CFO for planning, tracking and analyzing the financial robustness.

With the effective procedures, policies and means, the committee monitors and directs the allocation and handling of its financial resources. Auditing processes of the financial processes is carried out internally and externally. Both internal and external audit are converged for taking the strategic decisions by management.

A direct channel of communication among the accounting staff, accounts officer and the CFO is established to ensure overall operational efficiency.

**Internal auditing**

For the effective implementation of financial control policies and improve the operational efficiency internal auditing is conducted periodically. Dedicated team to audit the procedures is appointed. Internal audit reports are an independent appraisal to the management.

The main objective of internal auditing is to provide management with an outlook as to the sufficiency of the internal control system, and to notify management of crucial audit findings, inferences and recommendations.

Internal audit covers all the transactions of the institute. The internal auditing team audits the following:

1. Proper invoicing of accounts receivable -
2. Redirecting the invoice to the team for approval
3. Book keeping for every item of revenue or expenditure
4. Regular filing of expense reports with receipts
5. Detail of repairs and maintenance account.
6. Detailed list of donations of goods and services
7. Maintenance of fuel log to record all fuel purchases
8. Any unauthorized expenses.
9. Scrutinizing cash handling procedures
10. Verify the methods of valuation of stocks.
11. Correctness of repair bills for vehicles and motorbikes taking into account the age of the machines?
12. Suitable processing of review and approval of reimbursement

13. Complying with tax filing processes
14. Annual leave records
15. Accurate calculation of different salary level
16. Precise calculation of fringe benefits
17. Loan Disbursement
18. Loan Reimbursement
19. Anticipating  possible future concerns
20. Maintenance of support files and backups for all financial data in a separate secured database.

The internal audit committee submits a report to the CFO on the observations on the above items periodically. This has helped the institute in reviewing the performances and correcting the procedures (if required) in the ongoing year itself avoiding wait till the end of the year.

**External auditing**

External audit is carried yearly and as a policy at the end of the financial year. The external auditing team gives an independent opinion on the institution's financial statements, annually.

The agency begins it's analysis with the income statement. Both vertical and horizontal analysis is carried out and comparison is done with the capital assets. A thorough financial analysis is carried out and advises on financial ratios and statements wherever fluctuations are consequential. The team carries the risk assessment and advises the management on possible defects in the internal policies.

The external audit covers the following:

- Examines the information systems.
- Inspects the record-keeping policies.
- Reviews internal controls policies.
- Collates the internal records.
- Review the tax returns.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

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

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

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

**Response:**

To improve the efficiency and accuracy of assessment digital evaluation is implemented. In the traditional pattern the evaluation was hectic. Great deal of time and energy was invested by the faculty to check every single question, mark the blank pages, put down the marks for each question and sum up the total.

The exam branch has simplified the complete process of answer sheet evaluation with digital valuation. This has also eliminated the necessity to be present at exam cell for evaluation.

 It starts with answer sheet scanning and storage in digital format, evaluation dashboard, analytics and reporting to measure performance.

QR code mapping is used to hide the identity and other details of the student that prevents any kind of partiality during evaluation. The answer scripts are randomly assigned to the evaluators. Later, the bar code on the answer sheet is scanned to map it with individual student records. Examination aspects such as Batch, exam name, semester stream and marks are already specified in the tool. This eliminates the manual entry reducing the time consumed.

The faculty can notice the summary of the answer sheets allocated to the individual, completed and pending evaluation count. The evaluation dashboard keeps track of the overall progress of the answer sheet evaluation and helps in follow up with the evaluators. The faculty need not keep a track of marks allotted for each answer. The software calculates the result and generates mark sheets immediately and can be exported in excel format. The manual job of entering the data, marks and verifying them is eliminated. The results are thus generated within the stipulated time. This has reduced the time of result announcement.

**Ticketing system**

Before the introduction of online ticketing system all the issues related to maintenance i.e. plumbing,

carpentry, network issues, transport, general maintenance were handled manually. Any issues are to be reported in a registered kept centrally at admin department and later email communication was used to raise the complaints. Slowly with the increase in the use of mobile phones the complaints were directly discussed over phone / WhatsApp. To increase the efficiency and reduce the time consumed in resolving issues ticketing system is introduced.

The ticketing system is a central support system used to convert all escalated issues from different departments into tickets. It's a single channel for all issues. As soon as the user raises an issue a ticket is generated and the issue is routed to the concerned department for resolving at the earliest.

The system tracks the status of each ticket as support staff members work on solving the issue. It is helping to organize, prioritize, consolidate and quickly resolve the issues. Also it is helping the management in decision making about efficiency, process improvements, and managing the operational costs.

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

**6.5.2**

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

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

**Response:**

To review the teaching and learning process a policy has been framed by the IQAC. Every faculty has to submit the Performance Appraisal form based on teaching and learning processes which will be evaluated for 100 marks every month. These marks will be consolidated at the end of one year to process for the Performance Based Appraisal for the increments. This has increased accountability of the faculty. The parameters included are:

1. 100% of allotted classes are taken – 12 M
2. 100% of completion of syllabus as per session planner – 8M
3. Course file – 25 M
4. Student Feedback – 15 M
5. Implementation of Active Learning Strategies – 15M
6. Counselling of students – 10M
7. Any other administrative duty – 15M

Every month the Performance Appraisal will be evaluated and during the quarterly meetings the HoDs

will be informed about the performance of the faculty. In case of any immediate intervention needed the concerned faculty and HoD will be informed as per necessity without waiting for the meeting.

E-audit of e-audit of the subject course-file related documents, excluding hand-written unit-wise notes. Previously the same audit was done manually. With an anticipation to smooth-out the whole process of audit and help reduce the consumption of papers significantly the e-audit was introduced. The calendar of activities and timelines for submission of files will be declared in the beginning of the semester itself.

Every faculty member has to keep all the updated documents related to individual subject/lab course-file on their individual LMS. The audit will be carried out on the following areas:

1. Course Outcomes and their mapping to POs.
2. Bloom's Level questions for every unit.
3. Real Time Applications for every unit.
4. Active Learning Strategies implemented per unit (with proofs).

Subsequently, the submitted documents will be audited by IQAC, and the respective auditor shall provide the individual comment(s), if any, for every submitted document.

The feedback from the students is collected quarterly in online and analysed for any improvements in teaching by a faculty.

**Faculty Induction Program for all the newly recruited faculty**

In order to ensure that all faculty follow same procedures the newly recruited faculty of any department with NO experience or experience has to undergo a Faculty Induction Program called EECC (Engineering Educators Certificate Course) for three weeks covering six modules. The TLC of the institute conducts this FIP. Faculty needs to score minimum 80% of marks for the successful completion of the program. The modules cover writing effective course outcomes, using blooms taxonomy for setting question papers, rubrics for assessment, active learning strategies and preparing a course file.Thereby every faculty of the institute follows a three-fold approach to teaching. The course files of all the faculty are checked at the department level by the subject in charges and finally by the audit cell of IQAC centrally. Every newly recruited faculty must get a EECC certificate for the increment to be processed. A faculty conclave is planned every year to share the good practices by the newly recruited faculty.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.5.3**

**Institution has adopted the following for Quality assurance:**

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

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period | [View Document](#) |
| NIRF report, AAA report and details on follow up actions | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

MLR Institute of Technology since its inception believes that community development will only happen if it is not a gender bias society. In this context, seed of respecting other genders is sowed in the young minds of MLRIT students from the day they join the institution through curriculum, workshops, seminars, webinars etc. To promote gender equality, the institute has appointed women faculty members to the tune of 40% of all the key administrative and academic roles of the campus. Safety and security of female staff/students is a primary concern of the institution.

- Women security has been appointed in the campus and hostels.
- CCTV cameras and continues monitoring across the campus
- The institute has established sexual prevention committee and women protection cell towards the benefit of students and staff. Contacts of these cells are displayed in the campus and also in website for the better assessment of the needs.
- Institute ensures that Female faculty members travel along with students in all the buses to monitor discipline and other related issues.
- For any health issue, primary health center provides necessary support and in case of any serious issue institute will take the student / staff to a nearby hospital.
- The Government of Telangana has started a SHE team who are available 24X7 to act on any crime related issue to female staff/students and the institute creates awareness on every year.
- Apart from this student /staff are also made aware of Hawkeye, a SOS mobile app for alerting police in case of any emergency.
- The institute has appointed a part–time counsellor to help them to overcome their emotional imbalances and apart from this the faculties regularly counsel them to ensure that the students become mentally and physically strong to face this competitive world.
- Scholarships are provided to encourage the girl student education and the institute provides maximum facilities possible for the lady faculties towards pursuing their higher education and to continue their research activities.

- Gender sensitization is incorporated into the curriculum to overcome the gender barrio mind-set

and apart from this all the days related to gender are celebrated in the campus every year.

- Self-defence course has been taught to girl students to boost up their confidence levels.
- Institute ensures maximum participation from the female students in all the co-curricular activities.
- The institute has common rooms for both boys and girls with the following facilities:

  - Cots,
  - Beds, and mattresses
  - Chairs
  - Toilets
  - Recreational facilities
  - Notice boards
  - Locker facility

- The faculty in-charges monitor them and ensures their proper maintenance in the campus
- Day-care center in the institution is established towards focusing on the major concern of staff, who cannot leave behind their kids at houses.
- For a better health of lady staff, institute has started providing one Banana and boiled egg weekly once from 2020 -21 academic year.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 7.1.2

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

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

**Response:** A. Any 4 or more of the above

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

**7.1.3**

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

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

**Response:**

**MLR Institute of Technology (MLRIT)** has developed a complete mechanism for solid, liquid, E-waste and Waste Recycling management. The college facilitates several techniques in managing the degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste.

Adequate number of trash cans and dust bins are placed all over the campus. The collected waste management is done in a systematic way with the help of Greater Hyderabad Municipal Corporation (GHMC), on a daily basis. Waste collected like metals, glass, cardboards, newspapers and stationary are systematically segregated and are sold to authorized vendors for the purpose of recycling. Further the Institution follows digitization of office procedures through electronic means via WhatsApp group, Email and Google classrooms thus, reducing paper-based waste and carbon dioxide emissions. Students are encouraged continuously to use waste papers and newspapers in creative practices during various extracurricular activities.

By recycling electronic components, the institute has recovered valuable materials that can be used to make new products. E-waste collection bins are placed throughout campus to collect E-waste from all departments. The collected material is disposed for recycling through authorized vendors. E-waste generated from various departments which cannot be reused or recycled is being disposed of centrally through certified eco-friendly vendors.

Sewage treatment plant of the capacity of 125 KLD has been installed in the campus during the academic year 2016-17 and it was purchased from 'Needs Resources', an ISO certified company in Hyderabad. The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, hostel and canteen effluent waste. It consists of all process units which help to minimize chemical and biological load of domestic sewage and can be reused for gardening purpose. The above waste is treated through Sewage Treatment Plant (STP) and waste water is treated through sedimentation in the campus. The Sewage water from the entire campus is received through underground pipe lines. The treated water is used for flushing and gardening purpose. STP is used regularly and maintained properly. Sewage Treatment Plant (STP) is well maintained. The STP consists of all process units which help to minimize the chemical and biological load of domestic sewage and can be reused for gardening and irrigation purpose. Eco-friendly floor cleaners are used and the waste water is checked on a monthly basis.

In the campus, whatever paper waste produced is converted into paper shredding and this is being used for various art related activities, making vases, wall panels, wall decorating items etc. Plastic shredding machines and plastic pellets are being used for various recycled plastic usage activities like cushion benches etc.

Plastic waste and household waste are a major source of pollution. In our day to day life, plastics become more unpreventable. It generates around 0.2 to 0.3 million tons of waste every day. In this regard, the institution is efficiently able to manage degradable and non-degradable in the campus.

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

## 7.1.4

**Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Green audit reports on water conservation by recognised bodies | [View Document](#) |
| Geo-tagged photographs of the facilities | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.5**

**Green campus initiatives include**

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

**Response:**

MLR Institute of Technology is committed to protect ecology and environment and promote sustainable ecosystem, and will use its resources in a way that does not compromise the college's and global community's ability to satisfy their needs in the future. The institute has the goal to protect the environment through the implementation of Green Campus Policy in the campus and nearby villages. The intention of this Policy is to keep the campus pollution-free and also create an ecology that promotes a comfortable learning environment for the students and a better environment for the nearby villagers.

- Most of the faculty and students of the institution use the transport provided by the management.
- A small section of students uses public transport.
- Faculty are encouraged to do vehicle pooling to reduce the vehicular usage and pollution.
- Vehicles are parked away from the academic buildings to reduce the sound and air pollution.
- Students, faculty and staff are encouraged to use bicycles for mobility within the campus.
- Battery-powered vehicles are used for in- house transport.
- Different types of dustbins are provided on campus to collect and the plastic for careful and eco-friendly disposal.
- Institute strives to make the campus plastic-free by banning use of plastics and replacing the same with alternative items like cloth bags, paper bags, jute bags etc. Regular announcements are made to reduce the use of plastics.
- Pedestrian friendly pathways have been constructed for smooth commuting of students, faculty and other staff members of the institute.
- These pathways are maintained on regular basis for keeping them free of mud, dust and any other vegetational growth.
- The entire campus is well maintained with a rich collection of trees and plants that make the environment carbon dioxide free.

- Landscaping with trees is designed on either sides of the pathway to provide shade for the pedestrians while walking, add greenery and to control pollution inside the campus. The campus is enriched with greenery which includes landscapes with grass, bushes, trees and ornamental trees by maintaining biodiversity.
- The landscaping is made brilliantly to bring aesthetic sense and ambience to the campus.
- Institution has organized outreach activities on green practices for the benefit of society.
- Sign boards are stationed at respective places for easy access of the pathway for the pedestrians.
- Posters/Signage's on awareness on energy conservation and water conservation are made available in all relevant locations.
- Signage's on awareness on preserving greenery in the campus are made available in all relevant locations.
- Campus has Sprinkler Irrigation system for better water infiltration in soil and also to avoid water losses.
- Institute conducts green audit annually to enhance green practices.
- Institute conducts energy audit annually to improve energy conservation.
- Institute conducts environmental audit annually to enhance environmental friendly practices for managing liquid waste, solid waste, E-waste etc. and thereby creating and maintaining clean and green environment.

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus | [View Document](#) |
| Geo-tagged photographs/videos of the facilities | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.6**

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

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date. | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

## 7.1.7

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

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

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

**Response:**

MLR Institute of Technology provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the campus. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. The institute has a policy that extends special care and maintain hassle free environment for all the differently abled persons.

- Provision for lifts is available in all blocks of the campus to facilitate them to reach higher floors easily and safely.
- Ramps are available in all the blocks of campus wherever it is necessary for easy access to

classrooms, other college infrastructure and for comfortable movement.
- Rest rooms/ washrooms are provided with special provisions for catering the needs of differently abled.
- Signage including lights, display boards and sign posts are available in the campus for the benefit of differently abled persons.
- The institute has the provision for enquiry and information for differently abled like human assistance, reader, scribe and screen reading etc.
- Open source software tools (Screen Reader) are made available for easy learning. The institute has Non- Visual Desktop Access (NVDA) screen reading software facility at Digital Library of Central Library and Computer Labs as assistive technology for persons with disabilities.
- Battery operated vehicles are made available for easy mobility of physically challenged students, faculty and staff.
- Wheel chairs are made available in the campus wherever they are essential.

**Guidelines for Scribe:**

**Preamble:** Physically handicapped candidate writing the Semester End Examination can take assistance from another person who is normally called as *Amanuensis*. While appointing an Amanuensis the following guidelines are to be followed strictly.

1. An Amanuensis can be appointed to the candidate who is blind or disabled from writing the examination with his/her own hand.

(b)  A candidate seeking the assistance of an Amanuensis shall submit an application to the Principal through CoE, with the following documents.

(i) Medical Certificate from Medical Officer of a Government District or higher-grade hospital or a registered Medical Practitioner showing the inability of the candidate to write the examination with his/her own hand, which shall be attested by the CoE & Principal.

(ii) No relation Certificate - An undertaking by the student and the Amanuensis showing that there is no relation between them.

(iii) Self attested copies of testimonials of Amanuensis.

(iv) One A4 size paper hand written matter which is written by the Amanuensis.

 (c)  An Amanuensis appointed must be of lower grade education than the candidate and should not be studying in the same field (Engineering/Architecture/Business Administration).

(d)   The CoE shall arrange a suitable room for the candidate and the amanuensis and appoint a room invigilator for the candidate who shall be changed daily.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**7.1.8**

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

**Response:**

MLR Institute of Technology (MLRIT) holds a great responsibility in providing an inclusive environment where harmony and tolerance are strictly maintained among the students, enrolled from all over India. So, MLRIT has taken initiatives in organizing activities towards cultural, regional, linguistic, communal, socio-economic and other diversities.

*Activities that promote cultural diversity:*

To create awareness about the rich cultural heritage of India and promote cultural cohesion in the campus, MLRIT organizes the following activities/programs every year through IQAC with the help of CAME Club:

1. "Indianism-Cultural Cohesion and the Inclusiveness" – A Guest Talk by Art of Living Personnel.

2. Traditional Day - Interdepartmental Ethnic Wear Dress Competition.

3. Celebration of Cultural Fest & Annual Day – Activities: Folk & Classical Dances, Classical Instrumental & Vocal Voice Competitions.

These activities promote unity in diversity among the young generation.

Activities that promote regional diversity:

To create awareness about the regional festivals, practices, and customs among the students, MLRIT conducts the activities in the campus on the eve of the following auspicious days.

4. "Regionalism - The importance of Sustaining Distinctness"- A Collage competition.

5. Celebration of Floral Bathukamma – Making & Playing of Bathukamma.

6. Celebration of Crop Festival, "Pongal" – Rangoli & 'Fly a Kite' Competitions.

7. Celebration of Diwali Festival – Create Lanterns with paper, beads and other materials (activity).

These activities are organized through IQAC with the help of CAME club.

Activities that promote communal diversity:

To create awareness about the diverse communities living in India, and promote social cohesion, harmony, peace, mutual respect and tolerance towards all the communities, MLRIT

holds activities in the campus through IQAC with the help of CAME club on the eve of the following communal festivals.

8. "Communal Harmony- The Need of the Hour"– A Debate Competition.

9. "Non-Violence and Compassion in Action" – A Talk by Mata Amritaandamai Ashram Personnel.

10. Celebration of Ganesh Chaturthi Festival - Make an Eco-friendly Ganesh Idol (activity).

11. Celebration of Christmas – Singing and Musical Performances by students.

12. Celebration of Milad un-Nabi- Essay Writing Competition on date, history, importance and significance of the festival.

These activities help to promote harmony among students.

Activities that promote linguistic, socio-economic and other diversities:

MLRIT organizes activities towards the promotion of linguistic, socio-economic and other diversities through IQAC with the help of CAME club and Club Literati.

12. "Indian Fabric of integration- Inclusiveness through Socio-economic Dimensions" - A Talk by Jain Association Personnel.

13. Telugu Bhasha Dinotsavam – poetry & script competitions - to recognize and promote multilingualism in the campus.

14. "Friendship: Something to Remember" – to promote friendly bond among students.

The positive relationships forged among students through the above activities/programs promote a sense of responsibility, a sense of togetherness, social cohesion, and in turn harmony and tolerance.

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

## 7.1.9

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

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

**Response:**

MLR Institute of Technology organizes various activities for sensitization of students and employees for inculcating values, rights, duties, and responsibilities for being responsible citizens of India and these values are highly necessary to build a healthy society.

The institution stands ahead to encourage students to be aware of their national identities and symbols, along with their basic responsibilities and rights. In this regard, the institution is continuously working to improve the student community so that they can become better citizens of the country. In this passion, the institute, in addition to providing technical and business education, promotes a sense of belongingness among students through a variety of practices and initiatives. To demonstrate our 'Unity in Difference,' student groups (NSS and CAME Club) arrange numerous programs at national festivals where students come across different students and learn how to live with each other in harmony.

Every year on September 24th, the institution commemorates National Service Day to educate and inspire students to participate in community service and civic obligations. Students and faculty members collaborate on a plantation drive through which students and faculty are educated about the importance of saving environment and also initiate a program of cleanliness and healthy livelihood. To raise awareness among citizens, the institution conducts awareness programs for students and staff on sexual harassment, the Indian constitution and its functions, and voter awareness initiatives.

On voter's day, the institution hosts initiative to encourage, facilitate, and maximize voter registration, particularly among new voters. MLR Institute of Technology also hosts blood donation drives on campus to satisfy critical needs for patients undergoing life-saving treatments where many people are benefited.

National days, such as the birth and death anniversaries of iconic personalities, are commemorated by the institution to honour their sacrifices for freedom and the country. These days are filled with speeches, essay writing, elocutions, and quizzes. So in MLR Institute of Technology, we have such a platform to remember the great personalities and inspire the true spirit of service, empathy, and nationality.

The institution curriculum is framed with mandatory courses like Professional Ethics and Human Values, Gender Sensitization, Constitution of India, as a small step to inculcate

constitutional obligations among students. These courses will be helpful to facilitate the development of a holistic perspective among students towards life, profession, and happiness.

So with these various activities, the institution inculcates values in students to become responsible citizens as reflected in the Constitution of India.

| File Description | Document |
| --- | --- |
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | [View Document]() |
| Any other relevant information | [View Document]() |

**7.1.10**

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

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

**Response:** A. All of the above

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Introduction**

MLRIT focuses on the development of a student's physical, cognitive, social, and psychological capabilities and promotes critical and innovative thinking within an academic setting. As a result, the college is committed to supporting holistic learning. The phrase "holistic education" refers to the development of students' multi-faceted abilities with the goal of assisting them in dealing with life's necessities and constraints while also providing them with possibilities based on their skills and interests. Since gaining autonomy, the institution has made it a point to change its curriculum every year to allow for academic flexibility. This allows students to receive exposure to a variety of academic and non-academic disciplines of study.

**Context**

In today's world, holistic education is critical to the improvement of educational institutions. According

to the new education policy, all higher educational institutions must embrace holistic education. As a result, there has been a general trend toward moving away from traditional techniques and toward more holistic approaches to education. Since its inception, MLRIT has emphasized the relevance of holistic education practices. Hailing from an athletic background, the Chairman of the institution Mr. Marri Laxman Reddy believes that maintaining a balance between an active physical life and academics is the key to a healthy outlook on life. This has had a significant impact on the institution's educational philosophy.

**Practice**

**Physical**- MLRIT owns a vast ground spanning an area of 20 acres along with a fully equipped indoor stadium and gymnasium within the campus. The college conducts multiple sports events in collaboration with many prestigious sports associations on an annual basis. It motivates the students to participate in the activities conducted within and outside the institution by enabling them to balance their academic life alongside these events. The institution also provides various scholarships and recognitions specific to sports activities.

**Cognitive Abilities-** Creativity is the art of getting things done through the synergy of abilities that one possesses. The institution has different clubs like (SCOPE and EWB) that support students and encourage them to generate and develop ideas in a logical and creative manner. They promote critical thinking and problem solving before the execution of the ideas.

**Emotional Abilities**

The institution ensures the active participation of the student community in clubs and events conducted within and outside the campus. Clubs such as CAME help students foster qualities of teamwork. The events of the club require them to interact with one another and work in congruence with other members of the club for setting up a successful event. This improves their communication and interpersonal skills. It also helps them get a better understanding of how they have to self-regulate their emotions while working with other individuals.

1. **'MLRIT'- SOCIAL CONNECT**

**Introduction**

From the time of its inception, MLRIT has remained well connected with societal-centric activities and focuses on education along with societal responsibility that enriches the skills of its student fraternity and enables them to get a better understanding of real-world problems. The institutional values of altruism, service, and community orientation are the key determinants of this commitment. There has always been some form of exchange of knowledge, resources, and services between the HEIs and the proximate communities. Community service and association with local communities are key to the development of a value-based future generation. It is not a new arena and the prominence of community and societal connections with the higher educational institutions elevates students into better citizens of the society. However, the organized process of such exchange, called 'community engagement,' has increased in importance.

**Context**

The term 'community' is not new. This term was popularized when many companies come forward and started rendering their services to their local communities under the title of 'corporate social responsibility'. Starting from the Management to students, every individual at MLRIT is an active participant of activities of various respects that involve development of the local community. MLRIT started its journey towards the transformation of society with the best practice namely *"Nenu-Naa Samajam".* Under this, MLRIT tries to involve all its stakeholders such as the Management, Teachers, and Students in organizing most of the activities for the development of the community and societal wellbeing.

**Objectives**

- To instill a sense of responsibility among students towards the community
- To facilitate better living circumstances for the people residing in the nearby residential area
- To understand the psychology of the aged and help them lessen their pain and emotional stress.
- To facilitate a better lifestyle for the surrounding community by providing medical and other wellness facilities

**Practice**

MLRIT has many proactive bodies like NSS and other clubs with the participation of both students and faculty alike. The students are grouped and trained to take initiative and develop ideas to raise funds and solve specific problems of the communities nearby, like basic needs, medical needs, and emotional needs.

With support of our Chairman and Secretary, MLRIT was able to adopt a village and provide services such as ensuring the availability of drinking water, proper drainage system, food, and shelter.

- The institute provides stitching machines to the widows of the community in order to empower them and support them in their independent lives.
- Oil extraction machines are provided to members of the community. The by-products are sold to faculty members and others members of the institution to generate income for the community.
- The college also set up Covid-19 vaccination centres for the benefit of the local community
- It regularly arranges free medical camps in the nearby villages and provides them with free medicines and medical kits for chronic diseases
- Blood donation camps are also set up within the campus premises and made available to the community when required.
- Two-wheeler helmets were supplied for free to instil a sense of road safety among the people
- The institute also conducts various workshops on diet management, hygiene and sanitization programs, etc. for creating awareness among the people.

## 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:**

# Introduction

Entrepreneurship is not a new concept to be introduced in the current era of higher educational institutions. However, the perspective toward entrepreneurship has changed completely in recent times, from the traditional way of entrepreneurship teaching to contemporary practices. This change came into being with the addition of innovation in entrepreneurship. Engineering education is the process of harnessing the different business opportunities where the education turns into profitable commercially viable innovative products for this society. MLRIT has established the CIE cell to nurture creativity and innovation capabilities that lie within every student and to facilitate the development of novel and effective technological solutions to problems stimulated in society. Educational programs focus excessively on narrow and deep technical specifications, with little or no room in the curriculum for developing the ability to think and act creatively. The institute is associated with Wadwani foundation (NEN) to start incorporating entrepreneurial courses and certification programs with a motto of applying practicality with real-time case studies which in turn help students attain quality engineering education which also looks into the well-being of the society.

MLRIT recognised the importance of innovation for Engineering graduates and took an initiative by establishing the CIE (Centre for Innovative Entrepreneurship) with a vision of fostering a vibrant ecosystem for the creation and growth of enterprises and nurturing young innovators and startups firms. It provides affordable space, shared offices and services, hands-on management training, marketing support, and also, access to state-of-the-art facilities to convert innovation into marketable products. The Makerspace is a technical prototyping platform for student innovation and invention which is loaded with ultra-modern equipment such as multimedia workstations, 3D Printers, CNC machines, and laser cutters, and thus works as a stimulus for student entrepreneurs. The Makerspace is accessible to incubators and student innovators across the country and startup entrepreneurs to ideate, validate and prototype their ideas into new products and services, particularly in the realm of upcoming technologies.

# CIE at MLRIT is equipped with

- 3D Scanners and Printers
- Rapid Prototyping Machines
- Laser cutter and Engravers
- CNC Milling and Turning Centres
- Vacuum Plastic Forming Machines
- TIG/MIG/SMAG Welding Machines
- Centerless Grinders
- Computer-controlled UTM
- MMC Stir Casting
- Autoclave

The CIE cell interacts with the following partners to ensure active and consistent guidance in the implementation of our vision. CIE is associated with several local innovation and technology partners, and we are receiving assistance from them in the areas of product development and innovation.

| S.no | Name of the Associative Partner | | Benefit |
|------|------|------|------|
| 1 | T-Hub Foundation, Hyderabad | | T-Tribe Mentor student Program to innovations & Startups |
| 2 | Indian School of Business, Hyderabad | | Technology Entrepreneurship Programme that helps students to convert their innovation into startup |
| 3 | Micro, Small, and Enterprises (MSME) | Medium | Seed funding for student innovations |
| 4 | MHRD's Institution's Council | Innovation | To nurture innovation and entrepreneurship among the students |
| 5 | Intellectual property Facilitation Centre (IPFC) supported by Ministry of MSME, Govt. India | | Support Intellectual Property Rights to file student innovation as patents, designs, and copyrights |
| 6 | Telangana Academy for Skill and Knowledge (TASK), Govt. | | Training on advanced technologies and placement support |

| | | | |
|---|---|---|---|
| | Telangana | | |
| 7 | J-Hub, JNTU, Hyderabad | Inculcate the culture of innovation and product development | |
| 8 | Central Institute of Tool Design (MSME – Tool Room), Hyderabad. | Supports market-ready product development | |

**Student Start-ups-**CIE also plays a significant role in encouraging students to apply the knowledge acquired from engineering entrepreneurship education to new ventures in the form of incubators and start-ups. The Indian economy is certainly boosting up in recent times with the contribution of incubators and start-ups from various communities in different forms. In the recent survey conducted by HRD on engineering students in India, it was observed that more than 80% of the engineers were unemployable for any job in the knowledge-based economy. They are unable to attain any job opportunities because of a lack of skills and competencies. Day by day the engineering sector is reaching a saturation point because of all the above-mentioned reasons. As a solution to these problems, few institutions have started incorporating engineering entrepreneurship education. MLRIT is one among them and it focuses on transforming from traditional educational practices    to automation and innovation.

Here are some glimpses of start-ups from our institution

| S. No. | Financial Year | Name of Startup | Name of the Co-Founders | |
|---|---|---|---|---|
| 1 | 2016-17 | Shopping Mall Era | S.Manaswini Reddy, P.Sindhu,V.SaiRashmitha,N.Sowmya,M.Bharath | |
| 2 | 2016-17 | Technoshala | K.Manasa, N.Sriharsha,DikshaSingh,VishalPunzuri | |
| 3 | 2016-17 | Kisan Express | M.Rajeev Reddy, SrihasLanka,Sai Adabala,A.MaruthiPhanidra | Hari |
| 4 | 2016-17 | Visitoria | M.Tejashree Bhagya Sarvani, G.Prathyusha,M.SaiSudeepthi,SwathiThummu | |

| 5 | 2016-17 | Services 365 | T.Shivanand, ShanmukhiMahankali,T.Shandilya Kumar |
|---|---------|--------------|-----------------------------------|
| 6 | 2016-17 | Career Hub | AbhilasDhumala, Raj Kumar Maddoju,G.NagarjunaReddy,G.Swaroop Reddy |
| 7 | 2018-19 | Landbots | Kushal Kumar Desavathi, Hardhik Ganesh Lambat, Ganesh Motilal Nyaupane, Ranjith Kumar Bommina, Ramu Neel Nishant Thiruranthakam |
| 8 | 2018-19 | Garnai Robots | Vamsi Thota, Tummala, Aneela Reddy NikithaSomishetty |
| 9 | 2018-19 | Farmers Ally | SamyuktaGurram, SravyaNichanamepla, Rachana Panja, Nageena Shaik, Akhil Bikki |
| 10 | 2018-19 | Neww Tech | Venkata Sai Chaitanya, SreeNidhi Thimmapuram, Satya HardhavcardhanVasamsetti, Hemanth Reddy Boreddy, Keshava Rao TarunMailarum |
| 11 | 2018-19 | Snap D Solutions | Balla. Anil Kumar, A. Sai Pranavi, Garnepudi Swetha, Muddula. Nikhil Kumar Reddy |
| 12 | 2019 - 20 | Techthrill | Poojitha Moganti, Chaitanya Raj ChandrahasRamula |
| 13 | 2019 - 20 | Gift Your Love | Sri Ganesh Shiramshetty, MaheswariPoligolla |

# Conclusion

MLRIT encourages the student community with a multifaceted platform of innovation and entrepreneurship within the campus with the involvement of many associations and industry participation. It helps transform their ideas into the establishment of successful incubators for the well-being of society. The institution has also noticed a positive impact by providing facilities along with traditional teaching. Students have started to put a keen effort to establish themselves in the market as a

brand. The institute also, ensures that the institute's information technology and entrepreneurship/skill development amenities are available for students and staff to use for development.

https://mlrinstitutions.ac.in/CIE/Home

| Name of the Institution | MLR Institute of Technology |
|---|---|
| Address | Dundigal Police Station Road, Hyderabad – 500 043, <br><br>Telangana, India. |
| Phone No | 08418 204066 |
| Email Id | principal@mlrinstitutions.ac.in |

| File Description | Document |
|---|---|
| Appropriate webpage in the Institutional website | View Document |

# 5. CONCLUSION

## Additional Information :

MLR Institute of Technology is the youngest college in Telangana state to receive the autonomy from UGC. The institute is recognized as a Scientific and Industrial Research Organization (SIRO) by the Department of Scientific and Industrial Research in 2015. The Institute received many laurels and among the notables are:

1. Ranked 43rd in Top 100 T- Schools in India (Govt. & Pvt.) Sector by DataQuest Top T School Survey 2023.
2. Best Institute Award from Leadership team of Virtusa.
3. Red Cross - Best Institute award from the governor of Telangana for active participation in social activities regularly.
4. "Most Innovative Institution in Social Responsibility" at Udvikas

We have collaborations with CITD (Central Institute of Tool Design), Boeing, Virtusa, Tata Advanced systems and more on board to design the curriculum as per industry requirements.

Ministry of MSME, Govt.of India has sanctioned a grant of Rs. 65lakh to establish "Intellectual Property Facilitation Centre". This has helped us in filing 221 patents by the faculty members.

We have set up a livelihood business incubator under the ASPIRE scheme of Ministry of MSME, India with a funding of Rs. 1 crore which is providing training in food processing technologies to women entrepreneurs from nearby villages.

We are also recognized as the host institute to "Support for Entrepreneurial and Managerial Development of MSMEs through Incubators" by Ministry of MSME, Govt of India.

It is a very proud thing to share that Ms.Nikhat Zareen, Indian boxer and a two-time world champion is a student of MLRIT

## Concluding Remarks :

MLR Institute of Technology, established in 2005 is re-accredited by NBA and NAAC with 'A" Grade and is conferred autonomous status by UGC in the yr.2015. MLR Institute of Technology is the youngest college in Telangana to become autonomous and also accredited by NBA under Tier-I.

The science-oriented curricula adopted by the university are a sign of openness to the ever-changing challenges of the entire world. The adoption of Outcome Based Education and Bloom's Taxonomy-based Teaching, Learning and evaluation process are working towards bringing Innovation and Technology in Education..

Students are continually evolving, as are their learning needs. But this growth is far from limited to academics. In fact, the MLRITs curriculum ensures that our students develop into well-rounded individuals -- mentally, physically, emotionally, socially, and culturally.

Students are taught the importance of academic excellence while simultaneously learning universal values,

ethics, discipline, creativity, and personality development which stay with them during their academic years and continue throughout life.

The integration of formal and informal learning opportunities are designed to give students more than just classroom knowledge, but also the tools to apply this knowledge in the real world. This dynamic, holistic approach is interwoven throughout everything we do.

MLRIT strongly believes that a healthy body leads to a healthy and strong mind and to support it MLRIT have set up a three floor indoor stadium completely equipped with the state of the art gym, TT, SQUASH stadiums and a cricket stadium along with other sports equipment.

As the proverbial saying 'Rome wasn't built in a day' all these were not achieved over night. With a clear vision, perseverance and dynamic leadership the institute has escalated to great horizons of success. It has become synonymous with academic excellence, a bench mark to measure co-curricular excellence and also a centre which creates responsible citizens.

The achievement of thousands of our alumni in society and the recruitment of many more to good positions proved the success of the college's mission.

*In its journey, so far, MLRIT has transformed itself from a well known institute, to be one of the leading private institutes with leadership in academic practices.*