



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MOTHER TERESA INSTITUTE OF SCIENCE AND TECHNOLOGY

**MOTHER TERESA INSTITUTE OF SCIENCE AND TECHNOLOGY, KOTHURU
(V), SATHUPALLY (MDL.), KHAMMAM DIST.**

507303

www.mistech.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Mother Teresa Institute of Science and Technology is a renowned educational institution that specializes in providing technical education to students. Established in 2001 by the Directors of MCM Educational Society, the institute has a strong reputation for producing highly skilled graduates in the fields of engineering and technology. Mother Teresa Institute of Science and Technology (MIST) is one of the best in the Khammam region. Located at Kothur(v), Sathupally(Mdl) in Khammam District. Our institute is officially acknowledged by the Telangana state government and affiliated to Jawaharlal Nehru Technological University, Hyderabad.

The institute has made its name as a top academic institution in the Khammam area in a relatively short amount of time. There are seven undergraduate majors (CIVIL ENGG., MECHANICAL ENGG., ECE, CSE, EEE, MINING ENGG. AND CSE(AI&ML)) and six post graduate majors are available at this institution (STRUCTURAL ENGINEERING, POWER ELECTRONICS AND ELECTRICAL DRIVES, ADVANCED MANUFACTURING SYSTEMS, ECE, CSE and MBA), with a combined maximum enrollment of 510. The college is being steered academically by the Principal Dr. C. Hari krishna and has over 18 years of combined experience in academia, industry, and research. High standards of teaching and learning are consistently upheld at this institution. After 21 years of establishment, Mother Teresa Institute of Science and technology has earned a place among the top educational facilities in the Khammam District. The College's expansive 30-acre campus is the definition of a picture-perfect location for higher education, with its manicured lawns, gorgeous landscaping, elegant buildings, and cutting-edge facilities. The college is renowned for facilities, Like laboratories, a well-stocked library with digital offerings and information and communication technology infrastructure. The campus is equipped with fire safety equipment, is monitored by security cameras, and is manned by numerous security personnel.

To help students with their supplementary education, Various Cells' Such as Training and Placement, Entrepreneurship development cell, etc. helps the students for access to expert career counselling and are aided in their search for internships and placements.

The institution provides excellent facilities, including modern laboratories, clean classrooms, attentive faculty and staff, a fitness Centre with all the essentials and Transport facility.

Vision

To be a state-of-the-art centre for learning with a social commitment transforming the youth into dynamic professionals.

Mission

IM1: Foster unmatched excellence in professional education.

IM2: Provide quality eco-system to inspire learning aligned to needs.

IM3: Inculcate ethical and moral values to groom good citizens.

IM4: Involve in activities with team spirit and collaborations towards nation building.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institute has an excellent infrastructure in the form of built-up area as well as facilities for the boys and girls like playgrounds, gymnasium, hostels etc.
- The college mission, vision and program educational objectives are well defined and implemented across all the departments.
- Experienced and highly qualified faculty members.
- Excellent infrastructure and facilities.
- Strong industry partnerships for internships and placements.
- High quality of research output and publications.
- Wide range of courses and specializations.
- The institution has a strong faculty retention rate across all the departments, with both teaching and non-teaching staff members being well qualified and committed. The professors are effectively encouraged to further their studies and conduct research.
- Skilled instructors with both academic and industrial experience apply outcomes-based education that is concentrated on entrepreneurship and employment growth.
- Despite being in a rural area, the institute has a great track record for placements.
- A well-stocked library of books, journals, and digital materials, as well as a fast internet connection.
- Assessment Rubrics for mini and major projects and Bloom's Taxonomy are used to set the question papers of internal examinations.
- A dynamic learning environment with student clubs and programs.
- High student success rates and a favorable faculty-to-student ratio.
- Successful placements during the past years.
- IQAC has been established to improve the teaching learning process.
- Excellent learning environments in classrooms and widespread faculty use of ICT technologies.
- Labs that are well-equipped and kept up to date.
- Increasing awareness-raising initiatives for innovation, entrepreneurship, and internships.
- Continual Parent-Teacher meetings.
- Alumni-led growth & development initiatives for the institute.
- Green campus initiatives – Solar energy, Rainwater harvesting and LED lighting.
- Electronic surveillance through CC Cameras for safety and security.
- Ragging-free Campus.
- Safe drinking RO water facility.
- Specialized Training & Placement Cell with sufficient training facilities.
- A mentor system that regularly checks students' attendance and exam performance.
- Incorporating Value Added Courses in Timetable.
- Students achieved Paid Internships.
- Counsultancy activities which involve our students for project works.

Institutional Weakness

- Limited funding for research and development.
- Lack of diversity in student population.
- Limited focus on entrepreneurship and innovation.
- Limited international collaborations and partnerships.
- Reliance on traditional teaching methodologies.

Institutional Opportunity

- Increasing demand for technical education and skilled professionals.
- Growing interest in emerging technologies and interdisciplinary fields.
- Government initiatives to support research and innovation.
- Increasing emphasis on entrepreneurship and start-up culture.
- Potential for international collaborations and partnerships.

Institutional Challenge

- Competition from urban institutions.
- Difficulty in attracting and retaining Ph.D faculty members.
- Need for constant upgradation of infrastructure and resources.
- Meeting the evolving needs of industry and society.
- Maintaining academic rigor and quality standards.
- Skilled Manpower and human resources.
- A scope for Consultancy assignment from industries need to be realized.
- Lack of academic autonomy especially in designing curriculum and syllabus.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute offers a wide range of courses and specializations that are regularly updated to meet industry and societal demands. The curriculum is designed to provide students with a strong foundation in theory and practical skills. However, there is scope for incorporating more interdisciplinary and emerging technologies. Institute focus on various curricular aspects to ensure the overall development of its students. The JNTUH curriculum includes core courses in all engineering disciplines such as mechanical, electrical, civil, and computer science engineering etc. These courses provide students with a strong theoretical foundation in their chosen discipline, as well as practical experience through hands-on projects and assignments. The institute offers elective courses that allow students to explore their interests and gain specialized knowledge in specific areas. These courses are designed to acquire practical, hands-on experience in the application of engineering principles.

The curriculum aspects of MIST includes projects and assignments that makes the students to work in teams and apply their theoretical knowledge to real-world problems. These projects should be designed to provide students with practical experience in problem-solving, teamwork, and communication skills. Soft skills development is also crucial for students. The training and placement of the institute focus on developing communication, teamwork, leadership, and time management skills. These skills are necessary for the overall

development of students and play a significant role in their professional success.

To ensure the holistic development of students, the institute provides Gender Sensitization, Constitution of India courses in curriculum and also co-curricular and extracurricular activities such as sports, cultural events, and technical clubs. These activities will allow students to develop their skills and interests outside the classroom and help in their overall personality development.

Teaching-learning and Evaluation

The teaching-learning and evaluation process is a critical aspect of any educational institution. The institute has experienced and highly qualified faculty members who use a variety of teaching methods to engage students. However, there is a need to incorporate more student-centered and interactive teaching methods. The institute has a comprehensive evaluation system that ensures the academic rigor and quality of the programs. A well-designed process in MIST ensures that the students receive the best education and learning experience, which will help them in their professional lives. For all the programs being offered in the Institution, the COs, POs and PSOs are well defined. Based on the attainment levels, add-on efforts are identified for further improvement. Timely student satisfactory surveys are conducted, and feedback is discussed in the respective committee for proper action.

The teaching-learning process adapted in the institute provides a balance between theoretical knowledge and practical applications. The faculty use a variety of teaching methods, including lectures, discussions, and hands-on projects, to ensure that students have a thorough understanding of the subject matter. The institute also provides access to digital learning resources, including online courses and videos, to supplement the classroom instruction. Certification Courses (Value Added Courses) offered by industry leaders like TASK, CISCO, CODETANTRA etc. According to AICTE guidelines, first-year students take bridge courses in the fundamental sciences at the start of their first-year coursework.

The faculty encourages student participation and fosters a learning environment that promotes critical thinking and problem-solving skills. The students are encouraged to ask questions and seek clarification to ensure that they have a complete understanding of the subject matter. Teachers use various ICT tools for conducting workshops on programming languages, modeling, simulations etc.

The evaluation process should be designed to assess the students' understanding of the subject matter and ability to apply it in real-world situations. The institute uses a variety of assessment methods, including written exams, practical assignments, and project-based assessments, to ensure that the students have a thorough understanding of the subject matter. The teaching-learning and evaluation process for MIST is designed to provide a balance between theory and practical applications.

Research, Innovations and Extension

Research activities are essential for promoting academic excellence in technical education. The institute has a strong research culture and has produced a significant number of publications in high impact journals. However, there is a need to increase funding for research and development activities. The institute has collaborations with industries and other academic institutions for knowledge sharing and technology transfer. Innovation is another crucial aspect of technical education. The institute encourage the students to develop innovative solutions to real-world problems. The institute should also provide support for students to develop

their entrepreneurial skills and turn their ideas into successful businesses.

Extension activities are also essential for promoting the institute's social responsibility and community engagement. The institute should encourage students to engage in community service activities and participate in outreach programs. The institute should also work with industry partners and government agencies to provide opportunities for students to apply their skills and knowledge to real-world problems. Several community development programmes involving students and the NSS wing are held at the college, including personal and community hygiene awareness camps, seasonal illnesses, road safety, health, clean & green initiatives, rallies, literacy campaigns, and plantation programmes, 'Palle Pragati' and 'Swachacha Bharath' programmes to build a better society. The institute encourage the faculty members and students to engage in research activities, promote innovation and entrepreneurship, and engage in community service activities.

Infrastructure and Learning Resources

MIST is committed to provide the top-notch infrastructure and learning resources to its students. The institute is equipped with modern facilities that cater to the academic needs of the students. The institute has excellent infrastructure and facilities, including state-of-the-art laboratories and libraries. However, there is a need to upgrade the facilities and resources to meet the evolving needs of students and industry.

The institute has a state-of-the-art campus spread across several acres. The campus houses well-equipped classrooms, modern laboratories, a well-stocked library, and other facilities. The classrooms are equipped with projectors and audio-visual aids to aid in the teaching process. The laboratories are designed to facilitate practical learning and research activities in various fields of study. The institute holds Microsoft application software's for online teaching and practical approach in various aspects. The institute also has an auditorium and seminar halls for organizing events and workshops.

The institute offers a plethora of learning resources to its students. The library is well-stocked with a vast collection of books, journals, magazines, and other reading materials. The library is also equipped with online resources and databases that students can access from anywhere. The institute provides access to online learning platforms and tools that facilitate remote learning and skill development. The institute has an excellent faculty that is highly qualified and experienced in their respective fields of study. The faculty uses modern teaching methodologies and tools to make learning engaging and interactive. The institute has a robust industry-academia interface that provides students with exposure to the latest developments and trends in the industry. The institute has tie-ups with various industries and organizations that provide students with internships, projects, and job opportunities. In conclusion, MIST has a well-developed infrastructure and learning resources that facilitate an excellent learning experience for its students.

Student Support and Progression

MIST places great emphasis on student support and progression. The institute provides a range of support services to students, including counseling and career guidance. However, there is a need to increase diversity in the student population and provide more opportunities for student entrepreneurship and innovation. The institute has various support mechanisms in place to ensure that students have a positive learning experience and progress towards their academic and professional goals.

The institute provides various support services to students, including counseling services, mentoring, and

academic support. The counseling services help students deal with personal and academic challenges and provide them with a safe and supportive environment to discuss their concerns. The mentoring program helps students connect with faculty members who provide guidance and support throughout their academic journey. The academic support services include remedial classes, tutorial sessions, and peer-to-peer learning.

The institute aims to ensure that students make progress towards their academic and professional goals. The institute has a robust placement cell that provides students with job opportunities and assists them in securing internships and projects. The institute has tie-ups with various industries and organizations that provide students with exposure to the latest developments and trends in their respective fields of study. The institute also emphasizes the holistic development of students and provides them with opportunities to participate in extracurricular activities such as sports, cultural events, and clubs. These activities help students develop leadership skills, team-building skills, and other important life skills. MIST provides excellent support and progression mechanisms to its students. The institute is committed to ensuring that students have a positive learning experience and are well-prepared to achieve their academic and professional goals. The institute's efforts in this regard are reflected in the success of its alumni in the job market and their contributions to society.

Governance, Leadership and Management

The institute has a well-defined governance structure and effective leadership and has established effective systems for financial management and resource utilization. The institute has a governing board, an academic council, and various administrative departments that work together to ensure the smooth running of the institute. The governing board of MIST comprises eminent academicians, industry experts, and other stakeholders. The board provides guidance and oversight to the institute and ensures that it functions in accordance with its vision and mission. The board also approves policies, plans, and budgets for the institute.

The institute has a dynamic leadership team that provides direction and inspiration to the faculty, staff, and students. The principal of the institute is responsible for the overall functioning of the institute and is assisted by various department heads and coordinators. The leadership team is committed to the institute's vision and mission and strives to ensure that the institute provides a high-quality education to its students.

The institute has various administrative departments that manage the day-to-day operations of the institute. These departments include academic affairs, student affairs, finance, human resources, and facilities management. The departments work together to ensure that the institute's academic, administrative, and financial functions are well-coordinated and efficient.

The institute has a well-defined quality assurance system that ensures the institute's activities are aligned with its vision and mission. The institute conducts periodic reviews and assessments of its academic programs and administrative functions to ensure continuous improvement. The institute's leadership is committed to providing high-quality education to its students and ensuring that the institute remains a premier institution in the field of technical education.

Institutional Values and Best Practices

The institute has established a culture of academic excellence, research, and innovation. The institute has adopted best practices in teaching, research, and governance. However, there is a need to increase social

responsibility and sustainability initiatives. MIST is committed to upholding certain institutional values and best practices that guide its functioning and contribute to its success. The institute encourages innovation and creativity among its students and faculty to promote continuous learning and development.

The institute upholds the highest standards of integrity and ethical conduct in all its activities. In MIST celebrations spread out over the course of a year. The institution regularly commemorates and hosts festivals, memorials, and other events of national and international significance. Cultural events such as national festivals help instill a sense of national pride and patriotism among Indian citizens. Our organization enthusiastically celebrates these occasions, which serve to honor the ideals of nationalism and to pay tribute to our country's legendary leaders. Institute values diversity and inclusivity and provides a safe and supportive environment for all its stakeholders.

The institute follows the best practices such as student-centered approach to learning that focuses on the holistic development of students. MIST has a robust industry-academia interface that provides students with exposure to the latest developments and trends in the industry. The institute regularly conducts internal reviews and assessments to identify areas for improvement and implement necessary changes. The institute actively engages with the local community and contributes to its social and economic development. The usage of renewable resources has received increased attention from the college. Grid connected roof top solar plant is available. The college's electricity requirements are generally met by the solar plant & the grid, After utilizing the generated power the excess power is fed to electrical grid.

In conclusion, MIST is guided by certain institutional values and best practices that contribute to its success as a premier institution in the field of technical education. The institute's commitment to excellence, innovation, integrity, and inclusivity, coupled with its student-centered approach, industry-academia interface, continuous improvement, and community engagement, makes it a model institution for others to emulate.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MOTHER TERESA INSTITUTE OF SCIENCE AND TECHNOLOGY
Address	MOTHER TERESA INSTITUTE OF SCIENCE AND TECHNOLOGY, KOTHURU (V), SATHUPALLY (MDL.), KHAMMAM DIST.
City	SATHUPALLY
State	Telangana
Pin	507303
Website	www.mistech.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	C. Hari Krishna	0091-9866234123	9505518234	-	principal@mistech.ac.in
IQAC / CIQA coordinator	M. V. Ramachandra Rao	0091-7893075060	9949618186	-	ramachandra@mistech.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-08-2014	View Document
12B of UGC	28-08-2014	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	20-07-2022	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	MOTHER TERESA INSTITUTE OF SCIENCE AND TECHNOLOGY, KOTHURU (V), SATHUPALLY (MDL.), KHAMMAM DIST.	Rural	23.45	20020

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	32	Intermediate	English	60	22
UG	BTech,Electrical And Electronics Engineering	32	Intermediate	English	60	31
UG	BTech,Mechanical Engineering	32	Intermediate	English	30	9
UG	BTech,Electronics And Communication Engineering	32	Intermediate	English	60	60
UG	BTech,Computer Science And Engineering	32	Intermediate	English	60	60
UG	BTech,Computer Science And Engineering	32	Intermediate	English	30	30
UG	BTech,Minig Engineering	32	Intermediate	English	60	14
PG	Mtech,Civil Engineering	16	B.Tech	English	18	15
PG	Mtech,Electrical And Electronics Engineering	16	B.Tech	English	18	12
PG	Mtech,Mechanical Engineering	16	B.Tech	English	18	10

PG	Mtech,Electronics And Communication Engineering	16	B.Tech	English	18	3
PG	Mtech,Computer Science And Engineering	16	B.Tech	English	18	8
PG	MBA,Master Of Business Administration	16	Degree	English	60	60

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	6				7				74			
Recruited	5	1	0	6	7	0	0	7	55	19	0	74
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				7				74			
Recruited	5	1	0	6	7	0	0	7	55	19	0	74
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				45
Recruited	32	13	0	45
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				45
Recruited	32	13	0	45
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				34
Recruited	24	10	0	34
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	24	10	0	34
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	7	0	0	1	0	0	14
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	55	19	0	74
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	429	6	0	0	435
	Female	327	5	0	0	332
	Others	0	0	0	0	0
PG	Male	108	0	0	0	108
	Female	78	2	0	0	80
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	20	18	14	18
	Female	20	14	16	11
	Others	0	0	0	0
ST	Male	6	4	10	6
	Female	6	5	2	3
	Others	0	0	0	0
OBC	Male	40	50	20	34
	Female	39	12	38	30
	Others	0	0	0	0
General	Male	123	139	129	105
	Female	102	52	60	88
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		356	294	289	295

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP encourages institutions to move towards a multidisciplinary/interdisciplinary approach, where students can study subjects across different fields. MIST is preparing itself by reorganizing its academic departments, creating new programs, and hiring faculty with diverse backgrounds. This approach encourages students to develop a broader perspective, think critically, and solve complex problems by integrating knowledge from different disciplines. MIST is adopting a multidisciplinary/interdisciplinary approach to have several benefits. Firstly, it can help prepare students for the rapidly changing technological landscape, where innovation often arises from the intersection of</p>
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different fields. By exposing students to diverse disciplines, MIST can equip them with a broader skillset, allowing them to approach problems from multiple angles. Secondly, a multidisciplinary/interdisciplinary approach could help MIST to create a more holistic learning environment that goes beyond technical knowledge. For example, by incorporating the courses like gender sensitization, Constitution of India, Professional Practice Law and Ethics, Environmental Science, Organizational Behavior, Advanced Communication Skills Lab etc. into the curriculum and could help the students develop ethics, punctuality, respect towards women, soft skills such as communication, empathy, and creativity, which are essential for success in today's world. To implement this approach, MIST is reorganize its academic departments, create new programs, and invite guest faculty with diverse backgrounds. For example, MIST is planning to create joint programs with other institutions, allowing students to study subjects across different fields. MIST can also create new programs that integrate technical subjects with social sciences or humanities, such as a program in "Technology and Society." In addition, MIST is in process to hire faculty with diverse backgrounds, including those with expertise in social sciences, humanities, and arts. These faculty members can collaborate with technical faculty to create interdisciplinary courses and research projects, fostering a culture of innovation and creativity. To ensure the success of a multidisciplinary/interdisciplinary approach, MIST has created the support systems for students and faculty. MIST is in process to provide training for faculty to help them design and teach interdisciplinary courses effectively. In conclusion, adopting a multidisciplinary/interdisciplinary approach can help MIST create a more holistic learning environment that prepares students for the challenges of the 21st century. By incorporating diverse subjects and perspectives, MIST is binded to help students develop a broader skillset, think critically, and solve complex problems.

2. Academic bank of credits (ABC):

The ABC is a key feature of the NEP, which allows students to earn credits for courses taken across different institutions. Institutions can prepare themselves by creating systems to track and transfer

credits, collaborating with other institutions, and aligning their course offerings with the ABC framework. The National Education Policy 2020 (NEP) introduces the concept of the Academic Bank of Credits (ABC), which is a key feature aimed at facilitating seamless mobility across educational institutions and lifelong learning for students. For a technical institute like MIST, the ABC can have several benefits. Firstly, it can provide students with greater flexibility in choosing courses and programs that align with their interests and career goals. Students can earn credits for courses taken at other institutions and transfer them to MIST, allowing them to design a personalized curriculum that meets their unique needs. Mother Teresa Institute of Science and Technology (MIST), affiliated to JNTU Hyderabad and completely adheres to the curriculum framework and syllabi as approved by the University from time to time. The College is completely prepared to implement Academic Bank of Credits framework as approved by the University. The college already has student management system (ERP) in place where all student details including their internal assessment, attendance, continuous internal evaluation and examination related details are entered and the same is then synced with the University student portal so that there is a seamless flow and access of all student related data between the college and the University. When the University adopts the ABC, the College has all necessary infrastructure in place to implement it. Further the college already offers elective course where students chooses which courses they want to opt so college will be able to adapt to the multiple entry, exists and collaborations with other college, University and international institutions regarding the same. The faculty of the college have completely migrated to the blended mode of teaching-learning pedagogy where the faculty provide tailormade solution to their students and have completely implemented the learner-centric approach. Faculty not only provide relevant online and offline resources to the students but also develop and deliver content whenever there are gaps in the understanding of students in addition to regular classroom teaching-learning. The faculty of the college are constantly engaged in the creation of online content including text material, instructional videos, demonstrational videos, of latest experiments,

	<p>workshops and remedial and tutorial sessions to help the students achieve their optional best. Secondly, the ABC helps the MIST to create a more dynamic and diverse learning environment by collaborating with other institutions like VNRVJIET, Hyderabad. MIST can partner with other technical institutes, universities, and research organizations to offer joint programs, exchange programs, and research opportunities. This can help MIST expand its reach and provide students with a broader range of learning opportunities.</p>
<p>3. Skill development:</p>	<p>The National Education Policy 2020 (NEP) emphasizes the need for institutions to focus on skill development, which is essential for preparing students for the 21st-century workforce. For a technical institute like MIST, skill development can have several benefits, including improving employability, promoting innovation, and enhancing problem-solving abilities. The institute emphasizes students and makes aware of the need to acquire practical skills along with theoretical knowledge. Institution transformed itself by offering skill development programs, partnering with industry to provide internships and practical training, and creating centers for entrepreneurship and innovation. To implement skill development programs. Firstly, MIST training and placement cell created programs that focus on developing both technical and soft skills. Technical skills are necessary for students to succeed in their chosen field, while soft skills such as communication, teamwork, and leadership are essential for success in any profession. MIST create programs that incorporate practical training, industry visits, and internships to provide students with real-world experience. The college offers its students elective skill enhancement courses as per their aptitude, curriculum and which are best suited to their needs. In addition to these courses, the college also offers Generic elective courses which also aim to develop discipline related skills and a hands-on approach. The college also offers language skills course and Environment Science course as part of the ability Enhancements courses. The College also has tie up with different companies for on-the-Job training, industry training and internship of our students. The college has the necessary approval from UGC and tie-up with Telangana Academy for Skill</p>

and Knowledge (TASK). The key focus at is to enhance employability quotient of young graduates in our state and enable them to choose multiple avenues as they graduate. TASK enables a collaboration platform between Government, Academia, Industry to enhance skilling, research and entrepreneurship among youth in Telangana. Secondly, EDC cell of MIST created programs that promote innovation and entrepreneurship. This can involve creating incubation centers, startup accelerators, and entrepreneurship cells that provide students with mentorship, funding, and resources to develop their own startups. MIST also collaborate with industry partners to create innovation labs, research centers, and joint programs that encourage students to develop innovative solutions to real-world problems. Thirdly, MIST conducted awareness programs that promote lifelong learning and upskilling. This can involve creating continuing education programs, executive education programs, and online learning platforms that allow students to update their skills and knowledge throughout their careers. MIST can also create programs that provide certification and recognition for skills developed outside the traditional classroom, such as through work experience or self-directed learning. MIST also provide training for faculty to help them design and teach skill development courses effectively. In addition, MIST has collaborated with industry partners like ADIVERTECH, INVICTUS ENGINEERS, SUVIDHA SOFTWARE SOLUTIONS etc. to create joint skill development programs and provide students with access to industry experts and mentors. MIST created partnerships with other institutions to provide students with access to a broader range of skill development programs and resources.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The National Education Policy 2020 (NEP) emphasizes the need for institutions to integrate Indian knowledge systems into the curriculum to promote a holistic understanding of knowledge and to preserve and promote India's rich cultural heritage. MIST Technical Institute is planning to integrate Indian knowledge systems into its curriculum as once the JNTUH, Hyderabad approves this system in its regulation. The NEP emphasizes the need to integrate Indian knowledge systems into the mainstream

education system. Institutions can prepare themselves by creating courses and programs that incorporate traditional Indian knowledge, collaborating with experts in these fields, and establishing research centers to promote the study and preservation of Indian knowledge systems. Firstly, MIST has introduced awareness programs on traditional Indian knowledge systems, such as Yoga and Meditation. These programs can provide students with an understanding of the historical and cultural roots of these systems and how they relate to contemporary scientific and technical fields. By integrating this, it helps the students with a more comprehensive understanding of the world and a greater appreciation of Indian culture. Secondly, MIST is slowly incorporating traditional Indian practices and methodologies into the teaching and learning process. For example, MIST is using storytelling, role-playing, and experiential learning techniques to teach complex technical concepts. These methods are rooted in traditional Indian knowledge systems and can help students develop a deeper understanding of the subject matter. Thirdly, institute emphasizes the importance of community service, social responsibility, and environmental sustainability into the students. These values are deeply embedded in traditional Indian knowledge systems and can help students develop a sense of social responsibility and empathy for others. Fourthly, MIST collaborated with experts and institutions in the field of traditional Indian knowledge systems to create joint programs like Prevention of drugs in youth, life value and education, Women empowerment etc. This can help bridge the gap between traditional and modern knowledge systems and promote interdisciplinary collaboration. The college constantly encourages its faculty to develop their skills in various areas by attending FDPs, NPTEL courses, seminars and conferences and also by organizing these for the benefit of all faculty from different institution across India. It is notable to mention that the college recently organized one day workshop by women empowerment cell on Modern Education and Life Values which intended to promote the NEP 2020. Finally, MIST is planning to create a platform for the exchange of knowledge between traditional Indian knowledge systems and modern scientific and technical fields. This can involve creating forums for

	discussion, organizing seminars and conferences, and promoting research collaborations between experts in traditional Indian knowledge systems and modern scientific and technical fields.
5. Focus on Outcome based education (OBE):	<p>The NEP emphasizes the need for outcome-based education, where the focus is on learning outcomes rather than inputs such as classroom hours or the number of courses completed. Outcome-Based Education (OBE) is an educational approach that focuses on the achievement of specific learning outcomes or competencies by students. The National Education Policy 2020 (NEP) emphasizes the importance of OBE as a tool for enhancing the quality of education and improving learning outcomes. MIST adopted an OBE approach to align its curriculum with the NEP and ensure that students are equipped with the skills and competencies required for success in the 21st century. The institute is committed to create, sustain, and improve the learning process through total quality management and create itself a position in scientific and technological learning. The institute strives to attain these objectives through continuous improvement and teamwork. The priority and thrust area of the institute is to completely adopt the learning outcome-based curriculum framework and will implement in letter and spirit the program structure and curriculum approved by JNTUH Hyderabad. The College has established a robust and credible continuous evaluation and internal assessment system to constantly monitor the progress of all its students, including their regularity. Based on these assessments the faculty plan their intervention to help the weak students and slow learners so that they can also cope up with the curriculum. The first step in adopting an OBE approach is to identify the learning outcomes or competencies that students are expected to achieve. This can involve identifying the key skills and knowledge areas required for success in the industry or profession that MIST graduates are expected to enter. For example, MIST may identify learning outcomes related to technical skills, critical thinking, problem-solving, communication, teamwork, and leadership. Once the learning outcomes have been identified, MIST can design its curriculum and teaching methods to ensure that students are able to achieve these outcomes. This may involve designing</p>

courses that are focused on specific learning outcomes, using teaching methods that are designed to develop specific skills, and assessing students based on their ability to demonstrate mastery of the learning outcomes. To ensure that the OBE approach is effective, MIST established a system for measuring student progress towards achieving the learning outcomes. This can involve using assessment tools such as exams, projects, and portfolios to measure student performance, and using data analytics to identify areas where students are struggling and provide targeted support to help them achieve their learning outcomes. The OBE approach adapted in MIST helps to improve the quality of its curriculum and teaching methods over time. By regularly reviewing student performance data, MIST can identify areas where students are struggling and make changes to the curriculum or teaching methods to better align with the learning outcomes. The faculty constantly monitor whether the learning objectives and learning outcomes are being achieved or not and accordingly take necessary steps to ensure that all students gain the necessary expertise, knowledge skills and capabilities.

6. Distance education/online education:

The National Education Policy 2020 (NEP) recognizes the importance of distance education and online learning as a means of expanding access to education and improving the quality of education. MIST Technical Institute can leverage distance education and online learning to provide high-quality education to students who are unable to attend traditional classroom-based courses due to geographic, financial, or other constraints. The NEP recognizes the need to integrate technology into education to improve access, equity, and quality. This involves providing access to digital resources, developing digital infrastructure, and promoting online learning platforms. MIST can leverage technology to provide online courses, blended learning experiences, and digital resources to students. By embracing distance education and online learning, MIST can better serve the needs of its students and prepare them for success in the 21st century. Institution is creating online courses and programs, investing in the necessary technology and infrastructure, and creating support services for online learners. The institute participated extensively

in MOOC's through NPTEL courses since 2017. students and faculty are encouraged to complete various certification courses offered by SWAYAM. Students are offered the flexibility to complete two elective courses through NPTEL. Students and staff are extensively trained in various courses through spoken tutorial. During the COVID-19 pandemic period, the institute adopted online education and implemented successfully with Microsoft Teams software. The College has implemented Learning Management System and Student Management System across all its programs to ensure that not only our students are provided a completely online teaching learning environment, but our faculty can also deliver all their courses in completely online format to students from outside the institution. The college is carrying out its teaching-learning process in blended mode where continuous monitoring and evaluation is done to ensure that faculty can do timely intervention so that students can understand and remove their weakness in a time bound manners. For this purpose, the college has purchased license of Microsoft Teams to develop and deliver the entire teaching learning process in an online environment in addition to offline teaching and interaction. To ensure the quality of online education, the NEP emphasizes the need for appropriate pedagogy and assessment methods. MIST adopts pedagogical approaches that are specifically designed for online learning, such as gamification, simulation, and project-based learning. MIST is leveraging the power of artificial intelligence and data analytics to personalize learning and provide targeted support to students. The NEP also recognizes the importance of collaboration and networking in distance education and online learning. MIST Technical Institute is leveraging the digital platforms to facilitate collaboration and networking among students, faculty, and industry professionals. This can involve online discussion forums, webinars, and virtual internships. To ensure that online learning is accessible to all students, the NEP emphasizes the need for digital literacy and access to digital infrastructure. MIST Technical Institute is providing the training to students on how to use digital tools and platforms, and ensure that all students have access to reliable internet connectivity and digital devices.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1032	858	771	707	681
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 117

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	87	80	75	76

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
262.42	248.11	290.44	288.84	188.76

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The college offers superior education and adheres to the academic calendar as forth by Jawaharlal Nehru Technological University Hyderabad (JNTUH), Hyderabad. The institution has created a well-organized and efficient curriculum implementation. The Institute abides by the rules set out by regulating organizations like the UGC, AICTE, and associated JNTU university. A course's structure and materials are carefully chosen to align with its POs and PEOs. To make students acceptable at the local and national level, several MoUs with relevant local and national companies have been considered for the updating the industry institute interaction. Curriculum development and approval involve discussions at various levels through pertinent committees like the DAC, PAC, and Department Committees in order to have the right mix of curriculum, pedagogy, and assessment to achieve the desired course and POs. Feedback is gathered from students, teachers, alumni, and employers for the successful implementation of the curriculum framework. Additionally, by holding workshops, seminars, and conferences on a regular basis, faculty members get the chance to speak with academic and professional specialists, which aids in better filling of curriculum gaps.

Methods to carry out the curriculum implementation are:

Principal-HODs Meeting: The Dean Academics calls meetings where academic issues are covered. These sessions are presided over by the principal, and department heads are present. For the most ideal and successful execution of the programme, the action plans are discussed.

Academic Calendar: The academic calendar is created in accordance with the JNTU University's academic calendar and the Institute's requirements as determined by the developed action plans.

Lesson Plan: The lesson plan is created in a teachers' diary and contains a personal schedule, information about the subject to be taught, and a list of the topics that were actually covered throughout the course of the semester as compared to the plan. Each department head reviews this lesson plan once a week, and the principal does so once a month. In addition to the foregoing lesson plan, which includes course objectives, course outcomes, planning and execution of the course, etc. is executed using the ERP software. The implementation is examined by the principal and head of the departments. The stakeholder's knowledge is increased through the use of assignments, tests, and remedial lessons for slow learners.

Improvements to Library Books: The library is informed of the necessary textbooks, reference materials, and online journals for the following semester or academic year.

Course File: A course file is kept for each course and contains the following information: 1. Course syllabus 2. Textbook material (available at departmental website), Question Bank, A test of internal evaluation Questionnaires, a plan, and a solution, University Test Questions with a sample answer,

Analysis of university results & Lab manual	
File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 32	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years				
Response: 97.68				
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
1032	1188	897	548	290
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	View Document			

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
Response:
All the programs at the institute have courses in their curriculum that deal with cross-cutting issues about

gender, the environment, human values, and professional ethics. Mandatory and Humanities-Elective courses in undergraduate programs deal with these cross-cutting issues, too. In the 1st year, there are courses called Environmental science and English communication lab. In the 2nd year, there are courses like Indian Constitution, Gender sensitization lab, and in the 3rd year, there are courses such as Business Economics and financial Analysis, Intellectual property Rights are mandatory. Similarly, in the final year of the curriculum, Professional Practice law and Ethics, Organizational behavior and Principals of Entrepreneurship courses are allocated as open electives for meeting these cross-cutting issues. The current curriculum at the university includes many different courses about value of education. These courses carry either one or two or no credit depending on the category.

In addition to enriching the curriculum by integrating cross cutting issues, the institute organizes various awareness programs and events by the NSS unit to alert the students about Human values, Ethics, Environment and Gender awareness. Special programs for girl students are arranged towards achieving Women Empowerment such as Rangoli, Batukamma festival etc. Awareness programs and events are organized Commemorative Days. Special drives and awareness programs related to the COVID-19 are conducted in the institute and at the adapted villages. For restraining the students, in consuming the Alcohol etc., special awareness programs are conducted in the institute by the Asst. Commissioner of Police. Similarly, awareness program on the traffic rules and regulations are conducted by vehicle inspector for the safe driving practice. Motivational programs are also conducted for the benefit of the students to overcome the stress in their daily life.

All students, from freshman to seniors, are welcome to participate in the NSS Unit, which is administered by the department of civil engineering faculty. This group holds workshops, field trips, rallies, and campaigns on and off campus to raise consciousness about environmental concerns such as renewable energy, plastic awareness, cleanliness and hygiene, the green environment, and plantation. The college's NSS Unit encourages students to adopt a nearby village, where they can learn about the community's challenges and help implement solutions like installing solar lights and holding workshops on topics like irrigation and agriculture, self-employment, animal and human health, and environmental protection. Women's health, personality development, yoga instruction, and premarital counselling are just a few of the gender-sensitive programs offered by the college. The goal of gender-sensitivity training is to make everyone on campus more aware of the policies, procedures, and legal ramifications they face due to complaint about sexual harassment or assault.

The NSS program at the college coordinates a wide range of outreach initiatives aimed at fostering ideals like national integrity, equality, peace, patriotism, and brotherhood. Students' hopes for a better future are greatly influenced by their commitment to uphold moral principles. Help students gain a more complete grasp of the human condition to make more informed decisions about their education, career, and overall happiness.

File Description	Document
Upload Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 35.08

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 362

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 65.76

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
334	292	286	293	247

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
510	510	396	396	396

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 78.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	103	99	102	117

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	160	128	128	128

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 11.86

2.3 Teaching- Learning Process

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

Response:

The Mother Teresa Institute of Science and Technology provides the best environment for students to learn the most recent knowledge, skills, attitudes, and values that will help them to appropriately shape their behavior. Each department has its own programmes that support students' problem-solving abilities to foster active learning. The college holds a technical festival named Y-BRAIN for every two years where students showcase their knowledge through the original projects. Faculty members try to increase student engagement in the learning process by implementing the student-centered techniques described below.

Experiential Learning

Each department runs supplemental courses to aid students in their hands-on education. To improve their creative and cognitive abilities:

- Add-on Courses with NPTEL, SWAYAM, MOOCs, etc. on the newest technology
- Student projects using the newest technology, with working prototypes displayed during technical fests.
- Certification Courses (Value Added Courses) offered by industry leaders like TASK, CISCO, CODETANTRA, SAKINFORMATICS, etc.
- According to AICTE guidelines, first-year students take bridge courses in the fundamental sciences at the start of their first-year coursework.

Participative Learning

Students engage in a variety of activities during this style of learning, including seminars, group discussions, research papers, projects, and skill-based add-on courses.

- Regular Quizzes: Intra- or inter-college quizzes are designed to encourage student participation.
- In soft skills program, group discussions and assignments start in the second year. Before the campus placements, mock interviews are held to boost the student's confidence.

Problem-Solving Learning

Departments support students in acquiring and refining their problem-solving abilities. To do this, the college sponsors expert lectures on a range of subjects, encourages students to enroll in MOOC courses.

- Group assignments for real-world/industry/societal problems are provided.
- Planning, and eventual development into a mini- or major-project.
- Students are given individual or small group assignments with tasks to address and build workable solutions.

ICT enabled tools for effective teaching-learning process:

A set of dedicated servers have been deployed with fully networked configuration based on the latest concepts of server computing. 24 x 7 hours 350 Mbps Internet Connectivity & Wi-Fi facility is available throughout the campus. During pandemic, the Institution has shifted to online learning education through different platforms for example: - MS Team. The following are the regular ICT methods used by the faculty in our institute:

Power Point presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.

1. **Online quiz-** Faculties prepare online quiz for students after the completion of each unit with the help of Microsoft quiz.
2. **Video Conferencing and Lecture-** Students are counseled with the help of Microsoft team applications and recorded video lectures is made available.
3. **Workshops-** Teachers use various ICT tools for conducting workshops on latest methods such as programming languages, modeling and simulations etc.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
87	87	80	75	76

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 11.6**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	6	7	8	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

For internal evaluation and assessment procedures, Mother Teresa Institute of Science & Technology adheres to the rules set forth by Jawaharlal Nehru Technological University Hyderabad. The institute has developed a successful procedure to address examination-related complaints that is time-bound and transparent. When performing internal assessments and semester-end exams, the college rigorously abides by the directives and regulations published by the affiliated institution. For undergraduate Programmes, the institute conducts two Internal exams with 25marks, with ten marks for the descriptive, 10 marks objective, and 5marks for assignment components. Final mid-marks are determined by averaging the results of the two exams. The university conducts a 75m end-of-semester examination. Each faculty organizes the

internal examination and the assignments in accordance with the University's academic calendar, considering all COs and using the appropriate taxonomy level. The instructors will make every effort to include as many taxonomies as feasible while creating the assignment questions.

For Internal examinations, College examination section is responsible for:

- Timetable is prepared as per the dates provided in the JNTUH Academic calendar, to conduct the two internal examinations, and will be displayed in the dept notice boards after getting the approval from the principal.
- Allocation of examination rooms along with pasting of the seating arrangement.
- Coordination of professionally printed examination papers and secure management of examination papers.
- provision of adequate examination supervision (invigilation's)

At the institute level: To address concerns regarding the evaluation process, an examination committee is established, consisting of a senior teacher serving as convener and other teaching and non-teaching personnel serving as members. Students receive evaluated answer scripts from the teacher, who also responds to any questions or concerns. The appropriate teacher shall address any discrepancies and make the necessary corrections if students notice any, such as errors in the question paper, incorrect mark distribution, or rectification. For students who continue to miss internal exams for valid reasons, retests for the internal assessment are held by JNTUH University by using Computer Based Test (CBT).

At the university level: If students have complaints about, the evaluation process of university answer scripts, they should inform to the subject-responsible faculty and, if necessary, the department head for further action. By submitting an application for the re-evaluation procedure, students can file complaints. If students are unhappy with their results, they have one week from the results announcement to request a reevaluation of their answer scripts. Reevaluation results will be made public in accordance with university policies.

Re-Evaluation: Within a week of the release of the revaluation results, a student may submit an application for a challenge assessment if the results of the re-counting and re-evaluation are unsatisfactory. Two subject matter experts carry out the evaluation process. Results will be made public prior to the start of the university examination, and students who pass the exam will have their expenses reimbursed. Therefore, pupils are given the best chance possible to pass the course. The institution keeps the entire process clear and time bound.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

In quality teaching and learning process, mapping and attainment is becoming an important process. POs are to be attained by the students by the time they complete the course. POs relate to the skills, knowledge and behavioral traits, the students need to acquire during their graduation. These program outcomes are assessed with the help of course outcomes of the relevant Courses through direct and indirect methods.

POs, PSOs and COs are communicated to the teachers and students by following means:

Department pages of college website, display boards in all the classrooms, laboratories, strategic locations in the department, HOD cabin, faculty cabins and seminar hall. They are published in handouts, syllabus books, and laboratory manuals. Head of the department addresses the faculty and the students and highlights the importance of POs and PSOs. They are also mentioned in the Parents meet, Alumni meet, and meetings with industrial experts. Every effort is made to disseminate them to stake holders effectively.

Direct Assessment Method:

Direct measures are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on internal exams/University exams/online feed backs. Throughout the semester the faculty records the performance of each student on each course outcome. At the end of the semester students receive grades from external exams. The process of attainment of POs starts from writing appropriate COs for each course of the program. Then, a correlation is established between COs and POs in the scale of 1 to 3 and a mapping matrix is prepared in this regard for every course in the program. Program outcomes are attained through the attainment of CO's. This is called direct attainment of PO's.

Overall Course Outcome Attainment

The overall CO attainment level in the course considered is then computed as.

Overall CO attainment level = 80% of CO attainment level in CIE & SEE+20% of CO attainment level in CO feedback.

The above procedure of computing overall CO attainment is to be repeated for each course from first year to final year in an academic year (including opted electives, project work and technical seminars in final year)

Indirect Assessment Method:

Indirect assessment strategies are implemented by embedding them in the Graduate survey, Exit survey, Alumni Survey, and events survey. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the PO attainment level.

Overall PO attainment

The evaluation POs is carried out with respect to student performance and surveys in both the terms of direct and indirect assessment methods. Direct method of assessment is based on assessment of PO on the achievements in the contributing courses for that particular PO. Indirect method of assessment is based on course exit survey, program exit survey, alumni survey, placement survey, feedback on facilities by students, parent's survey and rubrics developed for project and seminar.

Total attainment (100%) = 80 % of direct attainment +20% of indirect attainment

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

2.6.2 Pass percentage of Students during last five years

Response: 75.07

2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
224	154	125	118	144

2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
267	219	168	169	196

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.98

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

MIST is committed that educational institutions serve as mirrors of society's future. The main objective of education is to produce individuals who can take on new challenges, think creatively, and contribute to society through solving technical and societal problems. In order to achieve this goal, we encouraged our staff members and students to be innovative and creative. Our incubation centre's guiding principle is to give academics and students the tools they need to turn their ideas into reality and foster an entrepreneurial culture. This incubation centre, which collaborates with the college's R&D cell and entrepreneurial development cell, significantly addresses the ecosystem for innovation, creativity, and knowledge transfer.

All institute faculty members are encouraged to do research in cross- and multi-disciplinary fields. The Institute provides financial support for all these research activities, and UG and PG students receive funding for their projects, paper publications, and travel funds for domestic trips. Project lab centres and laboratories have been constructed, and it is made sure that they be used to their full potential. Students receive summer training to become more conversant with real-world industry issues. To inculcate the ecosystem at our campus, IPR and EDC cells have been established at the Institute level to encourage academic members and students to do research.

IPR Cell

IPR Cell was founded in 2021 to offer a forum for sharing and discussing the most recent developments

and applications with real-world experience and to support staff members, students, and research scholars in the patent application process.

Objectives:

Ø To enlighten faculty members and students about IPRs protection and to offer them with facilities and orientation.

Ø Obtaining the necessary approvals from relevant authorities before filing patents and other IPRs through the IPR Cell, such as the registration of copyrights and designs.

Ø To plan various IPR awareness campaigns in conjunction with research collaborations. With the faculty, students, and research collaborators' consistent and persistent efforts, patents will be submitted.

EDC Cell

In 2020 Institute, EDC cell was established. The EDC Cell often hosts activities and educational programmes for students. Cell was founded with the intention of supporting and promoting student inventions throughout the entire entrepreneurial eco-system development process. Our students have been taking part in the Design Workshop held by TASK and other organisations for the past two years.

Activities Envisaged under EDC cell

1. To offer incubators shared resources including office support, equipment support, and technological support. 2. To provide training, advice, mentorship, and guidance for business setup 3. To encourage and support rural entrepreneurship in the area by educating the locals at large about new technology and opportunities. 4. Helping with the organisation of product development plans, awareness campaigns, and technology exhibitions. 6. To support and offer the resources needed for technology development and application in the labs. 7. The incubator centre offers entrepreneurship activities like workshops and seminars on business growth.

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 45

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 0.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	8	6	2

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	2	3

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institution makes a concerted effort to educate students and include them in a variety of community development initiatives, resulting in increased social awareness and holistic development. The local government, the police, non-governmental organizations, medical staff, the Red Cross Society, the Lions' Club, and the general public are all brought together to work together to enhance the community. Several community development programmes involving students and the NSS wing are held at the college, including personal and community hygiene awareness camps, seasonal illnesses, road safety, health, clean & green initiatives, rallies, literacy campaigns, and plantation programmes, 'Palle Pragati and 'Swachcha Bharath' programmes to build a better society. Health camps aim at providing health services besides creating an environment to sensitize the community about health issues. Literacy awareness programmes enhance social awareness regarding the importance of education, both for themselves as well as for their children. Every semester rallies are planned to enlighten the people about seasonal diseases, causes, preventive measures and need for environmental cleanliness, personal hygiene, prevention of water stagnation, in water pools and drains and using mosquito nets. Massive *Tree Plantation* drives address the issues like deforestation, soil erosion and desertification. During these two years of pandemic condition, awareness program on safety precautions of COVID-19 are rigorously conducted in the nearby villages and as well as vaccination camps were arranged and nearly around 500 people had been vaccinated.

A few such programmes are:

- Mass Tree Plantation programme has been continuously organizing every year in adapted villages and in campus and nearly with 300 samplings.
- 'Swachcha Bharath' and 'Clean and Green' programmes followed by cleaning the streets and the public areas at sadasivapalem and kothuru village.
- A Rally on Seasonal Disease at kothuru village to create the awareness on the seasonal diseases like dengue, malaria due to mosquito bite.
- Medical camps and dental camps are regularly arranged for the benefit of the villagers who cannot afford the cost of consultation and medicines.
- A Rally on Literacy Awareness Programme carrying banners and messages in placards highlighting the importance of basic education for improving the standard of life.
- Rangoli Fest, Batukamma Fest, Kite Fest etc, are conducted regularly every year in the campus to enlighten the
- Eye camps and dental camps organized at villages such as Gangavaram, Pothireddy Palem, Chatagutla for the benefit of the villagers who cannot afford the cost of consultation and medicines.
- Blood Donation Camp in association with different organizations such as Red Cross and Lions Club.
- Engineer's day Celebrations organized every year the birth anniversary of Sir M Visvesvaraya and giving the insights to his great achievements.
- These programmes evoked a sense of responsibility among the students towards motivating them as good citizens of the nation and enhanced awareness among the rural lot to self-rely for their development.

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Extension activities refer to the transfer of knowledge and information from technical institutions to the wider public, including farmers, rural communities, and other stakeholders. The primary aim of MIST is to conduct the extension activities in rural areas of Sathupally and adapt villages, to promote the application of scientific and technological advances in agriculture, natural resources management, and rural development to improve the livelihoods of rural communities. Extension activities are an important aspect of the overall local community development system and play a crucial role in bridging the gap between technical institutions and communities. They help to bring the latest scientific and technological advances to the doorstep of rural communities, where they are most needed. One of the key objectives of these activities is to empower rural communities by providing them with the knowledge and skills they need to improve their livelihoods. This includes providing information on improved farming practices, as well as on how to access markets, credit, and other resources. These activities help to build the capacities of rural communities, by providing them with the training and support they need to take advantage of new opportunities and overcome challenges. This involves working with local rural communities to adopt practices that are environmentally friendly, economically viable, and socially acceptable. By providing them with information and training on how to manage their resources more efficiently and reduce their environmental impact.

They help to improve the livelihoods of rural communities, promote sustainable agriculture, and build the capacities of rural communities. Extension activities are an essential aspect of the overall agricultural research and development system and play a key role in promoting the sustainable development of rural communities. Some of the most common awards and recognitions include:

- Swachcha Bharath' and 'Clean and Green' awards, To these programmes like cleaning the streets and the public areas at sadasivapalem and kothuru village. These awards is given to individuals who have demonstrated exceptional leadership, innovation, and impact in their extension programs. Clean and Green Campus award has presented by the AICTE, for the college campus in maintaining the lush and green environment.
- Awards for blood donation, in view of organizing the Blood Donation Camp in association with different organizations such as Red Cross and Lions Club. These organizations have given the certification of appreciation awards and best motivator awards for the volunteers.
- For mass Tree Plantation programme has been continuously organizing every year in adapted villages and in campus and nearly with 300 samplings. To these activities every our NSS volunteers have been received with certification of appreciation from the non-government agencies.
- Similarly for voters awareness campaign, the college received the certificate of appreciation from the local Govt, official.
- Appreciation awards have been received from the local govt agency officials for the programmes such as safety precautions of COVID-19, hygiene awareness camps, seasonal illnesses, road safety, health, clean & green initiatives, rallies, literacy campaigns, and plantation programmes like Palle Pragati etc.

3.4.3 Number of extension and outreach programs conducted by the institution through

NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 56

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	09	09	09

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 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: 29

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Mother Teresa Institute of Science and Technology, Sathupally of Telangana State was established in 2001 to provide an excellent education to society. Subsequently, basic infrastructural facilities, on an area encompassing about 30 acres of land, were developed. As per AICTE/JNTUH, Hyderabad norms, all the physical facilities are established to have a very good teaching and learning process. The Institute has a policy for creation and enhancement of infrastructure depending on the requirements in accordance with the changes in the curriculum, student admission and introduction of any additional courses.

A garden is maintained in the college to maintain an eco- friendly atmosphere. There is a lot of encouragement and facilities provided for the students to participate in sports and cultural activities and further they are rewarded accordingly. The department of physical education has enough facilities for both outdoor and indoor games for both girls and boys in the campus. The Qualified Physical Director is being appointed to take care of day-to-day games and sports activities of the college. College teams are formed to take part in Inter Institute, State Level and University level competitions. Sports events are conducted at the inter departmental level in an academic year and the winners are awarded accordingly.

- All computer labs on campus are outfitted with enough computers (1:3 ratios) and installed with software. All the systems on the campus are on access to LAN with domain servers. The organization has access with a bandwidth of 950 Mbps to meet the needs of academics and administration requirements.
- Innovative teaching and learning practices are encouraged to ensure an optimal Utilization of the resources.
- Optimum utilization of the infrastructure is ensured through conducting webinars/workshops/awareness programs for faculty on the use of new innovative technology.
- Adequate and well-qualified lab assistants/system administrators are appointed to ensure effective utilization of infrastructure.
- Maximum utilization of the infrastructure is ensured by organizing certificate courses, co-curricular activities/ extra-curricular activities, campus placement training classes, campus recruitments, meetings, seminars etc., beyond curriculum.
- The outdoor games such as shuttle badminton, volley ball, throw ball, cricket, football, kabaddi, hand ball, kho-kho etc., are well practiced and played by the students.
- Astro layers are provided for cricket practice.
- Facilities for sports such as Long Jump, High Jump, Shot Put, Disc Throw and 200 Meter 4 lane standard track are provided.
- We have a spacious and well equipped Sports room, where pupils can play In door games like chess, caroms etc.,
- The college has 341sq.m. Built up Area available to facilitate the indoor games.
- Travelling and DA is provided for the student to participate in the events.
- College has well equipped open gymnasium for boys & girls with all modern equipment gymnasium centre is functioning in the main campus

- Yoga practice is a gift of Indian heritage to peaceful global life. It is conducted in Auditorium Hall. Yoga day is celebrated in indoor and open space in the campus.

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 40.97

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
101.67	101.96	106.94	102.82	110.42

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The Mother Teresa Institute of Science and Technology features a large central library that is 900 square metres in size, can seat 200 people, and is staffed by a competent senior librarian, assistant librarians, and support staff. For boys and girls, there are separate reading areas for newspapers. On all working days, the library is open from 8:00 AM to 8:00 PM, and on holidays, it is open from 9:00 AM to 5:00 PM. Students, faculty, and researchers can access outstanding knowledge resources through this institution's Central Library. For SC/ST students, a book bank facility with a separate collection of volumes is available, in addition to regular library books. The digital library makes e-books, NPTEL videos, past exam questions, GATE papers, and e-journal articles readily accessible via Intranet. The library also has facilities for printing, scanning, and copying.

The institute library has a beneficial effect on students' academic performance. As they are exposed to knowledge through a variety of books, students can do better during exams and placements. There are 8122 titles and 35636 volumes in our library's collection. Two internet databases, such as INFOTRAC and DELNET, are subscribed to by central library. Each database has 2233 more e-journals and e-books, 11 total IEEE journals, 34 national journals and magazines, and 10 total newspapers. Collection of various periodicals on engineering science and technology and Management are also available on DELNET. For the benefit of the user community, our library provides computerized catalogue search services.

The library has access to e-books, e-journals, and other full-text e-resources subscriptions for the overall development of the faculty and student community. Through the intranet, users can access these resources at anytime from anywhere in the campus. The Digital Library has 20 desktop computers that are Wi-Fi and LAN enabled with 12 Mbps, so that users can quickly and easily access the Internet and e-Resources for their academic and research projects. Every academic year, requests for new books and journals come from all the departments. To promote the most recent titles of books and journals, various publisher representatives occasionally visit libraries with the most recent lists of publications and catalogues. The concerned department faculty members provide the list of books that need to be purchased before the semester starts with the Department Head's recommendation. The list is then reviewed by the library advisory committee and formally approved for procurement action by the principal. Additionally, the library has a separate annual budget that is approved by management prior to the start of each new academic year.

ILMS Information: The Institute established the Integrated Library Management System (ILMS) "NEWGENLIB" and made it possible for students and faculty members to use the OPAC (Online Public Access Catalogue) to search for books by title, author, and other criteria. Online Public Access Catalogue (OPAC) (<http://192.168.10.197:8080/newgenlibtxt/>) provides access to bibliographic information on the books that are currently on hand at the library. All book entries, issues, returns, and dues are automated using this ILMS software.

4.3 IT Infrastructure

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

Response:

Our educational institution is eagerly moving forward to set up a secure and stable wired or Wi-Fi network campus for the students, as to compensate the growing demand for internet access in educational institution. A well-established, state-of-the-art IT infrastructure and resources are available in the college campus. The campus intranet supports a variety of services including web sites, campus management software, library information systems, MOOCS courses, CC TVs, biometric devices, Learning Management Systems (LMS), online assessments, access to online learning resources, and more. It also has a 1 Gbps multimode fiber optic backbone network that is supplemented with Wi-Fi. Regular updates have been made to these IT facilities available in the institution. In order to meet the academic needs of both students and faculty, new IT equipment will be purchased regularly based on the requirements of the departments. Almost every computer in the campus has access to the Internet. Both staff and students have access to the institution's internet service. There is a digital library at the college. Faculty make use of these resources for both internal and external email communication, research using electronic resources, creation of teaching and learning materials, and along with this an uninterrupted power supply (UPS) is made available in the department so that staff and students can use the computers without any power interruption.

Some of the facilities are discussed below:

1. **Computer labs:** The computer laboratories are well equipped with branded PC's adequately and

are well connected to the high-speed internet to help the students and faculty to carry out their academic as well as the research works. The institute has a total 400 computers with different configurations as mentioned below:

1. DELL Systems with i5 Processor 4GB RAM =253 NO'S
2. Dual core with 2 GB RAM= 147 No's
2. WI-FI Facility: Currently we are using internet services from BSNL Leased line of 800 MBPS also we are using 150 MBPS from Jayashree broadband services and, we have provided WI-FI Facility to faculty and students in the campus.
3. Intercom facility: The campus is well connected with a well-planned telecom network. The intercom facilities are provided for all the staff rooms, laboratories, hostels etc.
4. Online lectures: The institute has licensed versions of Microsoft office suite (Microsoft teams) via which the online lectures and practical's were conducted during the pandemic period. Every student and faculty were with the Microsoft team link IDs for the conduction of the E-Classes.
5. Electronic surveillance system with 330 cameras deployed in the campus in 2018.
6. The campus is having a 24-hour power backup facility and stand by facilities for all the PCs.
7. Procured Microsoft 365 Apps licenses in which 50 No's provided for the faculties and 1000 No's are provided for the students.
8. We have procured Code Tantra to incorporate the strong IT Skill among the students and procured MATLAB Software in 2019.
9. We have Upgraded internet bandwidth of 140 Mbps in 2017 to 950 Mbps in 2022 through multiple lines.

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

Response: 2.56

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

Response: 403

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)

Response: 59.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
160.75	146.15	183.5	186.02	78.34

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 77.97

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
637	649	631	625	615

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 89.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
1032	858	565	477	681

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 The Institution has a transparent mechanism for timely 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
Upload supporting document	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: 41.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	89	101	113	126

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
302	228	179	186	254

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 12.63

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
18	17	24	18	20

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	163	119	137	149

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[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 (award for a team event should be counted as one) during the last five years

Response: 38

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	18	8	1	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 26

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
32	0	41	36	21

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The bond between former students and the institute is essential and it is ongoing at MIST. The Institute constantly communicates with its graduates and maintains an active event schedule. The academic committee for the department now includes alumni members. They evaluate the current curriculum and make recommendations in accordance with the needs of the industry-institution interface. They also offer guidance on how to set up labs that conduct tests with cutting-edge equipment to help students and making them more employable. Alumni are encouraged to give technical presentations and offer the students for their career advice. The students are assisted by alumni members in creating a network of support for the advancement of their professional careers, including higher education in India and abroad, internships, and postings. Alumni who work in various businesses connect the college's placement office with those

industries, providing the college with options for student internships and placements. Additionally, they link the college's industry-institute interaction cell, facilitating industrial visits, internships for students, and resource people for programmes aimed at faculty and student growth as well as student development. College professors can interact with their professional seniors through alumni who work in various R&D facilities, which facilitates testing requirements.

The Mist Alumni Association has established a cash award programme for the college's top academic achievers as well as scholarships for deserving, poor students. The alumni have their own database, which will be updated frequently. This initiative was started with the intention of preserving alumni interaction so that former students may learn about the whereabouts of their fellow classmates and take advantage of the placement cell's listings of open positions and career prospects. This aids in finding alumni with a promise who might, if willing, provide beneficial service to the institute. Thus, the alumni organization serves as a forum for people with similar interests to exchange opinions and experiences. Each year, the MIST Alumni welcome all the graduating students. Their participation in the association fosters interpersonal relationships, which enhances public relations.

There is an established and active Alumni Association for the institute. Despite the Alumni Association's 2015 registration, its recent activities have been encouraging. Current students can benefit in the real world from the alumni network. Alumni frequently contribute their significant time to help current students with their careers. This improves the learning environment for the students and gives them an opportunity in the challenging employment market of today. One of the main sources of placement opportunities for students is a college's alumni network. Alumni can assist students in finding jobs at their own companies. Depending on the alumni's availability, the Alumni Coordination cell will occasionally organize Alumni - Students meetings. During these gatherings, the alumni talk about their experiences as students while attending college and their professional experiences.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision

To be a state-of-the-art centre for learning with a social commitment transforming the youth into dynamic professionals.

Mission

IM1: Foster unmatched excellence in professional education

IM2 : Provide quality eco-system to inspire learning aligned to needs.

IM3: Inculcate ethical and moral values to groom good citizens.

IM4: Involve in activities with team spirit and collaborations towards nation building.

Mother Teresa Institute of Science & Technology (MIST) functions with deep commitment for making quality technical education accessible to the young engineering aspirants from different social strata ensuring their empowerment enabling them to play a socially responsible role. It was established in 2001, under Mother Teresa Christian Minority Educational Society in pursuit of its educational cause and service-oriented initiatives. The vision and mission statement defines the institute's distinctive characteristics in addressing the needs of stakeholders involved. In adherence to the above vision and mission, and the norms of AICTE and UGC, college management constituted a Governing body. All the members of the Governing body participate actively, and with their extensive experience, and leadership skills contribute for growth and development of the institution.

Our Institute has a firm commitment to the principles of decentralisation and participatory management in all facets of academic and administrative life as a means of preserving the integrity of the educational process. To implement these practices in the institution the following role of positions takes the active participation.

The principal creates the regulations with input from the Governing body and the Academic council. To achieve the goal of shaping the institution into a "Centre of academic excellence," and makes certain procedures that only the most qualified faculty members are recruited from prestigious universities. His responsibilities include promoting research activities and ensuring discipline, as well as overseeing academic planning, faculty requirement, a reasonable course load, the academic calendar, the efficient use of classes, feedback on the academic system, and an analysis of the results, and ensuring the effective use of faculty time. He takes care of things like infrastructure needs, maintenance, safety and security measures, event and conference planning, alumnus relations, lodging, transportation, and job placement.

At the Institute level, an Institutional Quality Assurance Committee (IQAC) has been established to monitor and provide advice to carry out all quality assurance initiatives in the institution in a way that is consistent with its stated goals.

When it comes to academics, the Dean of Engineering oversees everything. Helps the Heads of Department to plan and execute seminars, workshops, and conferences. He keeps an eye on attendance and grades to make sure they're updated accurately. keeping an eye on the annual teacher performance reviews.

The Head of Department is accountable for all curriculum and laboratory improvements. He makes assignments and schedules classes after discussing them with teachers. The Head of Department is accountable for the dissemination of knowledge, the quality of instruction, the effectiveness of the mentor system, the development and upkeep of the Centre of Excellence, and the accuracy and upkeep of its instruments.

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The institutional governing body is properly organised for making important decisions and ensuring that the college's Vision, Mission, and Stakeholder requirements are being met. The website features an organization chart that depicts the institute's organisational structure. To run smoothly, the Institution has established several committees at both the central and departmental levels. The committees' missions and responsibilities are defined in accordance with directives from the institution's top official. The following are the groups that make up these commissions:

STATUTORY

Ø Governing Body

Ø Academic Council

Ø Finance Committee

NON-STATUTORY

Ø Planning and Evaluation Committee

Ø Grievance Redressal Committee

Ø Examination Committee

Ø Admission Committee

- Ø Library Committee
- Ø Internal Complaint Committee (Sexual Harassment Committee)
- Ø Student Welfare Committee
- Ø Extra-Curricular Committee
- Ø Academic Audit Committee
- Ø Anti-Ragging Committee
- Ø Minority Committee OBC Committee
- Ø SC/ST Committee

The functions, duties, and meeting schedules of the committees can all be found in the college website and are framed within the guidelines established by the University Grants Commission (UGC), the State Government, and the Affiliating University. The Institution has a set of well-defined rules, policies, and regulations. These regulations have been approved by the Governing Body and the Academic Council. The first version of the service rules was published in March 2001; they have since been revised and updated, and the revised and current version may be seen on the college's website.

The organization strives to build a high and dignified environment through teamwork, cooperation, open communication, trust and respect, and paving the way for academic and professional excellence. The qualified MIST faculty and their knowledge, experience, skills and ethics give the institution a competitive edge over other engineering institutions. MIST has well-defined terms of service for both teaching and non-teaching staff. It provides its employees with clear, transparent rules and regulations and are periodically amended for the benefit of its employees and the Institute. Established in 2001, the Institution has developed a 10-year strategic plan with clear objectives and next steps. Here is a quick rundown of the prospective plan's suggestions:

- Ø With the use of a paperless e-Office, the campus will be able to run more smoothly and be held accountable for its actions. In terms of education, the campus will shift toward an outcome-based curriculum that is more relevant to the workplace.
- Ø Improvements to existing buildings, labs, and transportation systems.
- Ø Forming memorandums of understanding with other educational groups and industries.
- Ø Improving the Institute's Placement Rate
- Ø Improving infrastructure, laboratory facilities, and updating faculty personal files.
- Ø A boost for alumni events
- Ø Gearing up for EDC Cell events.

Ø In accordance with the long-term strategy that supports the institution's overarching vision, IQAC of the institute keeps a close eye on all of the major responsibilities involved in education, including classroom instruction, academic/administrative planning, and programme execution. The IQAC has been working hard to change the traditional teaching with the student centric methods like ICT.

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Mother Teresa Institute of Science & Technology has well defined Performance Appraisal system. A proforma and guidelines for performance appraisal was prepared and communicate to the faculty well before the year ending time. In the defined performance appraisal system, Performance Indicators are divided into three categories: (1) Teaching, Learning and Evaluation related activities (2) Co-Curricular, Extension and Evaluation Related activities (3) Research and Academic Contributions.

The performance Appraisal for the faculty is carried out based on quality of Teaching Administrative tasks, Assignments, and Research work with reference to self-appraisal form submitted by faculty at the end of year. Assessment considers the prime role of teaching and contributions towards the development of department and institute. The faculty continuously monitored for their activities and roles. The faculty is individually asked to write/assess about involvement in various activities (teaching, research, mentoring, development of department and carrier improvement etc.). The faculty performance is first evaluated by concern HOD, further assessment by the Head of the institute. The student feed-back reports and pass percentage were considered in assessing. The annual increment was decided for the faculties based on these above factors. The purpose of appraisal is to advise the faculty to put extra efforts in the above said activities for overall development of students.

The welfare measures promote not only the growth of organization, but also benefits the faculty members and supporting staff. With the goal of increasing effectiveness and efficiency, MIST provides its staff with several incentive programmes. Here are some of the benefits the college offers to its employees, including faculty and support workers.

- Our college allows pregnant women to take up to ninety days of paid leave throughout their pregnancy. Employees can anticipate being paid on the regular salary payment date.
- Discounted tuition fee for employees' kids This plan is meant to encourage staff members to invest in their children's education. Staff members' dependent children who enroll here will receive a

tuition discount.

- Buses are provided at no cost to employees. The institution has created this scheme for employees who take the college bus to and from work.
- Encouragement of staff participation in continuing education and research. To ensure and encourage the faculty in knowledge up gradation, paid leaves will be offered to do research and sponsorship will be provided to faculty members to pursue Doctoral degrees.
- Help for employees to pay for conference and workshop participation. Every year, the institute provides sponsorships to faculty members so that they can attend conferences and workshops to improve their academic quality and further their research.
- Prizes and Monetary awards are presented to teachers for exceptional work published in scholarly journals.
- The institution provides a subsidized food for its employees at a college canteen.
- Both teaching and non-teaching personnel are eligible for free housing in the college hostels for men and women staff members.

The institute's faculty members are allowed Leave on Duty, from their normal duties to participate in conferences, seminars, and FDP courses.

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: 51.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	56	76	40	19

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 46.19

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
34	68	77	32	13

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The student fees and interest from the corpus fund are how the self-financed Mother Teresa Institute of Science and Technology raises its money. The fee is collected in accordance with the state fee regulatory authority's rules and regulations. The fixed deposits are taken out and put toward educational expenses. The institution follows the management-approved budget usage policy for administrative and academic costs.

Strategies for making the most use of financial resources:

The institute has a clear system in place to track how effectively and efficiently the financial resources that are available are being used to build infrastructure and academic processes. Every year, the accounts department creates the institution's budget while taking both recurring and non-recurring expenses into account. All academic and section heads are asked to provide the annual budget requirements during the budget preparation process while considering the improvement and updating of laboratories, computing facilities, libraries, the teaching-learning process, training, extension activities, and software etc. As a result, it is demanded of all administrative and department heads to provide the necessary budget for the coming financial year. The college's management team, the accounting department, and the principal make all the important financial decisions. The following primary sections analyse and verify all the significant financial transactions:

Ø Training & Placement activities

- Ø Software, maintenance of Internet bandwidth and research and laboratory development
- Ø Enhancement of library facilities leads to novel learning practices and accordingly required funds are provided every year for purchase of Library Books / Journals.
- Ø Repair, maintenance, Printing & stationary Equipment
- Ø Adequate funds are allocated for effective teaching-learning practices that include orientation programs, workshops, inter disciplinary activities, training programmes that ensure quality education.
- Ø Adequate increments based on the Annual performance indicators of the institute.
- Ø Funds are provided to meet day-to day operational and administrative expenses and maintenance of the fixed assets.
- Ø Funds are utilized for purchase of advanced laboratories equipment to encourage research interest of the faculty and students.
- Ø Adequate funds are utilized for development and maintenance of every good infrastructure for the institute.

Following the budget's final approval, the purchase process is started by the purchase committee, which is made up by the heads of all departments and the account officer. As a result, quotes are requested, and following negotiations, purchase orders are placed. Payment is released in accordance with the terms and conditions stated in the purchase order once the delivery of the respected goods and services. Bills and vouchers provide transparency for every transaction. The testing and item verification results in the bill payments being approved. The transaction through the bank is only operated by authorised individuals. A responsible faculty member makes sure that the right machinery and equipment are obtained. The Purchase committee and Principal at the institute level, followed by the Finance Department at the corporate office level, keep an eye on the entire material buying process. Every financial year, internal auditors and chartered accountants undertake a financial audit to ensure compliance.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) has made a substantial contribution to MIST's quality assurance methods and procedures. The IQAC continuously assesses and improves the effectiveness of the teaching-learning process. It periodically evaluates the teaching-learning process, operational structures, and procedures, and learning outcomes while keeping track of continuous improvements to various activities. To enhance the teaching-learning processes in each department, the department heads have

developed several quality initiatives in conjunction with the senior faculty. To provide the quality education in rural regions, many measures have been implemented by the IQAC team of the institution.

Internal Quality Assurance Cell (IQAC) of MIST is responsible for:

Ø Creation and use of quality benchmarks/metrics for the institution's numerous academic and administrative activities.

Ø Information sharing on various higher education quality parameters. Coordinating quality-related initiatives for the Institution, including the adoption and promotion of best practises.

Ø Creation of a quality culture inside the organization, to this all academic, administrative, and research activities are periodically audited by IQAC.

Ø Planning workshops and seminars on quality-related topics as well as promoting quality initiatives and methods by the creation of the Annual Quality Assurance Report (AQAR) in accordance with NAAC standards and requirements.

Ø The stakeholders would be given frequent copies of the IQAC reports for comments and ideas. The reports will also be posted on the Institute's official website.

Ø It is suggested to make it easier for students to complete specialised internships at reputable industries or at the reputable academic institutions.

Ø Organize industrial training, industrial visits, workshops, guest lectures from industry experts, MOUs, etc. to encourage industry participation in academic practises.

Ø The introduction of education focused on outcome-based approach into each programme.

Ø Introduces soft skill and aptitude workshops for students to develop their personalities and employability.

The college institutionalizes IQAC initiatives and corrective measures. Two such practices institutionalized because of IQAC initiatives are:

(i) Use and enrichment of ICT infrastructure.

The process of teaching and learning in MIST includes the usage of ICT tools on a regular basis. The IQAC has consistently urged faculty members to use these resources in the classroom and in the lab. The administration has been instructed by the IQAC to upgrade the ICT infrastructure by purchasing cutting-edge ICT equipment and broadband internet Wi-Fi. The IQAC regularly organises workshops on topics like usage of Microsoft Teams, video conferencing, email, handling ICT equipment, etc. to train teachers and non-teaching personnel on how to utilise ICT. In order to examine the dependability and uses of ICT facilities in teaching and learning, a feedback mechanism has been put into place for the effective usage.

(ii) Implementation of Green practices in the campus

The IQAC proposed to implement various eco-friendly practices to uphold an eco-friendly college campus

through the activities such as tree planting, paperless work, plastic eradication, clean and beautiful campus, no vehicle day, save power, paper bag workshops, awareness programmes on renewable energy, and e-waste management. IQAC divided these tasks across multiple departments to effectively adopt green practices.

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

One of the most important issues facing society now is gender equality. The institute often runs campaigns to promote gender equity. Distinguished guest speakers are invited to talk on the subject, which emphasizes the value and contribution of women to society. The graduate (UG&PG) students at Mother Teresa Institute of Science and Technology are committed to supporting one another. This may include receiving the same treatment as another person or receiving treatment that is Rights, Benefits, Obligations, and Opportunities are deemed to be Equal. In terms of economic, social, cultural, and political advancements, gender equity in education refers to the fact that both men and women have equal possibilities.

In JNTUH Curriculum, course like Gender Sensitization has been offered to undergraduate students with an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions, and debates in Gender Studies, both historical and contemporary. This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality, and other social identities.

The concerns that College is most concerned about include safety, security, and well-being, as well as gender parity and a welcoming work environment. The institute and its surrounding community place a premium on gender equality, as shown by the following amenities:

- Security at the ladies hostel campus is handled by experienced and watchful female guards.
- All entrances and exits are under CC surveillance.
- Large-scale monitoring system with constantly monitored.
- All teachers must take part in a rotating security and disciplinary duty.
- Both male and female representatives from the institute and the faculty are on the Disciplinary Committee.
- There are both scholastic and non-academic counselling services available for both male and female students and faculty.

commemorative days, events, and festivals:

The college encourages students to participate in observances of special days, events, and festivals. It's crucial to a student's education and development of a solid foundation of cultural belief. The University puts forth significant effort to observe significant national and international holidays, events, and milestones. In MIST celebrations spread out over the course of a year. The institution regularly commemorates and hosts festivals, memorials, and other events of national and international significance. Cultural events such as national festivals help instill a sense of national pride and patriotism among Indian

citizens. Our organization enthusiastically celebrates these occasions, which serve to honor the ideals of nationalism and to pay tribute to our country's legendary leaders.

Everyone on campus, from teachers to students to administrators, joins part on the festivities to spread goodwill and good cheer. Republic Day, Independence Day, Gandhi Jayanti, International Yoga Day, Holi, Batukamma Festival, Women's Day, Engineers Day, Sankranti Sambaralu, Ugadi, etc., are all celebrated annually.

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institute has made it a priority to foster a welcoming atmosphere for all students and staff, and it actively promotes student participation in these efforts. The goals can be attained by study of the Constitution of India and related topics. The orientation programme and the incorporation of the essence of

Indian traditional knowledge are two tiny steps taken to instill these values in the pupils. The institution promotes ideological tolerance and harmony by hosting workshops, seminars, and lectures on a wide range of topics, including but not limited to: cultural, regional, linguistic, communal, social, and other differences. In view of this, JNTUH Curriculum has introduced the Constitution of India as one of the courses in the course structure for the graduate students to know the salient features and characteristics of the Constitution of India. This course has led the importance of scheme of the fundamental rights and its legal status.

The goals of the institute are to improve education in rural areas, help the poor financially, and foster social cohesion. The Institute has given talks in rural areas to help improve environmental and ethical practices and awareness. The Institute has also conducted studies on the safety of the drinking water in these rural areas. The goal of these extracurricular activities is to foster a more well-rounded learning experience for the students. For as long as there it has been in the vanguard of educating their students about the state's and nation's cultural, regional, linguistic, communal, and socio-economic diversity.

To promote understanding and unity among its student body, the institute often hosts cultural and regional events such as Youth Festival, Constitution Day, Ugadi, sankranti, Gandhi Jayanti, Dr. B.R. Ambedkar's birthday, International Yoga Day, Women's Day, and Cultural Day in order to preserve cultural variety. The Gender Equality Policy of the institute emphasizes equal rights, access, and opportunity for men and women. By making accessible environments, required resources, and people and with the use of technology, the college departments make ongoing efforts to ensure that people with disabilities feel involved in all aspects of campus life. The JNTUH University has updated the curriculum to include lessons on human rights, tolerance, love, compassion, harmony, the advancement of social values, environmental awareness, and ethics.

The institution supports intergroup peace and tolerance without making any distinctions. To address their academic and administrative issues, the college established a grievances redressal department for SC/ST students and offers financial aid in the form of merit and poor scholarships. The college's NSS Unit is actively providing its services. The students are inspired and encouraged to give back to society in any way they can, such as by planting trees, hosting health fairs, promoting awareness campaigns, participating in Swachh Bharat, celebrating World Heart Day, etc. The available resources are used wisely. The usage of renewable resources has received increased attention from the college. Solar power networks are available. The college's electricity requirements are generally met by the electrical grid, which primarily uses LED lamps.

7.2 Best Practices

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

Response:

Title of the Best practice 1

Training for improving student skills to make them industry ready.

Objectives of the practice

The objective of student skill enhancement training is to prepare students for success in the workforce by equipping them with the knowledge, skills, and abilities that are in demand by employers. The training may include workshops, mentorship programs, internships, and other hands-on learning experiences that allow students to apply the theories and concepts they have learned in the classroom to real-world situations. Additionally, the training may cover topics such as resume building, job search strategies and salary negotiation to help students successfully navigate the job market and find employment that aligns with their career goals.

The Context

In today's rapidly changing world, it's more important than ever for students to have the skills necessary to succeed in the workplace. Employers are looking for well-rounded individuals who have a combination of technical knowledge and soft skills, such as communication, teamwork, and critical thinking. These skills are critical to success in any field, and employers are often more likely to hire individuals who can demonstrate that they have a strong work ethic, good communication skills, and the ability to work effectively in teams.

The practice

The practice of student skill enhancement training involves a range of activities and programs designed to help students develop the skills necessary to succeed in the workforce. Some of the common practices include:

- Hands-on learning experiences: Many student skill enhancement programs provide students with hands-on learning experiences, such as internships etc.
- Career workshops and seminars: Student skill enhancement programs may also include career workshops and seminars, which provide students with valuable information about different career paths and the skills necessary to succeed in those fields.

Evidence of Success

There is a growing body of evidence to suggest that student skill enhancement training programs are effective in preparing students for the workforce. Some of the key outcomes of these programs include:

- Improved confidence and employability: Students who participate in skill enhancement training programs are more to secure higher-paying jobs.
- Improved soft skills: Skill enhancement training programs also emphasize the importance of soft skills, such as communication and critical thinking.
- Students placed in different MNC companies can view in the following link: Mother Teresa Institute of Science and Technology (<https://www.mistech.ac.in/>)

Problems encountered and resources required

While student skill enhancement training programs can be highly beneficial for students, there are also some challenges and resources required to implement these programs effectively. Some of the common problems encountered and resources required include:

- Resistance from students: Some students may be resistant to participating in student skill enhancement programs because they prefer more traditional approaches to learning.
- Challenges with assessment and evaluation: Measuring the effectiveness of student skill enhancement programs can be challenging.

Resources required to implement student skill enhancement programs effectively may include:

- Experienced instructors: Student skill enhancement programs require experienced instructors.
- Technology and equipment: To provide students with hands-on learning experiences, need access to the latest technology and equipment.

Title of the Best practice 2

Continuous Quality Improvement (CQI)

Objectives of the practice

The objectives of Continuous Quality Improvement (CQI) in an academic institute are similar to those in other organizations, with a focus on enhancing the quality of education and student experience. Some common objectives of CQI in academic institutes include:

- Improving student outcomes: CQI seeks to improve student outcomes, such as higher graduation rates, better job prospects, and more successful careers.
- Improving faculty development: CQI encourages faculty to continuously develop their skills and knowledge, leading to a more competent and skilled workforce.

The Context

Continuous Quality Improvement (CQI) is a systematic approach to improving processes and services over time. The objective of CQI in academic institutes is to continuously improve the quality of education offered, and to ensure that students receive a high-quality education that prepares them for successful careers.

The implementation of CQI in academic institutes requires the participation of all stakeholders, including faculty, staff, students, and administrators. It also requires a commitment to continuous improvement, regular review and evaluation of processes and practices, and the allocation of resources to support continuous improvement efforts.

The practice

The practice of Continuous Quality Improvement (CQI) in an academic institute involves a systematic approach to improving processes and services over time. The following are the steps involved in the practice of CQI in an academic institute:

- Assessment of current processes and practices: This involves a comprehensive evaluation of existing processes and practices to identify areas for improvement. This can be done through various methods such as surveys and data analysis.
- Development of improvement plans: These plans may involve changes to existing processes and practices, the implementation of new processes or the adoption of best.

Evidence of Success

The evidence of success in Continuous Quality Improvement (CQI) in an academic institute can be seen in several areas, including:

- Improved processes and services: This can include more efficient and streamlined processes, higher-quality instructional materials, and better support services.
- Increased faculty and staff satisfaction: A high level of satisfaction among faculty and staff can indicate that the academic institute is creating a supportive and empowering work environment.

Problems encountered and resources required

Problems encountered in Continuous Quality Improvement (CQI):

- Resistance to change: Change can be difficult for some individuals, and there may be resistance from some faculty and staff members to new processes or practices.
- Lack of engagement from faculty and staff: Engagement from faculty and staff is crucial for the success of CQI initiatives, and a lack of participation can limit the impact of these initiatives.

Resources required for successful CQI in an academic institute:

- Technical resources: Some CQI initiatives may require the use of technology, such as data analysis tools, software systems, and other technical resources.
- Time and effort: CQI initiatives require significant time and effort, including the development of improvement plans, implementation of changes, and ongoing monitoring and evaluation of progress.

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:

MIST institute place a strong emphasis on hands-on, practical training to prepare students for careers in technical fields. This approach is considered a priority and thrust for this institute as it allows students to develop the technical skills and knowledge needed to succeed in their chosen careers. This institute has built a reputation for providing students with a comprehensive and practical education, which includes hands-on training in state-of-the-art labs and workshops. The Institute has invested heavily in the latest equipment and technology to ensure that students receive the best possible training.

At the Institute, students have access to a range of hands-on training experiences, including simulated work environments, real-world projects, and opportunities to work with industry partners. The hands-on training provides students with the opportunity to apply their knowledge in real-world situations and to develop their technical skills. This practical experience is highly valued by employers, who are looking for candidates with experience in the field.

One of the key strengths of MIST is its focus on industry collaboration and partnerships. The institute has established relationships with a wide range of organizations and businesses, which provides students with opportunities to work on real-world projects and to develop professional connections. This collaboration is beneficial for both students and employers, as it helps to bridge the gap between education and industry and to prepare students for the challenges of their chosen careers.

Another aspect of the Institute is its performance in the area of its commitment to provide the students with individualized attention and support. The faculty and staff are dedicated to helping students achieve their goals and to providing them with the support and guidance they need to succeed. This personalized approach to education has helped to create a supportive and empowering environment for students and has contributed to the institute's success in this area.

Providing an excellent Education that emphasizes the importance of social context and practical skills. Because we want our graduates to be successful in the workforce, we base our course offerings on what employers are looking for. Educating engineers with the proper "attitude, skills, and knowledge" is the main goal of the institute. The mission of "imparting quality education with an emphasis on social relevance and practical skills" helps to achieve this goal. As a result, MIST has become an institution of the industry, by the industry, and for the industry, and its classrooms reflect that spirit.

The college takes a holistic perspective in order to instill in its students a set of principles and abilities in the art of nurturing. The institution has launched its mission of bridging the divide between faculty and students with its many charitable, social, and ethnic initiatives. This institute raises awareness and encourages greater participation in improving society as a whole. Some examples include:

- Trees plantation to make green atmosphere in NSS Adopted Villages.
- First Year Student Orientation program.
- A celebration of freedom and independence.
- Cleanliness programs like swach bharat etc.
- Several programs like celebrations of Sankranti sambaralu, dasara, and Holi; education on gender equality and traffic safety etc.

Through participation in remedial coaching, value added programmes, club activities, co-curricular and extra-curricular sports, and cultural events, students spend a great deal of time on campus in addition to their classroom time. As a result, there is more room for growth and improvement in one's character and employment-related abilities.

Mother Teresa College has been collaborating with Code Tantra in order to fulfil its mission of empowering students to embrace a lifelong commitment to learning in order to successfully meet the intellectual and professional challenges they will face. Code Tantra is an Indian startup that has received official recognition from the Indian government. It offers a unified platform for online education that includes a virtual university, online courses, assessments, proctored exams, assignments, auto-grading, plagiarism checks, and the ability to learn to code from anywhere. About the Code Tantra Platform for

Online Training CodeTantra is a student-focused education and evaluation hub. The curriculum includes JAVA, Python, Data Structures, and C/C++ instruction. The capabilities of the platform include sophisticated online course creation and design with support for rich media, animations, etc., as well as curriculum administration that can be adjusted on an individual basis. Programming questions in various languages, multiple choice questions, and other forms of questions that can be automatically evaluated. Beginning with the 2020–21 academic year, all students received training on many platforms including C, C++, and JAVA thanks to the school's partnership with Codetantra. Students have benefited from this education by securing jobs at various companies.

Our institute has a substantial playing area for a variety of sports and games, including volleyball, throw ball, kabaddi, kho-kho, badminton, chess, caroms, and table tennis. The MIST campus is fully equipped with a Yoga room and a gymnasium. With this student are encouraged to develop both their physical and cerebral capacities.

Evening quizzes are occasionally used to help pupils learn and progress academically. In addition to this, students will engage in discussions about technology and other social activities, both of which help students develop their capacity for effective communication and bring out their hidden abilities. The students are very involved in the college's extra-curricular events, such as the Annual day, Graduation Day, Y-Brain technical ceremony, and in addition to the required and elective courses they are taking. Students are rehearsing different types of dances, including classical, western, solo, and group, in preparation for upcoming performances. The music club not only serves as a venue for dance rehearsals, but also for songs preparation.

In conclusion, MIST Institute's performance is in the area of hands-on, practical training is a testament to its commitment to providing students with a comprehensive and practical education. The institute's focus on hands-on training, industry collaboration, and individualized support has helped to prepare students for successful careers in technical fields and has established the institute as a leader in this area.

5. CONCLUSION

Additional Information :

Since its founding, the Mother Teresa Institute of Science and Technology has emphasised the qualities of excellence and accomplishments in higher education.

The institute has put up fully functional laboratories, classrooms with modern technology, seminar spaces, a central library, computer centres, and communal facilities.

Professional Student Chapters like ISTE/IETE/IFERP were created in the Institution. The Institution is an authorised TCS-ioN Online Test Centre for holding different online examinations of renown including JEE, GATE, ICET, EAMCET, TSPSE, among others.

Recognized Under Sections 2(f) and 12(B) of the UGC Act of 1956.

The Institute is an ISO:9001:2015 Accredited Organization.

The institute was awarded as Best Clean & Green Campus by AICTE.

Being a Rural Institution, Separate Boys & Girls Hostel with all necessary & modern amenities are available.

Institution holds its own transportation facility for staff & students.

The students at our institution earned two University Gold Medal in the year 2018 & 2019 for Mining and Civil branches.

The institution provides consulting services to the non-governmental organisations and local agencies within the areas of material testing, concrete testing, and soil testing.

Received recognition from the Indian Red Cross, Lions club for running numerous blood donation drives through the NSS.

Adapted two nearby villages, and implemented various campaigns such as electoral literacy, awareness on govt schemes, plantation etc.

Many committees and cells have been established, including the Internal Quality Assurance Cell (IQAC), the Grievance Redressal Committee, the Anti-Ragging Committee, the women empowerment cell, Student Mentoring, and the Committee for SC/ST etc.

Industrial people and motivational speakers are routinely invited to raise the spirits of the employees and students.

Conducting meditation programme and YOGA programmes for staff and students for their personal growth by the NSS Unit.

The students have excelled in South Zone inter-university sports and extracurricular activities.

Institute entered MOUs with industry and other academic institutions to gain practical experience and internships.

Institute provide students with a broader perspective on global issues and challenges, and also help them develop cross-cultural competencies and communication skills.

Concluding Remarks :

MIST has demonstrated a strong commitment to academic excellence, innovation, and social responsibility through its various initiatives and programs. The institute has invested in state-of-the-art infrastructure, well-qualified faculty members, and effective teaching-learning practices to provide its students with a dynamic and engaging learning environment. With academic programmes that are in line with community needs, infrastructure improvements, and qualified teaching staff members, the institution is dedicated to provide the high-quality education. Activities conducted over the years have enhanced the development of the Institute and a systematic and well-planned efforts made in this area by the Institute. The teaching learning environment is learner centric, flexible with transparency in evaluation and embedded with a wide range of Add on Courses and industry engagements.

MIST has also emphasized the importance of research and innovation, through its collaborations with industry and other academic institutions. The institute's focus on emerging technologies and real-world problem-solving has positioned it as a leader in the field of technical education. The institution practices outcome based education with the University designed curriculum with defined COs, POs and PSOs for each of the courses as per the guidelines of AICTE and industry experts. ICT tools have been used in the delivery of the courses and hands-on training has been offered in advanced courses in addition to the regular laboratory experiments. Blooms taxonomy is followed in the preparation of the lesson plan, assessment and evaluation. Attainment of COs, POs and PSOs are measured in every semester using direct and indirect assessment tools.

MIST has also shown a strong commitment to social outreach and community engagement, through its service-learning programs and outreach activities to promote electoral literacy and civic engagement. The institute's efforts to engage with the wider community have helped it to develop a culture of social responsibility and citizenship among its students and faculty.

To summarize, we work hard to develop the institute in all aspects, including infrastructure, academics, and human resources, to obtain accreditations that certify the standards and processes followed, as well as to understand the scope for improvement to achieve the defined Vision and transforming rural youth as Technocrats.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																																								
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p><i>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>146</td> <td>103</td> <td>99</td> <td>102</td> <td>117</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>131</td> <td>103</td> <td>99</td> <td>102</td> <td>117</td> </tr> </tbody> </table> <p><i>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>160</td> <td>128</td> <td>128</td> <td>128</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>160</td> <td>128</td> <td>128</td> <td>128</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	146	103	99	102	117	2021-22	2020-21	2019-20	2018-19	2017-18	131	103	99	102	117	2021-22	2020-21	2019-20	2018-19	2017-18	160	160	128	128	128	2021-22	2020-21	2019-20	2018-19	2017-18	160	160	128	128	128
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p><i>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18																																			
2021-22	2020-21	2019-20	2018-19	2017-18																																					

24	15	11	6	5
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	8	6	2

Remark : DVV has made the changes as per some Journals are not found in UGC Care List.

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1032	1046	565	477	790

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1032	858	565	477	681

Remark : DVV has made the changes as per EP-1.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	20	8	4	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	18	8	1	0

Remark : DVV has made the changes as per Award are for intercollegiate competition's.

5.3.2 Average number of sports and cultural programs in which students of the Institution

participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	0	50	48	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	0	41	36	21

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	56	76	40	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	56	76	40	19

Remark : DVV has excluded repeated counts.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	68	77	32	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	68	77	32	13

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

Remark : DVV has given the value as per SSR.(total 80)

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 87 Answer after DVV Verification : 117</p>