



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

| | | |
|--|--|---|
| 1.Name of the Institution | | Mahatma Gandhi Institute of Technology |
| • Name of the Head of the institution | | Prof. G. CHANDRAMOHAN REDDY |
| • Designation | | PRINCIPAL |
| • Does the institution function from its own campus? | | Yes |
| • Phone No. of the Principal | | 04024193070 |
| • Alternate phone No. | | 9381855173 |
| • Mobile No. (Principal) | | 9885210475 |
| • Registered e-mail ID (Principal) | | principal@mgit.ac.in |
| • Address | | Kokapet (Village), Gandipet (Mandal), Ranga Reddy (District) |
| • City/Town | | Hyderabad |
| • State/UT | | Telangana |
| • Pin Code | | 500075 |
| 2.Institutional status | | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | | 01/09/2021 |
| • Type of Institution | | Co-education |
| • Location | | Rural |

| | | | | | |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr P RAM KISHORE KUMAR REDDY | | | | |
| • Phone No. | 04024193057 | | | | |
| • Mobile No: | 9966359780 | | | | |
| • IQAC e-mail ID | iqac@mgit.ac.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://mgit.ac.in/wp-content/uploads/2025/01/AQAR-2022-23.pdf | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://mgit.ac.in/academic-calendar/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A | 3.14 | 2018 | 30/10/2018 | 29/11/2023 |
| Cycle 2 | A++ | 3.59 | 2023 | 23/11/2023 | 22/11/2028 |
| 6.Date of Establishment of IQAC | | | 11/11/2012 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| Dr. Archana Jain, Department of Physics & Chemistry | SERB under Teachers Associateship for Research Excellence (TARE), GoI | SERB | 26/06/2023 | 200000 | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |

| | | |
|---|---------------------------|--|
| <ul style="list-style-type: none"> • Upload the latest notification regarding the composition of the IQAC by the HEI | View File | |
| 9.No. of IQAC meetings held during the year | 2 | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| IQAC organized programs like outreach initiatives, internships, and industry collaborations to make academic programs more relevant and promote social responsibility among students. | | |
| IQAC guided the institution to achieve successful accreditation, gaining recognition for maintaining quality standards and continuous improvement. IQAC fostered a culture of growth by supporting quality initiatives, encouraging innovation, and celebrating achievements across the institution | | |
| IQAC led infrastructure development efforts to provide modern facilities and resources for teaching, learning, and research | | |
| Internal Quality Assurance Cell (IQAC) played a key role in enhancing the academic and extracurricular experience for B.Tech and M.Tech students through initiatives like technical seminars, hackathons, and competitions | | |
| IQAC ensured the alignment of curriculum with industry trends, preparing students for successful careers in their respective fields | | |
| 12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | | |

| Plan of Action | Achievements/Outcomes |
|---|--|
| <p>IQAC aimed to expand students' domain knowledge in interdisciplinary engineering fields, increase employability by focusing on emerging technologies such as AIML, CS, DS & IoT, and offer opportunities for higher studies in areas beyond their primary discipline</p> | <p>The initiatives enhanced students' understanding of interdisciplinary subjects, equipping them with valuable skills in high-demand areas and improving their employability. The AY 2023-24 registration data shows strong interest in emerging technologies, with 65 students in AIML, 12 in Data Science, 8 in Computer Science, and 3 in IoT. This reflects the growing demand for expertise in cutting-edge fields, positioning students for future career success</p> |
| <p>IQAC aimed to encourage faculty to publish their innovative research work in peer-reviewed, SCI/Scopus-indexed journals in CARE Journals notified on UGC website to enhance the institute's academic reputation and contribute to the professional development of staff</p> | <p>Faculty successfully published 151 papers in reputed journals during the assessment period, with several also advancing their research work, contributing to both personal growth and the institute's academic standing.</p> |
| <p>IQAC initiated to prepare and submit the SSR to NAAC, fostering continuous improvement through quality enhancement initiatives and regular monitoring.</p> | <p>The institution demonstrated a commitment to continuous improvement by submitting the SSR for NAAC. As a result, it achieved an A++ grade with CGPA of 3.59, valid from 23.11.2023 to 22.11.2028, reflecting excellence in quality enhancement and institutional achievements</p> |
| <p>The institution aimed to enhance the learning environment by providing additional infrastructural facilities for students. This included the development of modernized spaces</p> | <p>During the academic year 2023-24, the institution successfully developed advanced research and laboratory facilities in Artificial Intelligence & Machine Learning,</p> |

| and resources to support academic and research activities effectively | Data Science and Cyber Security areas. These improvements benefited both students and staff by fostering a conducive environment for innovation, experimentation, and hands-on learning, significantly enhancing the overall academic experience | | | | |
|---|---|--------------------|--|------------|--|
| The Institution focused on organizing various programs for teachers to enhance their knowledge in interdisciplinary engineering fields and teaching skills | The plan successfully organized 19 programs for teachers, enhancing their knowledge and teaching skills. This led to improved teaching quality, benefiting students' learning outcomes and fostering a positive educational environment. The initiative also contributed to teachers' professional growth and long-term improvements in education quality | | | | |
| 13.Was the AQAR placed before the statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <tr> <th>Name of the statutory body</th><th>Date of meeting(s)</th></tr> <tr> <td>Governing Body, Academic Council and BoS</td><td>30/12/2024</td></tr> </table> | Name of the statutory body | Date of meeting(s) | Governing Body, Academic Council and BoS | 30/12/2024 | |
| Name of the statutory body | Date of meeting(s) | | | | |
| Governing Body, Academic Council and BoS | 30/12/2024 | | | | |
| 14.Was the institutional data submitted to AISHE ? | Yes | | | | |
| <ul style="list-style-type: none"> Year | | | | | |
| <table border="1"> <tr> <th>Year</th><th>Date of Submission</th></tr> <tr> <td>2024</td><td>13/02/2024</td></tr> </table> | Year | Date of Submission | 2024 | 13/02/2024 | |
| Year | Date of Submission | | | | |
| 2024 | 13/02/2024 | | | | |
| 15.Multidisciplinary / interdisciplinary | | | | | |

The need to inculcate a multidisciplinary approach in education is essential and it has been felt for quite some time now. Although the fundamental idea has so far remained confined to theories and discussions, there has been an upsurge in its application in the classroom through the National Education Policy (NEP) 2020. NEP 2020 is an ambitious policy document aiming to revolutionize the education system in India. One of key aspects of the policy is the emphasis on a multidisciplinary approach in education - firstly in schools and then eventually in colleges as well. Moreover, multidisciplinary education is a vital part of India's modern education system. By embracing it, the NEP 2020 seeks to give students access to a wider knowledge base and skills and prepare them for a rapidly changing world. Multidisciplinary education is an approach to learning that takes into account different disciplines, subjects, and perspectives. It encourages students to broaden their learning beyond traditional boundaries, explore multiple perspectives, and cultivate new skills. This type of learning allows students to develop a more comprehensive understanding of any given topic and to integrate knowledge from different fields better. Keeping it in view, MGIT has adapted multidisciplinary approach to provide liberal education, and provision to choose open electives which are offered by other departments. It provides opportunity for a specific branch(es) student(s) to choose elective(s) offered by other departments and vice-versa. Moreover, this provision has already been there in the regulation of M18, M21 and M22 respectively. Further, it offers credit choices to students that allow them to pursue a suitable career path. Furthermore, MGIT is providing skill-based education, internship, and apprenticeship opportunities as well as industry mentors for students to be ready for Industry 4.0, as proposed in NEP 2020. Taking cognizance of a students' overall development, MGIT has adopted experiential learning methodology, interdisciplinary approach and embraced hands-on practices for our students through teaching and learning practices. Further, the institute emphasized on imbibing critical characteristics like knowledge-seeking, social skill, teamwork, communication by involving students in a variety of curricular, co-curricular and extra-curricular activities at the formative years of students' life.

16.Academic bank of credits (ABC):

The Academic Bank of Credit (ABC) is a virtual mechanism that will deal with the credits earned by students of Higher Education Institutes in India and are recognized by the University Grants Commission (UGC). Further, It is a credit facility originally envisioned by the Government of India in the NEP-2020 and it The

scheme has provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The ABC will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. In addition to this, it is also responsible to gather the academic credits earned by the students from their respective higher education institutions, verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. The academic credit bank starts functioning with over 290 top Indian higher education institutions participating in the academic session 2021-2022. Among these will have all institutes that are in the list of top 100 of the National Institutional Ranking Framework (NIRF) and also all those institutes which are accredited "Grade A" by the National Assessment and Accreditation Council (NAAC) Further, to take stock of the NEP-2020, MGIT has adopted ABC and facilitated its students in R 22 and MR22 academic regulations. The following are some of the features, and functions of ABC:

- The ABC includes all kinds of courses offered by the Higher Education Institutes and which are recognized by the University Grants Commission (UGC), be it a graduation course, postgraduate course, PhD courses, diploma courses, certificate courses, etc.
- It covers courses offered through any medium, be it regular classroom courses or open/distance learning courses or online courses.
- SWAYAM, NPTEL, V-Lab and such other schemes offering their courses are also eligible to avail the facilities provided by Academic Bank of Credit.
- The credits earned by students will carry a validity of 7 years unless otherwise specified for that particular course; and upon the end of the validity period these credits will expire.

17.Skill development:

Highlighting the importance of continuous learning, MGIT collaborated with Virtusa, an industry partner and have jointly setup a Centre of Excellence (CoE). The following are some initiatives of the collaboration: To enrich practical skills and impart industry relevant course curriculum to students of all engineering disciplines in the field of Information Technology. To provide with the material, software and access to the AIMS Library during the terms of this MoU. To offer Certification program to 2 to 3 nominated faculty members, after completion of the program the trained staff will be allowed to train certain number of students and these trained students shall be pre-selected by Virtusa. Proposed 2 courses; MGIT is offering these programs as value added courses. Also, MGIT has established a Centre of Excellence (COE) under the "Student Empowerment Program" a CSR initiative, sponsored

by Honeywell which is implemented by ICT Academy, Government of India. This Honeywell Training program has aimed to train 105 girl students on Microsoft Azure AI along with various activities to empower the students from 21st November to 7th December-2022 (15 days). This program include: Training of 105 girl students on one advanced technology relevant to Industry 4.0 Offer a Global Certification for all students on completion of training along with placement facilitation to all eligible students To organize and facilitate Student Hackathons, Career counselling sessions Faculty empowerment program to 4 nominated Women Mentors. Further, MGIT has active collaboration with Telangana Academy for Skill and Knowledge (TASK) and conducted many up-skilling workshops and training sessions for students besides providing inputs for unlearning as per the demands of the era. By organizing such skilling sessions, the institute is able to expand students' potential with new skills and uplift the competency and make them relevant for the industry they wish to thrive. Further, MGIT has been working relentlessly towards modifying the existing curriculum in Board of Studies (BoS) meetings to orient students and meet the industry demands. Moreover, this provision has already been there in R22 and the same procedure/provision is adopted for the regulations of MR22.

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

Indian Knowledge system (IKS) is a collective range of Indian Knowledge that has exhibited in systematized ways of knowing. Starting from the oldest compositions of knowledge i.e, the Vedic literature to the country's native and tribal folklore, the Indian Knowledge is spread as a spectrum. There is a vast repository of knowledge available not only in Sanskrit, Pali and Prakrit, but also in all native Indian languages. This has been remaining unexplored for the last several decades. Connecting the modern day Indian students to their ancient traditional knowledge and practices in different disciplines such Arts, Science, Medicine, Yoga, Meditation etc. gives them a scope to realize and appreciate ancient Indian wisdom and inspires them to shape their moral and professional character following a value system in their personal life's and carry out inter disciplinary research for professional growth. MGIT promotes aspects such as ethics, morality, personal, social and professional etiquettes, meditation, yoga, health etc. by organizing several events such as: Organizes Yoga sessions regularly. Conducts meditation and spiritual sessions by inviting eminent spiritual gurus from Rama Krishna Mutt Literary club and NSS unit of MGIT conduct regularly competitions such as quiz, debates, elocutions, Essay writing on topics of patriotism, spirituality and personal and

societal well-being. Sensitizes and promotes gender equality among students a mandatory course "Gender Sensitization" is offered to 3rd and 4th Semester students. Institute encourages to participate in guest lecture, seminars organized by Rama Krishna Mutt, Hyderabad on Personality Development. Encourages students to participate in Vocal, Dance, Theatre events that promote National Integration. MGIT lays equal emphasis on career planning and growth of its student community. To realize this institute Encourages its students and faculty members for carrying out funded A mandatory course "Intellectual Property Rights" is offered to create awareness and provide critical insights among students into patents, Copyrights, Trademarks etc. Courses like Professional Practice Law and Ethics and Legal Aspects of Business and Ethics are offered to students to make them realize the importance of practising professional ethics.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

MGIT adheres to a structured educational framework, implementing the Outcome-Based Education (OBE) process and defining learning outcomes. These outcomes are integrated into assessment, broadcasted for transparency and accessibility, and regularly evaluated for attainment. Integration of Learning Outcomes: MGIT has transitioned from a teacher-centric to a student-centric model, implementing the OBE system, guiding instructors' strategies, adhering to Bloom's Taxonomy and offering courses tailored to students' interests adopting the Choice Based Credit System (CBCS) and career aspirations, using direct and indirect methods for assessment. Dissemination of Learning Outcomes: MGIT effectively communicates its learning outcomes and graduate attributes to stakeholders through various channels, including faculty meetings, student induction programs, alumni surveys, newsletters, and campus websites, while also provide information on the college's vision, mission, PEOs, POs, and PSOs. Attainment Level calculation: Under Autonomous System: Direct Assessment Attainment Levels: Attainment Level 1: 51-60% of students scoring more than above average marks. Attainment Level 2: 61-70% of students scoring more than above average marks. Attainment Level 3: >70% of students scoring more than above average marks. Course Outcome (CO) Attainment Measurement: The attainment level for a course is determined by the average percentage of students achieving a preset target (typically 60% of max marks), calculated through Continuous Internal Evaluation (CIE):30 marks are allocated and Semester End Examination (SEE):70 marks are allocated, respectively, based on historical results. Overall CO Attainment Formula: Overall CO attainment level= $0.30 \times \text{CO attainment level in CIE} + 0.70 \times \text{CO attainment level in SEE}$ This process is repeated for each course throughout the academic years to compute

Program Outcomes (POs). PO Attainment: The PO attainment level is calculated by taking the average of each PO from all the courses.

Remedial Actions: If any PO does not meet the target attainment level, corrective steps are taken to ensure that future cohorts achieve the desired outcomes.

20.Distance education/online education:

During COVID-19 and natural calamities, MGIT quickly adapted to the changing scenario by shifting to online mode from offline mode of teaching using various platforms like Google Meet, Teams, Webex etc. MGIT has 100 user Licensed Webex Platform which is used during such situation. The NEP 2020 has a special focus on online and distance education. It also focuses on creation of public digital and interoperable infrastructure that can be utilised by multiple platforms. As per NEP 2020 emphasis, MGIT is in full swing with the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages along with setting up a dedicated unit for promotion of digital learning thereby giving more emphasis to online assessment and examinations. The present age is driven by digital technology and whole globe come under the influence of internet and World Wide Web. The internet equipped both the education seeker as well as education provider and laid them together under the virtual roof. Due to which the concept of virtual classroom is already popularized across the globe. Therefore, in the modern era, the role of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. The online education is now more accessible to the less privileged groups in comparison to the centralized classroom education system.

COVID-19 pandemic and the relevance of online education: With the imposition of lockdown due to spread of coronavirus all over the country since March, 2020, attending online classes has become the 'new normal' and have taken centre stage in students' life now. This 'new normal' is a transformed concept of education with online learning at the core of this transformation. During this, MGIT geared up and conducted online classes and allowed students to attend classes from any location of their choice while it reached out to an extensive network of students, instead of being restricted by geographical boundaries. Students were able to clarify their doubts through live chats or forums by staying at the comfort and safety of their home.

Extended Profile

1.Programme

| | |
|--|---------------------------|
| 1.1 | 16 |
| Number of programmes offered during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.Student | |
| 2.1 | 3631 |
| Total number of students during the year: | |
| File Description | Documents |
| Institutional data in Prescribed format | View File |
| 2.2 | 891 |
| Number of outgoing / final year students during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.3 | 3614 |
| Number of students who appeared for the examinations conducted by the institution during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.Academic | |
| 3.1 | 233 |
| Number of courses in all programmes during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.2 | 248 |
| Number of full-time teachers during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |
| 3.3 Number of sanctioned posts for the year: | 248 |
| 4. Institution | |
| 4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 421 |
| 4.2 Total number of Classrooms and Seminar halls | 72 |
| 4.3 Total number of computers on campus for academic purposes | 1417 |
| 4.4 Total expenditure, excluding salary, during the year (INR in Lakhs): | 1366.05283 |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Design and Development | |
| 1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution. | |
| <p>Mahatma Gandhi Institute of Technology (MGIT), a premier engineering college in Telangana, is affiliated with Jawaharlal Nehru Technological University, Hyderabad. Accredited by NAAC with an 'A' grade (CGPA 3.14) in 2018, it also holds NBA accreditation for eight UG programs, including Civil, Mechanical, and Computer Science Engineering, valid from July 2022 to June 2025. MGIT emphasizes Outcome-Based Education, aligning its educational objectives with its vision and mission.</p> <p>Since becoming autonomous in 2021, MGIT has adopted MR21 and MR22 regulations, incorporating AICTE guidelines and NEP 2020 principles.</p> | |

Innovative programs like Python Programming Laboratory and Finishing Schools on soft and analytical skills have been integrated into the curriculum to enhance employability. The institute introduced emerging UG programs in Computer Science (AI & ML, Data Science, and Business Systems) in 2020-21 and offers five PG programs in advanced fields like Mechatronics and Artificial Intelligence.

With a focus on industry relevance and lifelong learning, MGIT designs courses that foster skill development, employability, and domain-specific expertise. Graduate attributes are mapped to course outcomes using Bloom's Taxonomy, ensuring well-rounded engineers capable of addressing societal and industrial needs in areas like IT, communication, and infrastructure development. MGIT continues to excel in providing quality technical education.

| File Description | Documents |
|---------------------------------------|---|
| Upload additional information, if any | View File |
| Link for additional information | https://mgit.ac.in/regulations-syllabus2/ |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

16

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

404

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

404

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

16

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The Institute prioritizes students' holistic development by incorporating courses that address critical societal and

environmental issues. Mandatory courses like Human Values and Professional Ethics and Environmental Studies are part of all engineering programs, emphasizing gender equality, sustainability, and ethical conduct. Courses such as Disaster Management and Non-Conventional Energy Resources are offered as open electives to raise awareness about environmental sustainability and disaster preparedness.

Human Values and Professional Ethics: These courses instill moral, social, and ethical values, promoting trustful and ethical human behavior. Activities like blood donation camps, Swachh Bharat programs, and community outreach initiatives foster national integrity and communal harmony.

Environment and Sustainability: Environmental Studies, mandatory for all UG programs, highlights renewable energy, biodiversity, pollution control, and environmental conservation. Open electives like Disaster Preparedness and Energy Efficient Buildings focus on sustainable practices, green building concepts, and disaster mitigation. Courses such as Environmental Impact Assessment and Solid Waste Management equip students with knowledge to address environmental challenges.

Gender Sensitization: The curriculum includes discussions on women's dignity, gender equality, and social responsibility. Initiatives like International Women's Day, guest lectures, and counseling sessions promote awareness and empowerment. An exclusive committee addresses gender-related issues, fostering inclusivity and equality within the campus community.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

13

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**182**

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**1548**

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | No File Uploaded |

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/FILLED_IN_FEEDBACK_FORMS.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

| | |
|---|---|
| 1.4.2 - The feedback system of the Institution comprises the following | A. Feedback collected, analysed and action taken made available on the website |
|---|---|

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/FILLED_IN_FEEDBACK_FORMS.pdf |
| Any additional information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

867

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

661

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

MGIT understands student's diverse learning needs who come from various socio-economic backgrounds. If students are admitted via common-entrance-examination, it is crucial to cater student's

learning level, design student-centric approaches.

Identification Strategy of Slow Learners:

- In I year, students are evaluated based on Intermediate/10+2 scores and TSEAMCET entrance exam rank. By II year, performance is assessed from previous semester's Semester End Examination (SEE) and Continuous Internal Evaluation (CIE), observing students scoring less than 60% in both CIE and SEE.

Support Policy for Slow Learners:

- Personalized Mentoring and Counselling
- Remedial Classes and Tutorials
- Parent Teacher Meeting
- Strategic Project Grouping: Slow learners are paired with advanced learners for collaborative learning.

Identifying Advanced Learners:

Advanced learners are identified through: they must achieve >60% in both CIE and SEE during university examinations.

Advanced Learners Encouragement Policy:

- Honours & Specialized Engineering Programs: B. Tech. with Minor Programs and B. Tech. Honours Programs as per AICTE & JNTUH.
- Comprehensive Support for Top Students through tech events/start projects, courses like NPTEL, MOOCs.
- Hackathon: Institute motivates students to conduct/participate in Hackathons to enable them presenting skills with financial assistance.
- Industry Projects & Internships: Encourages in projects/internships.
- Placement Preparedness: Through Career Development Cell
- Participation in professional society activities

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/2.2.1-Upload-2023-24.pdf |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 29/06/2024 | 3631 | 248 |

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

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:

MGIT, a leading educational institution, is devoted to delivering top-notch technical education. It blends diverse teaching methods for an enriched and dynamic learning experience, utilizing technology for interactive and student-focused education.

Experiential Learning Methodologies:

- **Industrial Internships/Visits:** MGIT encourages internships and industrial visits, providing students a glimpse into real-world operations.
- **Practical Learning:** Core to MGIT's curriculum are hands-on labs, projects, and expos, emphasizing the practical application of theoretical concepts.
- **Utilization of Online Resources:** Uses video lectures and online courses from platforms like NPTEL, MOOCs to provide diverse learning materials. It allows students to learn at their own pace and delve deeper into areas of interest.

Participative Learning Methodologies:

- **Hackathons/Ideathons:** Students are encouraged to participate in Ideathons and Hackathons conducted by reputed organizations to

showcase their creative ideation and talent.

- **Promoting Academic Excellence: Journals, Conferences, and Patents:** MGIT motivates students to present at conferences, contribute to journals, and innovate with potential patent-worthy ideas.
- **Professional Societies:** Encourages memberships in professional bodies like IEEE/CSI/ISTE, etc., ensuring students remain industry-ready.

Problem-Solving Methodologies:

Students are engaged in problem-solving activities to apply their knowledge to

- Solve real world problems.
- Course End Projects, Industry Oriented Mini Projects, and Major Projects
- Open ended problems
- Structured Enquiry
- Group Assignments

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/2.3.1_UPLOAD.pdf |

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

MGIT, a leading educational institution, is devoted to delivering top-notch technical education. It blends diverse teaching methods for an enriched and dynamic learning experience, utilizing technology for interactive and student-focused education.

Use of ICT-Enabled Tools:

- **Learning Management System (LMS):** Platforms like WINNOU for content dissemination and progress monitoring.
- **ICT-Based Teaching and Learning:** Tools like Webex and Google Meet, alongside multimedia presentations, and virtual labs, enriching the learning environment.

- **Audio-Visual Center:** This center focuses on enhancing language proficiency and decision-making skills using modern ICT tools.

Additional Resources:

- **Faculty Resources:** Faculty maintains blogs and websites, aiding students with additional materials.
- **Online Class Recordings:** Recordings of online classes are available for students to review and revise at their convenience.
 - These can be accessed at: <https://mgit.ac.in/online-class-recordings/>
- **E-Resources:** A broad spectrum of digital learning resources is available for students, accessible via <https://mgit.ac.in/e-resources/>
- **Collaborations and Partnerships:** Collaborates with over 25 IT and ITES firms and partners with defence entities like DRDO and DRDL. These ties provide students with hands-on experiences, industrial visits, internships, and various projects.
- **'Get Job Ready' - An AI-based JobReady portal:** Our unique AI-based portal prepares students for the industry, simulating real-world problems and evaluating their skills and assessments can be submitted to the companies.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/2.3.2-upload-2023-24.pdf |
| Upload any additional information | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

248

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

MGIT has been conferred with 10-year autonomous status by UGC, granting greater control over curriculum design, academic calendar process, and teaching methodologies. The institution must adhere to both autonomous and JNTUH university affiliations.

The following procedure outlines the institution's preparation and adherence to the Academic Calendar and Teaching Plans:

Under Autonomous System:

Academic Calendar Preparation and Adherence:

The institution started the academic calendar process in 2021-22 by requesting action plans from Department and Section Heads, which are approved by the Academic Council. After receiving the approval, a comprehensive Academic Calendar is then ratified by the Governing Body of the Institute.

Prominent features and adherence mechanisms include:

- The college calendar, prominently displayed on notice boards and the website, provides students with essential dates, exam schedules, preparation holidays, practical exams, submission deadlines, and vacation periods, enabling effective working days for semester planning.

The institution follows an academic calendar, with department timetable in-charges coordinating workdays, curriculum coverage, examination dates, seminars, conferences, guest lectures, workshops, industrial visits, holidays, and festivals.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

248

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

99

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2708

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**26**

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year**54**

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

Procedures integrating IT:

MGIT utilizes Winnou (<https://mgit.winnou.net>) to monitor student academic records/attendance, accessible to students and parents. Fortnightly attendance is uploaded to the Affiliating University online (<http://registrations1.jntuh.ac.in/olrbtech>).

An Aadhaar-based biometric system tracks student attendance, monitored by the university and Telangana Govt. via TSTS portal (<https://attendance.telangana.gov.in>).

End-semester exam papers are received decrypted 30 minutes before the exam, encrypted using a university-provided password and OTP.

BEEs software manages various tasks in the autonomous system: attendance finalization, exam registration, timetable mapping, hall

ticket generation, OMR sheet printing, D-Form creation, result processing, and academic record maintenance.

Continuous Internal Assessment System:

Student academic performance is continuously assessed through two midterms and assignments.

MR21 Regulation allocates 30 marks for CIE and 70 for SEE, while MR22 Regulation assigns 40 for CIE and 60 for SEE. R18 mandates two midterms and an assignment, totalling 25 marks.

MR22's CIE includes two midterms for 30 marks, with 10 allocated for CIE. For practical subjects there shall be a CIE during the semester for 40 marks and 60 marks for semester-end examination.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/2.5.3_Examination-procedures_2023-24.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The Department places significant emphasis on clearly defining and effectively communicating Programme Outcomes (POs) and Course Outcomes (COs) for all programmes. These outcomes are designed by the faculty handling the respective courses in coordination with subject experts to ensure their relevance to the industry needs. Once framed, they are communicated to all stakeholders through multiple channels to ensure widespread awareness and accessibility, as:

- Institution's official website
- The Syllabus Book
- Display in the department office for all visitors like Students, Teachers. Parents, Alumni and employers
- Attendance Register
- Academic File/Course File

- Induction Programme, the head of the department discusses the POs and PEOs with the first-year students

Faculty members actively discuss and explain these outcomes during classroom sessions to align students' learning objectives with course expectations. Departmental faculty meetings are also utilized to review, discuss, and ensure consistent delivery of outcomes. This systematic dissemination is complemented by regular feedback mechanisms to assess the relevance and effectiveness of the outcomes, enabling continuous improvement and alignment with evolving academic and industry standards.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | View File |
| Link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/2.6.1-Upload-2023-24.pdf |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

CO Attainment

Course Outcomes attained with direct and indirect method. Direct assessment is calculated from the performance of students.

Direct Attainment:

Direct attainment is assessed with 75% from External examinations and 25% from Internal assessments. Class average, x is taken as the bench mark for the assessment of CO's.

CO Attainment

Level

$x \geq 70$

3

$60 \leq x < 70$

2

$50 \leq x < 60$

1

Indirect Attainment:

Indirect assessment of learning outcomes is a qualitative method, where student is assessed against certain assessment parameters. With appropriate weightages, these grades are integrated with direct attainment values to arrive at an overall attainment value. Indirect assessment of CO's is based on Course end survey analysis.

PO and PSO ATTAINMENT

The Course Articulation Matrix shows the relationship between COs , POs, PSOs. The strength of correlation is indicated on a scale as 3(high), 2(medium) and 1(low).

Attainment of PO's and PSO'S are arrived using attainment of the CO's.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/2.6.2 Upload 2023-24.pdf |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

795

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/2.6.3-Pass-Percentage-of-Students-2023-24.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://mgit.ac.in/wp-content/uploads/2025/01/2.7.1-SSS-Report-AY-2023-24.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The institute has a vibrant research community with various research projects in different departments and multi-disciplinary projects at the Institute level. Several research projects have been completed by the faculty and numerous research project proposals have been submitted to granting bodies such as UGC, AICTE, DST, SERB, ARDB, TSCOST, & TEQIP.

JNTUH also accorded Research Center to the CSE, ECE, EEE and Mechanical Departments:

Assessment of naturally occurring radioactive minerals (TSCOST), Development of alkaline-earth metal catalysts to produce biodegradable polymers (SERB-TARE), and several projects in TEQIP-III:

Some of the major research facilities in MGIT are: CNC & Robotics, Farro gage CMM, Motion Control Design, CAD/CAM, SMAW, MIG and TIG setups, Heat treatment furnaces, Metallography equipment, Materials Testing Equipment, Metal casting, Antenna and Radar trainer, Pulse Radar, PCB Manufacturing unit, Spectrum analyzer, Spartan 6 FPGA

Kits, Mentor graphics front & back end tools, Artix7 FPGA Kits, Zed development & Raspberry PI Board, DSP starter kits & RF power meter with sensor.

Our faculty conduct collaborative research with National Research Laboratories and Institutes in Hyderabad namely: DRDO, DRDL, DMRL, DLRL, ARCI, RCI, CPRI and IIT, IIIT, & with NIT Warangal.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/3.1.1-Promotion-of-Research.pdf |
| Any additional information | No File Uploaded |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

9.18015

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | No File Uploaded |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

2.0

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year

2

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/3.2.1-3.2.2-3.2.4-research-projects.pdf |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

30

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | No File Uploaded |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

2

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/3.2.1-3.2.2-3.2.4-research-projects.pdf |
| Any additional information | No File Uploaded |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Innovation Ecosystem at MGIT MGIT has established a dynamic ecosystem promoting innovation, entrepreneurship, and knowledge transfer. Initiatives like the IPR Cell and the Idea Incubator Club empower students and faculty to develop impactful solutions.

Focus on Intellectual Property Rights (IPR) MGIT fosters IPR awareness through workshops, seminars, and active participation in the KAPILA scheme, which provides financial support for patent filings. A notable example is a smart IoT-based irrigation system developed by students to optimize agricultural water usage.

Student Achievements MGIT students consistently excel in hackathons, competitions, and start-up ventures. They won the Smart India Hackathon 2023 with an AI-powered traffic management system and launched sustainable packaging start-ups. Collaborative research

with faculty has yielded award-winning contributions in renewable energy and materials science.

Incubation and Mentorship

The Idea Incubator Club and the Entrepreneurship Development Cell (EDC) provide mentorship, workshops, and pitch events, cultivating innovation and leadership skills.

Holistic Impact

MGIT integrates sustainability and ethics into innovation, addressing challenges like rural water purification and education access.

MGIT's robust innovation ecosystem, combined with remarkable achievements, solidifies its role as a leader in driving technological and societal progress.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

32

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee

A. All of the above

Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year
3.4.2.1 - Number of PhD students registered during the year

44

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://mgit.ac.in/research-development/ |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

151

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

52

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/3.4.4-Index-books-chapters.pdf |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

305

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

8

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

3.24

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | No File Uploaded |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Extension activities play a crucial role in sensitizing students to social issues, contributing significantly to their holistic development. These activities, which often involve community service, social outreach programs, and awareness campaigns, expose students to real-world problems, helping them understand the complexities of society. Through such engagement, students become more empathetic and socially responsible, developing a deeper sense of moral and ethical values.

By participating in the activities that address social issues like poverty, environmental degradation, gender inequality, education

disparities, health and sanitation, students learn to analyze these problems critically. They also gain practical skills such as leadership, teamwork, and communication, which are vital for personal growth. Furthermore, extension activities help students move beyond the confines of textbooks, fostering a broader worldview that integrates social awareness with academic learning.

These experiences also encourage students to actively contribute to society, promoting a sense of duty and civic responsibility. By addressing the needs of marginalized communities or supporting causes that aim for societal betterment, students become proactive citizens, equipped to drive positive change. Overall, extension activities are instrumental in shaping well-rounded individuals who not only excel academically but also possess the social consciousness necessary for contributing to a more just and compassionate world.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

1

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | No File Uploaded |
| Any additional information | No File Uploaded |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

17

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year**2450**

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work****130**

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | No File Uploaded |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)**13**

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The institute gives utmost importance to the overall development of students and organizes various sports and games in campus regularly. Sports facilities are the key element for the management of sports activities to be developed in accordance with the capabilities available to them. And it is the administration that ensures the achievement of its objectives.

To support this institution has the following facilities which are kept beyond the working hours for students and staff.

- To play indoor games, there are 4 table tennis (TT) tables, TT bats, 4 boxes of TT balls, 7 Carrom boards, 4 Chess boards.
- For football games there is 1 foot ball ground covered across the area of 80,000 sq.ft, 4 footballs for the practice.
- For cricket, we have 1 cricket ground covered across an area of 2 acres. We have 10 bats, 6 sets of glase balls, 4 helmets, 2 pairs of wicketkeeper gloves, 2 thigh pads, 4 pairs of pads.
- For volleyball we have 3 volley ball courts, we have types of equipment 3 nets, 6 volleyballs.
- For basketball we have 2 basketball courts, we have 6 basketballs for practice.
- For throw ball we have 1 throw ball court. We have 2 throw balls..

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

The institute gives utmost importance to the overall development of students and organizes various sports and games in campus regularly. Sports facilities are the key element for the management of sports activities to be developed in accordance with the capabilities available to them. And it is the administration that ensures the achievement of its objectives.

The following facilities are available for students and staff.

- To play indoor games, there are 4 table tennis (TT) tables, TT bats, 4 boxes of TT balls, 7 Carrom boards, 4 Chess boards.
- Football games there is 1 foot ball ground covered across the area of 80,000 sq.ft, 4 footballs for the practice.
- Cricket, we have 1 cricket ground covered across an area of 2 acres. We have 10 bats, 6 sets of glase balls, 4 helmets, 2 pairs of wicketkeeper gloves, 2 thigh pads, 4 pairs of pads.
- Volleyball we have 3 volley ball courts, we have types of equipment 3 nets, 6 volleyballs.
- Basketball we have 2 basketball courts, we have 6 basketballs for practice.
- Throw ball we have 1 throw ball court. We have 2 throw balls.
- Kabaddi we have 2 kabaddi courts.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Geotagged pictures | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

8

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

577.56774

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | No File Uploaded |

4.2 - Library as a Learning Resource

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

MGIT's Central Library spans 577 sq. meters, catering to general, academic, and research needs of staff and students. It serves as a hub for information, housing a diverse range of resources including textbooks, reference books, eBooks, journals, magazines, e-journals, subject materials like PPTs and animations, project reports, tutorials, question papers, and NPTEL video lessons. The library employs user-friendly Integrated Library Management System (ILMS) software, NewGenLib. IT facilitates access to a wealth of information across various engineering and allied subjects, fostering a continuous learning environment. IT offers an optimal setting for academic study, supporting the intellectual growth of its users.

Library Automation

Since 2007, the Library has been fully automated using the NewGenLib Integrated Library Management Software, which seamlessly integrates all necessary functional modules. These modules include:

- Acquisition
- Technical Processing
- Circulation
- Serials Management
- Reports
- OPAC
- Administration

ILMS Features

- Web based functional modules
- Browser friendly software - easily extensible to support regional languages.
- Automated e-mail/SMS integrated into different functions of the software

- Barcoded books to facilitate easy and quick transactions.
- Supports Android Mobile Phones and Tablets.
- Present Version of ILMS is 3.3, Release Date 20.02.2023

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | No File Uploaded |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

16.87136

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

247

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | No File Uploaded |

4.3 - IT Infrastructure

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

The Institute frequently updates its IT facilities. Over the last five years, the computing facilities for the stakeholders have been raised by 33%. Similarly networking capacity is raised by 348%. Also each classroom and lab is provided with LCD Projectors for better interactive teaching learning methodology. Academic progress of students is monitored through winnoux software. winnoux platform helps the students, teachers and parents to monitor each student academic growth. Students' assignments, projects are checked for anti-plagiarism through Turnitin software.

To monitor financial information of college, employees and students, Tally licensed software is being used. The autonomous external exams processing is done by Bees Bet licensed software. NewGenlib software is used for issuing and returning the books in library. The online digital library is also provided to students and faculty to access the reputed national & international journals. Uninterrupted power supply is provided by UPS's and 200 KVA Generators.

The Institute's vision is to have a fully networked campus and provide enhanced Internet services to its stakeholders: Faculty and Students. For a fully networked campus, the high-end switches in the buildings are connected with the Optical Fiber Network. The core switching is further extended to various departments via distributed switches with a capacity of Giga bit ports. For academic year 2023-2024 the Internet requirements have largely scaled up to 750 Mbps from 605 Mbps. The campus is also having Wi-Fi facility.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Student - Computer ratio

| | |
|--------------------|---------------------|
| Number of Students | Number of Computers |
| 3631 | 1417 |

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

| | |
|---|--------------------|
| 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus | A. 750 Mbps |
|---|--------------------|

| | |
|---|---------------------------|
| File Description | Documents |
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | No File Uploaded |

| | |
|--|---------------------------------|
| 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing | A. All four of the above |
|--|---------------------------------|

| | |
|--|---------------------------|
| File Description | Documents |
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |

| |
|--|
| 4.4 - Maintenance of Campus Infrastructure |
| 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs) |
| 1366.05282 |
| |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | No File Uploaded |

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

The Department prepares budget proposals based on Undergraduate and Postgraduate curriculum. After approval by the Administrative, Development & Purchase committees, the Purchase & Store section procures equipment, which is recorded in the central stock register and distributed to departments as needed. Technical staff handles daily equipment maintenance, while annual maintenance of hardware, software, UPS, and campus facilities is managed by AMC agencies.

Laboratories: Heads of departments assign lab in-charges, responsible for proposals, procurement, and maintenance of consumables and non-consumables based on technical staff reports. They prepare manuals, precautionary measures, and experiment lists, and maintain stock registers and log books.

Library: The library maintains an inventory of textbooks, journals, and e-content using barcode technology. Processes undergo internal audits, and faculty feedback guides content procurement.

Sports Complex: Supervised by a staff and Physical Director, it includes facilities like a gym, table tennis, and outdoor courts. The Physical Director oversees funding, maintenance, and participation in sports activities.

Computers: Centralized computing facilities and department-specific systems support curriculum needs, maintained by qualified staff. CSE, EEE, ECE, and MECH have R&D centers for students and faculty.

Classrooms: Well-ventilated classrooms equipped with internet, projectors, and audio-visual tools are regularly maintained by the Maintenance section.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year****1756**

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | No File Uploaded |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year**37**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities
Soft Skills
Language and Communication Skills
Life Skills (Yoga, Physical fitness, Health and Hygiene)
Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/5.1.3-Proof.pdf |
| Details of capability development and schemes | View File |
| Any additional information | View File |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

3135

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

271

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

60

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

62

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

2

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

MGIT fosters an inclusive and collaborative learning environment by encouraging active student participation in academic and administrative bodies. The institution provides platforms for students to voice their concerns and influence policies, ensuring

their holistic development.

The Student Council includes several technical chapters such as IEEE, IETE, ISTE, IEI, CSI, and SAE. These chapters organize workshops, seminars, and projects that enhance technical skills, leadership, and industry exposure.

The Student Affairs Committee (SAC) represents student interests and organizes events like Magistech and Nirvana. It oversees 12 cultural and literary clubs that conduct activities throughout the year, promoting holistic growth.

The Student Grievance Redressal Committee (SGRC), supported by the Internal Complaints Committee (ICC) and Canteen Monitoring Committee (CMC), addresses concerns fairly and transparently, fostering a harmonious campus environment. Similarly, the Anti-Ragging Committee (ARC) works vigilantly to prevent ragging, ensuring student safety and respect.

Additional initiatives include the Activities Committee, which manages co-curricular and extracurricular events, the Women Development Cell, advocating gender equality and empowerment, and the OBC and Minority Cells, ensuring the welfare of marginalized groups.

These initiatives underscore MGIT's dedication to creating a vibrant, inclusive campus that supports student welfare and growth.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

22

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association and Its Contributions to MGIT

The Alumni Association of MGIT plays a vital role in the institution's growth and development. With its registered and functional chapters, the association serves as a bridge between the alumni and the college, fostering strong connections and mutual growth.

Alumni contribute significantly through financial support, aiding in the enhancement of infrastructure, scholarships, and funding for various academic and extracurricular initiatives. They also provide valuable mentorship, career guidance, and industry exposure to current students, helping them prepare for future challenges.

Additionally, alumni chapters organize events, networking opportunities, and knowledge-sharing sessions, strengthening the institution's reputation and fostering a sense of community. Their continuous involvement reflects their commitment to MGIT's progress and success.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Mahatma Gandhi Institute of Technology (MGIT) is a self-

financing co-educational private engineering college in Hyderabad. It is managed by the Chaitanya Bharathi Educational Society (CBES) and follows guidelines from UGC, AICTE, Telangana Government, and its affiliating university, JNTUH.

Vision and Mission:

Vision: MGIT envisions, inspires and motivates its students to imbibe knowledge with which they can excel and serve the nation with great elan'. To nurture students into disciplined young citizens of irreproachable character, coupled with hands - on training and to make them readily employable by fostering social, cultural and environmental consciousness.

Mission: The Mission of MGIT is to strive towards the development and dissemination of knowledge in many diversified academic and professional fields. It aims to reach the pinnacle of technical excellence while pursuing quality improvement continuously. Also, its mission is to train manpower with a capacity to take-up policy formulation and decision making responsibilities in terms of resource management.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/6.1.1-the-institutional-governance-and-leadership-2023-24.pdf |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The Mahatma Gandhi Institute of Technology (MGIT) is a self-financing co-educational private engineering college in Hyderabad. It is managed by the Chaitanya Bharathi Educational Society (CBES) and follows guidelines from UGC, AICTE, Telangana Government, and its affiliating university, JNTUH.

Decentralization and Participation in Institutional Governance:

MGIT advocates decentralized and participatory governance, placing a strong emphasis on collaborative administration involving all stakeholders. Leveraging the expertise of its staff, the institution entrusts various administrative responsibilities to individuals

across levels. This participatory approach extends to students who engage in institutional governance through representative roles on academic and administrative bodies and committees. This hierarchical structure is instrumental in effective delegation of responsibilities, ensuring the institution's seamless operation.

Organization Chart:

Committed to transparency, excellence, participatory leadership, and hierarchical delegation, MGIT follows a structured governance model that optimizes management. This inclusive organogram, designed to involve all stakeholders, particularly students, ensures an efficient administrative framework. MGIT is devoted to the National Education Policy 2020 and holistic education, fostering collaboration between faculty and students for continuous improvement and global readiness.

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.1.2-effective-leadership-2023-24.pdf |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Mahatma Gandhi Institute of Technology (MGIT), Hyderabad is a distinguished institute established under the aegis of the Chaitanya Bharathi Educational Society (CBES), in 1997. The Board of Governors, with experts from various fields, including officials, educators, and industrialists, shapes the institute's growth rooted in core values, exemplifying its distinguished stature within education.

The institute's strategic blueprint, meticulously crafted, revolves around upholding stringent academic benchmarks, integrating teaching methodologies congruent with industry requisites, and nurturing research ventures spanning private and public sector engineering and consultancy domains.

MGIT's core commitment lies in providing exceptional education. Its holistic pedagogy integrates scholastic, co-curricular, and extra-curricular activities, fostering social, cultural, and intellectual growth. This cultivates versatile, ethics-driven individuals prepared for prosperous careers. Associations, clubs, and societies facilitate captivating co-curricular events, enriching student experiences.

Over two decades, stakeholders' unwavering commitment drove MGIT's leadership in technical education. It offers cutting-edge labs, extensive libraries, sports amenities, and co-curricular provisions, earning global recognition for academic excellence and industry impact.

The institute's remarkable growth reflects unwavering stakeholder commitment in governance and operations. A meticulously structured administrative and academic framework ensures strategic plan realization, relentless excellence pursuit, and core value adherence under defined governance policies.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.2.1.file1.pdf |
| Upload any additional information | View File |

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

Administrative Setup: The institute's management is thoughtfully designed to prioritize transparency, yielding optimal outcomes. A hierarchical framework is established, delineating roles, responsibilities, accountability, and levels of authority.

Organizational Structure: Transparency, excellence, participative leadership, and delegated authority are pivotal tenets of the organization's values. An intricately designed governance and management organogram prioritizes stakeholder involvement, with a special focus on students, facilitating a resilient administrative framework.

Roles of Key Institutional Bodies: The management periodically

evaluates the institute's developmental requisites, playing a pivotal role in designing, sanctioning, and executing quality policies and plans. The management oversees the institute transparently, actively engaging all stakeholders.

The Management extends necessary support for policy and planning, informed by needs analysis and stakeholder consultations. Feedback from students, alumni, industry partners, and professional bodies is consistently gathered and scrutinized, contributing to the realization of the institute's vision. The Principal, in consultation with department heads and faculty in charge, devises policies and plans, subject to the governing body's approval.

| File Description | Documents |
|---|--|
| Paste link to Organogram on the institution webpage | https://mgit.ac.in/organizational-structure/ |
| Upload any additional information | View File |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.2.2-file1.pdf. |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | View File |

6.3 - Faculty Empowerment Strategies

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

The institute employs a Performance-Based Appraisal System (PBAS) to evaluate teaching and non-teaching staff, providing insights into changing student needs. Faculty submit self-appraisal forms

following guidelines, assessed yearly by department heads and the Principal. The final report, reviewed by the governing body chairman, remains confidential. For teaching staff, PBAS includes four components: Feedback System, Academic Performance Indicators, Co-Curricular and Professional Development Activities, and Research Contributions. Non-teaching staff undergo appraisal alongside promotions and receive periodic training in areas like computer skills and language empowerment.

Welfare measures for staff include adherence to 7th UGC Pay Scales, health and accidental insurance, GSLIS, gratuity, ESI, EPF, residential quarters based on availability, subsidized transport, canteen facilities, purified drinking water, access to health centres, maternity leave, support for higher studies, COVID-19 vaccination drives, and capability development mechanisms. Career development avenues include annual workshops, initiation and training programs for new recruits, tailored training programs, and seed funding for research projects. Additionally, the institution fosters overseas collaborations and offers various training programs covering stress management, computer skills, and motivation.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/6.3.1-effective-welfare-measures.pdf |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

12

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year**19**

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)**101**

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization**6.4.1 - Institution conducts internal and external financial audits regularly**

Mahatma Gandhi Institute of Technology is a self-finance institute, where the funds generated through collection of "Tuition Fee" is the main source of Institute's income. Deficit is managed by taking advance from the parent trust. These funds are utilized for all recurring and non-recurring expenditure.

- The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development.
- Institute's budget is authorized by the principal every year taking the recurring and non-recurring expenditure into consideration after the approval of the Management.

Accordingly, all the administrative and academic heads prepare and submit the annual budget required for the subsequent financial year. Apart from this, coordinators of the functional units viz. academic and examination section, training and placement section, NSS, research and development cell etc. also submit their budget to the principal.

All the major financial decisions are taken by the institute's management committee/ governing body.

All the major financial transactions are analyzed and verified by the governing body under different heads like

- Equipment and Consumables
- Research and Development
- Training and Placements
- Software and Internet services
- Library Books / Journals/ e-Journals/ Magazines
- Repair and Maintenance
- Printing and Stationery

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.4.1-file1.pdf |

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

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | No File Uploaded |

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

The Institute's financial audit is carried out by two types of Auditors.

1. Internal Auditors.

2. External/statutory Auditors.

As the Institution is self-financed, the funds will be accumulated in terms of the following:

1. Grant from government, local authority or governing bodies.
2. Admission fees, Tuition fees etc.
3. Fines and Penalties.
4. Rental income etc.

Records are verified by Auditor in Educational Institutions:

To verify and validate the various funds received, the auditor may examine the following books pertaining to accounts.

1. Minutes of the managing committee.
2. Students' fee Register.
3. Cash Book and counterfoils of receipts for fees, caution deposit, fine etc.
4. Rental and Lease agreements.
5. Correspondence and other documents related to legacies, grants etc.

Role of an Auditor in Educational Institutions:

While examining the above records, the auditor ensures the following:

1. Auditor shall evaluate and confirm the effectiveness of internal check system of accounting the receipts.
2. Auditor also ensures that the fees received in advance and fees receivable are properly accounted and irrecoverable fees are written off under the authorization of a competent authority.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.4.3-file1.pdf |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

At MGIT, education emphasizes hands-on, student-centered learning supported by advanced teaching methods and technology under the guidance of the IQAC. The institute fosters critical thinking, creativity, and technical skills through project-based learning, case studies, and simulations with advanced software tools. Certification programs like Coursera, NPTEL/MOOCs, and Virtual Labs further enrich learning experiences.

Practice 1: Student-Centered Education MGIT's proactive academic governance regularly updates curricula with inputs from the Boards of Studies and stakeholder feedback, fostering innovation and critical thinking. Co-curricular activities, internships, workshops, and industry interactions enhance learning outcomes. The Entrepreneurship Development Cell (EDC) and Innovation and Incubation Cell (IIC) encourage entrepreneurial ventures, while the Alumni Association facilitates career opportunities. Faculty development programs and IQAC oversight ensure the adoption of the latest technologies in teaching.

Practice 2: Campus Recruitment Training and Practices Campus Recruitment Training (CRT) equips students with skills like aptitude, communication, and problem-solving through regular training and mock interviews. Programs in emerging fields like AI, IoT, and Cybersecurity address industry demands. Collaborating with

TASK, MGIT offers subsidized training to prepare students for the future. The central library and digital tools enhance learning, while industry feedback and professional memberships like IEEE ensure lifelong learning and career readiness.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/agar2023-24/6.5.1-file1.pdf |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Practice-1: Implementation of Pedagogical Initiatives and Various Instructional Methods

MGIT's IQAC enhances education quality through pedagogical initiatives and instructional methods, ensuring high standards.

- Structured academic calendars incorporate diverse activities like seminars and internships.
- Experiential learning fosters critical thinking through group discussions and case studies.
- Robust evaluation methods include continuous assessment and outcome-based education aligned with industry needs.

The IQAC monitors student performance and employs e-software tools for result analysis, providing transparency and support for struggling students.

Practice-2: Curriculum Development/Innovative Teaching-Learning Practices/Internships

MGIT's IQAC ensures educational excellence by overseeing curriculum development, faculty training, and student-centric activities.

- It aligns curricula with emerging technologies, encourages faculty participation in development programs
- Fosters activity-based learning for practical skill application. Units like the Training and Placement Office and the Innovation and Incubation Cell enhance employability skills and bridge academia-industry gaps.
- MGIT's research commitment is evident in its support for in-

house projects.

Overall, MGIT's proactive approach, facilitated by IQAC, prepares students for academic and industry achievements, emphasizing continual improvement in teaching, learning, and curriculum.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.5.2-file1.pdf |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/6.5.3-annualreports.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

1. Inclusive Curriculum: MGIT is actively promoting inclusivity through its curriculum by offering a mandatory 2-hour Gender Sensitization lab session. This session employs various interactive

methods like dialogue-based lectures, group discussions, debates, and collaborative activities to educate students about gender-related concepts and issues. It also raises awareness about women's experiences and how gender intersects with other social identities. Ultimately, the curriculum aims to challenge traditional gender norms and empower students to embrace their identities openly and freely.

2. Gender-inclusive Facilities: The institution is dedicated to gender inclusivity by providing gender-neutral staff rooms, equal allocation of duties, and unbiased recruitment processes without gender quotas.

3. Women in leadership: This commitment is exemplified by several women holding key leadership positions:

i. IT-HOD: Dr.D.Vijayalakshmi

ii. Placement Officer: Ms.N. Shantha Kumari

iii. ET HOD: Dr.M.Rama Bai

iv. M&H HOD: Dr.V.Hari Leela

4. Zero tolerance for gender-based violence

5. Gender pay equity

6. Gender equity task force

7. Community Engagement

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant
Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institute employs efficient solid waste management practices to maintain cleanliness, sustainability, and reduce environmental impact. Waste segregation is promoted, with dedicated bins across 20 locations facilitating proper disposal, including composting canteen waste. Single-use plastic reduction efforts include awareness campaigns and promoting reusable and biodegradable alternatives. Dry recyclable waste is sent to designated facilities, significantly reducing CO2 emissions. Awareness programs and green events further educate on waste management and plantation. Liquid waste is recycled for sanitation and gardening, with water-saving measures in place. Biomedical waste is disposed of safely, and e-waste is managed by maximizing electronics lifespan and recycling through licensed facilities. Hazardous chemicals are neutralized and disposed of properly, with no radioactive waste generated on campus. MGIT holds certification as a recognized SES REC institution.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

MGIT fosters an inclusive environment, promoting the well-being of all staff and students regardless of their background. A diverse community ensures equal opportunities and facilities for academic and holistic development. Students engage passionately in scholarly discourse and participate in various activities, including cultural and technical events like "NIRVANA" and programs organised by NSS, UBA, and student clubs. Special days and festivals cultivate values

of respect, empathy, and service. Alumni remain involved, contributing to the institution's progress. Safety, particularly for female students, is prioritized through committees addressing gender sensitization and social issues. MGIT aims to create a nurturing environment where students thrive intellectually and personally, emphasizing inclusivity and social responsibility.

Various committees, such as the Women Development Cell, Anti-Ragging Committee, Disciplinary Committee, NSS, SC-ST welfare committee, BC - Welfare committee, Students welfare committee etc., have been established to take care of different aspects of gender sensitization, social issues, community welfare, ecological concerns, interpersonal relationships, peer relationships and other relevant topics.

Overall, MGIT strives to be a vibrant and nurturing educational institution that empowers students to excel academically and in their personal lives while fostering a spirit of inclusivity and social responsibility that can be witnessed by the achievements of its alumni of different backgrounds.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Curriculum Integration:

The sensitization process begins within the classroom itself. Recognizing the power of education as a transformative tool, two mandatory courses "Constitution of India" "Professional Ethics" are taught at the undergraduate level encompassing all engineering disciplines. By incorporating these themes into the curriculum, we ensure that students develop social conscience, understand their roles and responsibilities as citizens.

Extra-Curricular Engagement:

We firmly believe that learning extends beyond the confines of textbooks. To reinforce the values and principles set forth in the constitution, we actively engage students and employees in a range

of extra-curricular activities. These activities serve as platforms for the staff and students to immerse themselves in the essence of our constitutional ethos and also to realize and appreciate the pivotal role that the Indian Constitution played in shaping our society and lives.

A Holistic Approach:

Sensitization to constitutional obligations is not confined to isolated instances; rather, it is an ongoing and integrated process. Our institution seeks to create an environment where students and employees alike experience an atmosphere of inclusivity, social responsibility, and civic consciousness. By seamlessly infusing constitutional values into various aspects of academic and extracurricular life, we aim to nurture individuals who are not only technically proficient but also ethically sensible.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | No File Uploaded |
| Any other relevant information | View File |

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

In MGIT, celebrating and organizing national and international commemorative days, events, and festivals is vital for fostering a vibrant and inclusive campus culture. These occasions provide opportunities for students, faculty, and staff to engage with diverse cultural, social, and historical perspectives, enriching their educational experience.

MGIT often commemorate significant national events such as Independence Day, Republic Day, and Constitution Day, reinforcing patriotism and civic responsibility among students. International observances like International Women's Day, Earth Day, and World Health Day promote global awareness and solidarity.

Furthermore, MGIT frequently organize festivals celebrating cultural diversity, creating spaces for cross-cultural exchange and understanding. These events contribute to the creation of a welcoming and inclusive environment where students from various backgrounds feel valued and respected.

By actively participating in these commemorations and festivities, MGIT demonstrate their commitment to promoting cultural diversity, social cohesion, and global citizenship. Moreover, they provide platforms for dialogue, collaboration, and mutual learning, preparing students to thrive in an interconnected world.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice-1

1. Title of the Practice:

Fostering Innovation through Industry-Institute Collaborations.

1. Objectives of the Practice:

- Develop industry-aligned curriculum.
- Foster faculty-industry research collaborations for real-world problem-solving.

1. The Context:

Initiatives including internships, custom curriculum, Entrepreneurship Programs, Innovation Council, and Idea Incubator Club nurture innovation, preparing students for the job market

1. The Practices:

Curriculum Development, Innovation through Skill Enhancement Programmes, , Entrepreneurship Development Cell, Exchange programs, Internships, Fostering Innovation and Research Excellence through R&D and Consultancy Initiatives

1. Evidence of Success: In the weblink

1. Problems Encountered and Resources Required:

6.1 Problems encountered:

- Resistance to extra training.
- Time constraints with academic commitments.

6.2 Resources Required

- Advanced labs
- Subscriptions for research journals and databases.

Best Practice-2

1. Title of the Practice: Fostering community development through the participation of staff and students in extension and outreach programs

2. Objectives of the Practice

- Nurture & empower students to become good human beings.

3. The Context

To benefit society, MGIT started social activities and outreach programs that foster empathy and altruism in students.

1. The Practices

Conducted many camps and activities at the villages including charity activities.

1. Evidence of Success: In the weblink

6. Problems: Logistics, Time Management, Raising awareness in rural areas

Resources Required: Mobilisation of volunteers as per requirement, financial resources, Infrastructure facilities.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/7.2.1-Best-Practice-I.pdf |
| Any other relevant information | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/7.2.1-Best-Practice-II.pdf |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

MGIT is committed to fostering future leaders through high-quality education, hands-on learning, and student well-being. To meet the demands of the 21st century, it emphasizes critical thinking, empathy, and adaptability, offering various student-focused programs. Noteworthy qualities include:

NPTEL/MOOCs: Exceptional performance in NPTEL reflects its commitment to online learning resources.

Hackathon-Driven Innovations: Students achieve international recognition in hackathons, showcasing innovation and teamwork.

Academic Excellence: Students consistently achieve university gold medals, demonstrating academic prowess.

Technical Excellence: Through departmental fests, professional chapters, and centres of excellence, students showcase technical skills.

Rural Transformative Initiatives: UBA and NSS units engage with rural communities, addressing developmental needs.

Diversity: Cultural activities, games, and community engagement foster creativity, teamwork, and social responsibility.

Employability and Higher Studies: The institute provides excellent employment and higher studies opportunities, bridging academia and the professional world.

These qualities underscore MGIT's commitment to holistic education, preparing students for future challenges and leadership roles.

Conclusion:

MGIT is sincerely committed to empowering future leaders through its dedication to academic excellence, practical learning, and student welfare. In conclusion, the institute through its unwavering dedication to academic excellence and student welfare has achieved remarkable milestones. Beyond academic pursuits, with its unwavering pursuit of excellence, MGIT ensures that its graduates are not just equipped with knowledge but also possess the qualities and values needed to make a positive global impact.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://mgit.ac.in/wp-content/uploads/2024/12/aqar2023-24/7.3-Appropriate-webpage-in-the-institutional-website.pdf |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

- MGIT strives to impart skill-based quality education and promote research oriented knowledge for creating successful professionals, and endeavours to establish linkage with National and International organizations/agencies for career guidance.
- The College plans to organize regular capacity building workshops/training programmes for the teaching and nonteaching staff in order to upgrade and update to keep up with the current Standards. Special efforts shall be made to strengthen the Alumni Association and increase Alumni engagement in the College activities.
- The College also plans to organize training programmes for students on the emerging software and advanced technology.
- The main aim of the Institution is to provide holistic value based education and inculcate entrepreneurial abilities in students to face the challenges of corporate world.
- The College aims to obtain better NIRF Ranking and to Organize NAAC Sponsored National Level Seminar. An effort to collaborate initiatives of Industry-Academia and Alumni for development of Students to motivate and inspire the students.
- The main aim of the Institute is to enhance the quality of Education to make the students be Globally challenged. The Institute has to work in all aspects to meet the demands and challenges of the present day.