

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Miracle Educational Society Group of Institutions is affiliated to JNTUK, Kakinada and follows the curriculum prescribed by the University. The Curriculum planning and implementation is prepared by the Institution guided by the Vision, Mission, Core Values and other social responsibilities that the institution provides individual attention, high quality of Education to meet the challenges imposed by the rapid growth of technology and globalization.

At the beginning of every academic year, the IQAC commences meeting with all HODs and initiates the process of preparation of the blueprints for curriculum planning and deployment by every department as per the University guidelines. The Heads of the Departments convene meetings and prepare the curriculum planning and deployment blueprint. Periodic meetings of the Heads are convened to review the process of implementation.

The Institution ensures delivery of the curriculum in the following ways:

- Allotment of work load in each department is done based on specialization/options/experience of faculty.
- Timetables are prepared by the timetable Coordinator in the concerned departments with the approval of Principal. Faculty members prepare lecture notes and teaching plan for theory subjects and laboratory manuals for practical subjects according to the curriculum of JNTUK, Kakinada before commencement of class work.
- Based on the pre-requisites, extra hours are allotted to certain subjects. HODs monitor the syllabus completion status for every two weeks.
- Adherence to syllabus completion as per teaching plans is monitored through academic records maintained by the concerned faculty.
- Class teacher continuously evaluates students performance to identify slow learners / late joiners and plans remedial classes accordingly.
- Feedback from students is obtained twice in a semester for each course on various aspects of teaching learning process and discussed with the concerned faculty for further improvement.
- Assignments are given on regular basis for every internal exam syllabus.
- Internal examinations for theory and practical subjects are conducted as per the schedule given by the University.

- Question papers for the internal tests are designed such that the course outcomes are attained.
- Teaching faculty are entrusted with the task of mentoring 20 students on academic and personal issues, leading to a better learning atmosphere and to sustain their performance.
- Contents beyond the syllabus are taught through industrial visits, e-learning and guest lectures by experts from the industry and academia.
- Periodic meetings are conducted by the Principal with Dean and HOD's to review on syllabus completion and students' performance in Academic and Non academic aspects.
- e-Resources like Sodhsindhu, Sodhganga, National Digital Library, DELNET, NPTEL-SWAYAM etc., are provided in Digital library to supplement the syllabus. Teachers are encouraged to adopt audio-visual teaching methods such as PPTs, ICT tools and online courses using e-class rooms.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 68

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	14	13	13

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 68.58

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	30	19	7	7

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 22.22

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

Response: 02

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 9

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 67.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
846	780	673	958	916

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

- The Institution practices equity and equality of opportunity among all the students irrespective of caste, creed, region, gender etc.
- Both male and female students are given equal representation in all Committees/forums etc.,
- Both boys and girls are associated with academic, co-curricular and extracurricular activities.
- Equal opportunities are given to both the genders in terms of employment, training programs, sports activities etc., and so gender issues do not arise.
- Women's day is celebrated in the campus every year (March 8th).
- Girls and boys participate in various co-curricular activities such as paper presentations, group discussions, National workshops, seminars, Industrial visits and technical quiz programs.
- The students actively involve in organizing and conducting technical and non technical events.
- Awareness programs are also initiated by NSS, which extensively carry out various social activities organized to develop quality technocrats with human values for the holistic needs of the industry such as environmental protection, ecological preservation and women empowerment.

Besides the above activities, University prescribed curriculum also integrates these cross-cutting issues through syllabus and pedagogy.

Curriculum Core Papers:

Environmental studies:

This course is introduced for students of R13, R16 and R19 Regulations in UG Programs. The topics regarding awareness on the environmental social issues, environmental legislation, global treaties, environmental impact on economic development, importance of ecological balance, environmental development activities, measures for environmental balance, environmental impact assessment and also about the environmental policies and regulations are covered to build up moral and ethical values among the student community.

Gender Sensitization:

Programs regarding gender sensitization and empowerment are conducted twice in a year which include the need of gender justice and gender equality, contribution of both the genders in creation and development of a well balanced society. The program helps the students to attain knowledge on gender socialization, gender stereotypes, amendments and National policies which promotes a better society.

Professional Ethics and Human Values:

This course is introduced for students of R13, R16 and R19 Regulations in UG Programmes and the topics regarding morals, values, work ethics, respect for others, self confidence, engineering ethics-consensus and controversy, professional and professionalism, uses of ethical theories, engineering as social experimentation, engineer’s responsibility for safety and risk, engineer’s responsibility and rights, global issues related to environmental ethics, analyzing ethical problems in research and intellectual property, patent rights are covered. Seminars on professional ethics and human values by experienced faculty are conducted to inculcate the morals and ethical values among students.

Constitution of India

This course is introduced for students of R19 regulations in UG programmes and the topics covered are: understanding the importance of Indian Constitution, structure of Executive, Legislature and Judiciary, Philosophy of Fundamental Rights and Duties, the autonomous nature of constitutional bodies like Supreme Court, High Court, controller and auditor general of India and election commission of India and understand the central and state relation in financial and administrative sectors.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 40

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 40

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 13.54

1.3.3.1 Number of students undertaking field projects or internships

Response: 155

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
URL for feedback report	View Document

