



YEARLY STATUS REPORT - 2022-2023

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | Hyderabad Institute of Technology and Management |
| • Name of the Head of the institution | Dr. Rajesh Kumar P |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 9573714385 |
| • Mobile No: | 7019933070 |
| • Registered e-mail | principal@hitam.org |
| • Alternate e-mail | associate.deanaccreditation@hitam.org |
| • Address | Gowdavelli village, Malkajgiri District, Telangana |
| • City/Town | Hyderabad |
| • State/UT | Telangana |
| • Pin Code | 501401 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Autonomous |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |

| | | | | | |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Jawaharlal Nehru Technological University, Hyderabad | | | | |
| • Name of the IQAC Coordinator | Mr. Surendra Bandi | | | | |
| • Phone No. | 9948932336 | | | | |
| • Alternate phone No. | 9248711151 | | | | |
| • Mobile | 9248711151 | | | | |
| • IQAC e-mail address | surendra.mca@hitam.org | | | | |
| • Alternate e-mail address | iqac@hitam.org | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://www.hitam.org/pdf/about/AQAR%202021-22%20filled%20application.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://hitam.org/index.php/timetables/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A+ | 3.36 | 2021 | 08/01/2021 | 07/01/2026 |
| 6.Date of Establishment of IQAC | | | 24/12/2015 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| Nil | Nil | Nil | Nil | 0 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|--|--|--|
| | | |
| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been 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.Whether IQAC received funding from any of the 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) | | |
| <p>NIRF Innovation Ranking Audit Documentation audit of NAAC AQAR Review of IIITH Research Affiliate Program Academic Regulations 2022 (HR22) Academic Results Review of Faculty conclave and presentations</p> | | |
| 12.Plan of action chalked out by the IQAC in 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 | |
| NIRF Innovation Award | Achieved 101-150 Band | |
| Review and planning of NBA SAR of EEE, Mechanical | Achieved NBA for EEE and Mechanical Department | |
| Student Readiness towards High CTC Placements | Students got placed in Gold Man Sachs with 24 LPA | |
| Student Competitions | Achieved Intinta Innovator Award from Telangana State Government | |
| 13.Whether the AQAR was placed before statutory body? | Yes | |
| <ul style="list-style-type: none"> Name of the statutory body | | |
| | | |

| | |
|----------------|--------------------|
| Name | Date of meeting(s) |
| Governing Body | 10/12/2022 |

14. Whether institutional data submitted to AISHE

| | |
|------|--------------------|
| Year | Date of Submission |
| 2023 | 18/04/2024 |

15. Multidisciplinary / interdisciplinary

HITAM has launched an innovative initiative called "HITAM Xplore (Experiential Platform for Learning and Outreach in Real-Time Engineering)." This initiative involves students from diverse engineering backgrounds coming together to address community issues by visiting nearby villages. Working collaboratively, they develop engineering solutions for these challenges. Additionally, HITAM has established partnerships through MOUs with esteemed organizations and chapters such as Purdue University, IUCEE, and IEEE. Through these collaborations, students and faculty engage in EPICS (Engineering Projects Involving Community Services), fostering a culture of impactful learning and service. In addition to the aforementioned initiative, HITAM hosts an array of research facilities including an incubation center, META Research Center, and Robotics Center. These centers serve as hubs for multidisciplinary research, promoting collaboration among students from various departments. By providing state-of-the-art resources and infrastructure, HITAM empowers students to explore innovative solutions to real-world challenges across diverse fields of study.

16. Academic bank of credits (ABC):

Each student enrolled under the programme has to register various courses in order to meet the requisite number of credits to become eligible for obtaining the Degree. There are courses taught under various categories where each course is having a weightage of different Credits as mentioned in the below table.

S. No
 Category
 Break up of credits (HITAM)
 1 Humanities and Social Sciences including Management courses (HSMC) 10
 2 Basic Science Courses (BSC) 21
 3 Engineering Science courses including workshop, drawing, basics of Electrical / Mechanical / Computer etc. (ESC) 23
 4 Professional core courses (PCC) 59
 5 Professional Elective courses relevant to chosen specialization / branch (PEC) 18
 6 Open subjects - Electives from other technical and /or emerging subjects (OEC) 12
 7 Project work, seminar and internship in industry or appropriate workplace / academic and research institutions in India

/ abroad (PRJ) 17 8 Mandatory Courses with Assessment (Environmental Sciences, Induction program, Indian Constitution, Gender Sensitization Employability, Human Values, Professional Ethics etc.) (MC) Non-credit 9 Audit Courses without Assessment (AC) Non-credit
Total Credits 160

17.Skill development:

At HITAM College, skill development is prioritized to ensure students are equipped with a holistic set of competencies beyond their academic curriculum. The Student Skill Development Centers (SSDC) established within each department serve as focal points for this endeavor. These centers conduct value-added programs, workshops, and training sessions aimed at imparting new skills relevant to industry demands. Students are also actively involved in research activities, including the publication of research papers and presentations at conferences. This engagement not only nurtures their analytical and critical thinking skills but also instills a culture of innovation and academic excellence. HITAM houses several Centers of Excellence, including an Incubation Center that provides a platform for nurturing entrepreneurial ventures and startups. Through these centers, students have the opportunity to engage in real-world projects and gain practical experience. Various sessions, webinars, and awareness programs are regularly organized to broaden students' horizons and keep them updated on the latest developments in their respective fields. The HITAM Xplore initiative provides students with experiential learning opportunities through community engagement and real-time engineering projects. This hands-on approach fosters problem-solving skills and social responsibility. Additionally, HITAM actively participates in the Unnath Bharath Abhiyan, an initiative by the Ministry of Human Resource Development (MHRD), by adopting five villages in the state. Through this initiative, students contribute to community development while honing their leadership and project management skills.

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

At HITAM College, the integration of the Indian Knowledge System (IKS) into the curriculum aligns with the objectives outlined in the National Education Policy 2020. As the first comprehensive educational framework of the 21st century, this policy underscores the importance of embracing India's rich cultural heritage and indigenous knowledge systems. In accordance with these principles, HITAM has incorporated subjects that facilitate an understanding of IKS within its autonomous curriculum. These subjects include Environmental Science, which emphasizes the holistic relationship

between humans and nature, and Social and Health Consciousness, which promotes awareness of societal well-being and individual health. Moreover, the curriculum encompasses the teaching of Universal Human Values, reflecting the ethical and moral principles deeply rooted in Indian culture. The Constitution of India is also studied, promoting a profound understanding of the nation's democratic values and governance structure. Recognizing the linguistic diversity of India, HITAM promotes the teaching of languages beyond English, allowing students to connect with their cultural heritage and linguistic roots. Additionally, gender sensitization is emphasized, aiming to create an inclusive and equitable learning environment. To enhance accessibility and reach, HITAM utilizes online courses as a platform for delivering IKS-related content. Through digital mediums, students can engage with diverse perspectives and resources while benefiting from the flexibility of online learning. By integrating the Indian Knowledge System into its curriculum through the inclusion of relevant subjects, language teaching, and online courses, HITAM embodies the spirit of the National Education Policy 2020, which is a holistic and culturally enriched educational experience for its students.

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

HITAM is dedicated to revolutionizing engineering education through Outcome-Based Education (OBE), aiming to pioneer innovative practices in teaching and learning. In pursuit of this goal, HITAM has implemented various programs to empower faculty members to enhance the quality of engineering education. Over the past three years, HITAM has prioritized faculty training in OBE, recognizing its transformative potential in aligning educational outcomes with industry requirements and student needs. A significant milestone was reached as 52 faculty members underwent training facilitated by the Indo Universal Collaboration for Engineering Education (IUCEE), equipping them with the knowledge and skills necessary to implement OBE effectively. As a result of this training, HITAM's classrooms have undergone a paradigm shift, becoming dynamic spaces where innovative pedagogies are employed to develop active student engagement and deep learning. By incorporating OBE principles, faculty members are empowered to design curricula, assessments, and instructional strategies that emphasize the attainment of clearly defined learning outcomes. The implementation of OBE has led to a more student-centric approach to teaching, where emphasis is placed not only on theoretical knowledge but also on the development of practical skills, critical thinking, and problem-solving abilities. Through collaborative projects, experiential learning opportunities, and real-world applications, students are equipped with the

competencies required to thrive in today's rapidly evolving engineering landscape. By embracing Outcome-Based Education with true spirit and leveraging innovative pedagogies, HITAM is paving the way for excellence in engineering education, preparing students to become skilled professionals and future leaders in their respective fields.

20.Distance education/online education:

At HITAM, we're committed to using technology to improve teaching and learning. Here are some ways we've done that over the past 5 years: **YouTube Channel (HITAM_eLearn):** We have a YouTube channel where students can watch recorded lectures anytime. This makes it easy for them to review the material whenever they need to. **MOODLE LMS Portal:** Our Learning Management System (LMS) gives students access to digital content like lecture slides and videos. They can stay updated with class materials even outside of the classroom. **Online Certifications:** We encourage students and faculty to take online courses and get certified through platforms like SWAYAM and NPTEL. This helps them expand their knowledge and skills in specific areas. **Guest Lectures and Workshops:** We organize guest lectures and workshops where students can learn from experts and industry professionals. These events offer different learning experiences to suit everyone's preferences. **Delnet and Online Library Resources:** HITAM is affiliated with Delnet, providing students with access to a vast array of online library resources. This includes e-books, journals, and other academic materials, enriching their learning experience beyond traditional textbooks. **Online Journals Access:** Our students have access to online journals through various databases, allowing them to stay updated with the latest research and developments in their fields of study. By using these initiatives, we aim to create a better learning environment that combines traditional teaching methods with technology. This approach helps improve the quality of education and enhances learning outcomes for our students.

Extended Profile

1.Programme

1.1 480

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student2.1 1895

Number of students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2 420Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 332

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic3.1 132

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2 132

Number of Sanctioned posts during the year

Extended Profile

1. Programme

| | |
|--|------------|
| 1.1 | 480 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student

| | |
|------------------------------------|-------------|
| 2.1 | 1895 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|------------|
| 2.2 | 420 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|------------|
| 2.3 | 332 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3. Academic

| | |
|--|------------|
| 3.1 | 132 |
| Number of full time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 3.2 | 132 |
| Number of Sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|--------|
| 4.Institution | |
| 4.1 | 32 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 520.54 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 689 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures effective curriculum delivery through a meticulously planned and documented process. With both JNTUH affiliation and autonomous status, Hyderabad Institute of Technology and Management (HITAM) has implemented rigorous measures to enhance curriculum delivery and consequently, students' employability. HITAM has introduced new courses and updated existing ones to align with emerging trends and demands in the job market.

HITAM has established partnerships with industry leaders to provide students with hands-on experience through internships, projects, and industrial training programs. These collaborations offer students practical insights into real-world scenarios, enhancing their readiness for the workforce.

HITAM has established a systematic approach to curriculum development and delivery. Faculty members meticulously plan and

document course objectives, outcomes, lesson plans, and teaching methodologies.

HITAM emphasizes the importance of course file readiness to support the teaching process. Faculty members are required to compile comprehensive course files containing essential components such as course objectives, outcomes, lesson plans, topic-level outcomes, assignment questions, solutions to previous question papers, and references/textbooks.

The Internal Quality Assurance Cell (IQAC) conducts periodic reviews, gathering student feedback on teaching methods. This input helps faculty address teaching gaps, enhancing delivery mechanisms and attending FDPs on Bloom's taxonomy.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://drive.google.com/drive/folders/1MnEpXd67rHA0tRFZKztZgpTdsV9NlDLz?usp=sharing |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Hyderabad Institute of Technology and Management (HITAM), as an autonomous institution, diligently follows its academic calendar, which encompasses the conduct of Continuous Internal Evaluation (CIE). In line with its autonomy, HITAM has its regulations governing examinations, all of which are thoroughly documented and made available on the website.

The institution meticulously plans its academic year, incorporating schedules for both internal and external assessments. This calendar serves as a guide for faculty and students, ensuring adherence to deadlines and facilitating effective planning and preparation.

Prior to each examination period, HITAM releases detailed examination timetables to students. These timetables provide crucial information such as dates, times, and locations of examinations, enabling students to make necessary arrangements and prepare accordingly.

By adhering to its academic calendar and providing transparent regulations and examination schedules, HITAM demonstrates its commitment to academic integrity and student success. This structured approach helps create a conducive learning environment where students can focus on their studies with confidence and clarity.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://drive.google.com/drive/folders/18I1HgBtgj51_r2psSA64hNtYz_fWmBa9?usp=sharing |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

8

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

23

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

731

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

339

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

1.3 - Curriculum Enrichment

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

HITAM offers a comprehensive range of courses addressing sustainable environmental issues, including gender equality, human

values, and professional ethics, to tackle the challenges of globalization. Through special lectures, activities, workshops, and seminars, the institution engages students actively in these areas. The curriculum emphasizes practical application, with non-credit subjects like Gender Sensitization and Environmental Studies enriching students' knowledge and fostering a sense of social responsibility.

Gender sensitization starts from day one, fostering a ragging-free environment supported by comprehensive surveillance. HITAM prioritizes empowering women, integrating gender equality values into the curriculum and offering equal opportunities in admissions, employment, and activities. Women empowerment initiatives include workshops, seminars, and leadership development programs.

Human Values and Professional Ethics are core subjects, promoting holistic development and ethical conduct among students. Environmental sustainability is a key focus, with the program GCSP (Grand Challenges Scholars Program). Industrial visits and awareness campaigns further educate students on environmental issues, supported by initiatives like NSS and the Go Green Club.

HITAM's commitment to sustainability is underscored by being the first Indian campus certified as a Silver-Rated Green Building by LEEDS, US Green Building Council.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

32

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

826

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

| | |
|--|---------------------|
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
|--|---------------------|

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| URL for feedback report | https://drive.google.com/drive/folders/1_0X66MO2rVHyRoJL1p2jQ9rfMyf7CAIq?usp=sharing |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

540

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

350

| 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 the learning levels of the students and organizes special Programmes for advanced learners and slow learners

HITAM employs a tiered approach to cater to the diverse learning levels among its students. Faculty members within specific subjects identify talented individuals for advanced training at centres of excellence. These students, designated as preceptors, mentor juniors, participate in skilled activities like conference presentations and paper publications, and engage in co-curricular and extra-curricular pursuits.

To support both advanced and slow learners, HITAM implements various programs. Proficiency tests assess incoming students' aptitude, while bridge courses bring freshmen and lateral entry students up to undergraduate standards in Physics, Chemistry, Maths, and English. Remedial courses held on Saturdays aid slow learners through additional assignments and mentoring sessions. Faculty mentors monitor progress and offer guidance, utilizing strategies like combined self-study classes, social engagement, and personalized counseling.

Performance evaluations occur periodically, with students advancing to higher learning tiers upon meeting predefined benchmarks. Advanced learners benefit from challenging projects, technical engagements, participation in professional activities, and opportunities for leadership roles. They also access resources like NPTEL certifications, domain-specific training, and MOOC certifications, contributing to their academic and personal development.

| File Description | Documents |
|-----------------------------------|---|
| Link for additional Information | https://drive.google.com/drive/folders/1qXgYlyDEJiZxu8Y8e-krdrWdGaH_dS5W?usp=drive_link |
| Upload any additional information | View File |

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

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 1895 | 132 |

| File Description | Documents |
|----------------------------|---------------------------|
| 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

The teacher's promote self-management knowledge, holistic development and skill formation by adopting student centric methods like experiential, participatory learning and problem-solving methodologies in their teaching learning process. The teaching method varies from person to person and from course to course. However there has been a paradigm shift in teaching from purely chalk and talk methods to adopting a judicious mix of lecture method and modern pedagogies. HITAM encourages and follows the student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experiences of students to implement Outcome Based Education (OBE).

HITAM made teaching learning process more interesting by Learner centric methods such as group work, role play, project work, field visit, industrial visits, case study, debates, seminars, presentations etc., HITAM adopted to Cooperative, Collaborative, Project Based and Problem Based to accelerate the learning process.

Problem solving methodologies: Every student is being taught about the basic approach to solve any issues which he or she comes across. Problem solving techniques such as Problem identification, Defining the Goals, conducting Brainstorming sessions, identifying alternative solutions, choosing the right approach, applying the right technique to achieve the solutions and Evaluating the results before dissipation.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://drive.google.com/drive/folders/1qVZDhpfokfem3MeDk-R_FV_Ocncr23m?usp=sharing |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

In today's rapidly evolving corporate landscape, students must acquire proficiency in the latest technologies to be well-prepared for their future careers. Consequently, educators are blending technology with traditional teaching methods to foster long-term engagement and learning among students. The college recognizes the significance of Information and Communication Technology (ICT) in education and employs various tools to support, enhance, and optimize the delivery of education.

The institute utilizes an array of ICT tools, including projectors distributed across different classrooms and labs, desktops, and laptops in computer labs and faculty cabins, as well as strategically placed printers, photocopier machines, and scanners. Seminar halls are equipped with digital facilities, and there is a smart board on campus. Faculty use various pedagogies like Live coding, Student Presentations, e-poster presentations, virtual Labs and simulations for creating better learning experience to the students.

Online classes are conducted using platforms like Zoom, Google Meet and Google Classroom, while inter-college coding competitions are hosted on Hackathons. The college also leverages MOOC platforms like NPTEL, Coursera, MOODLE, IONCUDOS and digital library resources such as DEL NET.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | Nil |

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

completed academic year)

2.3.3.1 - Number of mentors

128

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

132

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

29

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

691

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

At HITAM, the internal assessment mechanism is both transparent and robust, ensuring fairness and accuracy in evaluating student performance. The frequency and mode of assessment are carefully designed to align with academic standards and objectives.

Transparency is upheld through clear communication of assessment criteria and procedures to students. This includes outlining the weightage of each assessment component, such as assignments, quizzes, projects, or presentations.

The robustness of the assessment process is ensured through consistent monitoring and quality control measures. Assessments are conducted at regular intervals throughout the academic term, providing multiple opportunities for students to demonstrate their understanding and skills. Furthermore, a variety of assessment methods are employed to assess different aspects of learning, catering to diverse learning styles and preferences.

The mode of assessment encompasses both traditional methods, such as written exams, and modern approaches, including online assessments or practical demonstrations. This ensures that students are evaluated comprehensively and holistically, taking into account their theoretical knowledge as well as practical application.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute has devised an efficient mechanism to deal with examination related grievances which transparent in the pattern and conduction of CIE and rectification of grievances is time bound. The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations.

At Institute level, an examination committee, comprising of a Principal, Academic Director, Controller of Examination, Concerned is constituted to handle the issues regarding Examination related Grievances. The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher within 1 day. The internal marks are displayed on the notice board. If any discrepancy is noticed by the students, the concerned teacher will resolve the discrepancy, and necessary corrections will be made. Parents are informed about their ward's performance through SMS and during PTM.

Within a time bound the Internal Assessment marks are entered in the University web portal, by student's login, students can individually view their performance in the University portal.

Re-Evaluation: Students can apply for re-evaluation of their answer scripts after declaration of results if they are not satisfied with their results. The results of re- evaluation will be announced as per the university norms.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

At HITAM, the process of course development begins with faculty members after subjects have been allocated. Faculty meticulously craft course outcomes (CO) and lesson plans tailored to the specific needs and objectives of each subject.

Once these documents are prepared, they undergo a thorough review process by a panel comprising senior faculty members and experts in Outcome-Based Education (OBE). This ensures that the course outcomes are aligned with the overall Program Outcomes (PO) and institutional objectives.

During the review, faculty members present justifications for the chosen course outcomes, highlighting how they contribute to the broader goals of the program and facilitate student learning and development. This presentation provides an opportunity for constructive feedback and ensures that the course outcomes are robust, relevant, and in line with industry standards.

Through this collaborative review process, HITAM maintains a high standard of academic rigor and quality assurance, ensuring that every subject contributes meaningfully to students' overall learning experience and prepares them effectively for their future careers.

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |
| Upload COs for all courses (exemplars from Glossary) | View File |

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

At HITAM, the evaluation of Program Outcomes (POs) and Course Outcomes (COs) is a fundamental aspect of the educational framework. POs assessment ensures graduates meet industry standards, evaluating their knowledge, skills, and attributes. Through various methods like examinations, projects, and internships, HITAM ensures graduates are well-equipped for professional challenges.

Similarly, COs evaluation measures the effectiveness of individual courses within programs. These predefined learning objectives are assessed through quizzes, assignments, and practical work,

aligning each course with overall program goals. HITAM's assessment processes prioritize not only student performance but also continuous improvement.

At the culmination of each batch's graduation at HITAM, the institution conducts a comprehensive evaluation of Program Outcomes (POs). This evaluation serves as a critical checkpoint to assess the overall effectiveness of the educational programs offered. This systematic evaluation fosters a culture of excellence, driving continuous improvement in teaching and learning practices. By ensuring students meet POs and COs, HITAM prepares graduates to excel in their careers and make meaningful contributions to society. Attached sample Program Outcomes of Electrical and Electronics Engineering Department.

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

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

269

| File Description | Documents |
|--|---------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | Nil |

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://drive.google.com/drive/folders/1lfvph-jwCdg_UblO2LDKugYP9SvLavhM?usp=sharing

| RESEARCH, INNOVATIONS AND EXTENSION | |
|---|---------------------------|
| 3.1 - Resource Mobilization for Research | |
| 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 35,93,922 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |
| 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year | |
| 3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year | |
| 5 | |
| File Description | Documents |
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |
| 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year | |
| 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year | |
| 32 | |

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

126

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

137

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

At HITAM, community development and social service are integral components of the educational experience. Through initiatives like the National Service Scheme (NSS) and collaborations with NGOs

such as Aarutla Foundation and Sahaya, as well as the For-a-Cause club, students are actively engaged in uplifting neighboring villages and addressing social issues. The emphasis is not just on academic excellence but also on nurturing socially responsible citizens. HITAM's NSS unit organizes diverse community service activities, while students participate in programs like Unnath Bharath Abhiyan (UBA) to collect data from villages and identify key issues for targeted intervention. By immersing students in real-world scenarios and encouraging them to take an active role in finding solutions, HITAM is shaping individuals who are not only academically proficient but also compassionate contributors to society's well-being.

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

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | View File |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

12

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1082

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

58

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | No File Uploaded |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance,

other universities, industries, corporate houses etc. during the year

13

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

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

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

Research indicates that a green environment, providing 6% excess oxygen, positively impacts learning ability. At Hyderabad Institute of Technology and Management, the green building creates a conducive learning environment. Classrooms exceed AICTE norms, are well-equipped with technology, and minimize electricity usage. The central library offers essential course books and online resources, including e-journals and research papers. Students can borrow books through the book bank scheme. Wi-Fi and LAN facilities are monitored for academic use.

Laboratories adhere to statutory norms, ensuring hands-on practical experiences with safety measures in place. Each department has sufficient computers for digital communication, enhancing access to information.

Hyderabad Institute of Technology and Management provides seminar halls, conference halls, and libraries, aiming to foster student participation and skill enhancement in academic and career development.

| 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, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

The institution utilizes a lot of its resources to provide an environment to its students where they are encouraged to indulge in sports and extra-curricular activities. This ensures a holistic development and an all-rounded personality.

Students are trained in sports under the guidance of qualified and specialized coaches. Every week one hour is allotted for the sports in the time-table thus enabling the students to pursue sports. The students utilize these hours constructively to develop their physical skills as well as explore their interests to find their passion.

Regular training is provided to those students who show extraordinary skills in different sports. These students are selected through selection trials. They are trained and encouraged to participate in various levels of competitions including intra college events, inter-university events, national events and international events. Intra-college events are also organized by the college to encourage students to participate. Track suits and all sporting gear are provided to the students for major events. All the participants are awarded with participation certificates. Winner and runners-up teams are duly rewarded with shields and certificates.

A separate Yoga Hall and gymnasium are built and provided with all necessary equipment. qualified Yoga teacher conducts classes twice per week to both staff and students.

Students Affinity/Cultural clubs function and stage programs during the Annual College Functions are organised in Amphi Theatre

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

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

32

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

32

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

346.07

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The college library follows set norms of the competent authorities. First Library in Telangana having NDLI (National Digital Library of India) Club in association with IIT Kharagpur.

The library of the college has a total area of 4000 sq.ft. and has special designated areas for normal use as well as for reading. A total of 35,186 volumes, 4715 titles, 25 print journals, approximately 1500 e journals, 800 e books, and approximately 300 rare books are available.

A dedicated staff helps the students find the necessary titles. The books are indexed, categorized according to programs and subjects and arranged alphabetically. The software contains details about the author's name, title and publishing house. Upon an enquiry, the librarian searches in the software and helps the students locate the book. The library follows the book bank scheme. With this, the students are able to borrow books for the entire length of a semester so as to help them study. All books are bar coded and a reference ID is given. The issues and returns are also digitized.

Name of the ILMS software - ERP Library Management System

Nature of automation (fully or partially) - Fully

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

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

12.67

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

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

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

120

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The Institute has an IT policy covering all major areas like Wi-Fi, cyber security etc. which is updated or amended whenever required as per the need of the institute. The institution tries to have upgradation IT facilities as per the requirement by regulatory norms as well as industry. Institution is regularly

upgrading its infrastructure covering Wi-Fi, cyber security, software upgradation, ERP system, ICT (Information and Communication Technology) enabled teaching learning.

The acceptable use policies are applicable to Employees, Students, Vendors and Visitors. Institutes have framed various policies like Procurement, Installation of Hardware, Network, and software. Website Hosting and Database Usage policy has its method and hierarchy which is followed systematically. Certain violations of IT policy by any member may even result in disciplinary action against the offender by institution authorities.

Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information.

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

4.3.2 - Number of Computers

689

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

70.83

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The Hyderabad Institute of Technology and Management maintains a comprehensive set of systems and procedures to ensure the effective utilization and upkeep of its physical, academic, and support facilities. This includes meticulous maintenance of buildings and infrastructure, scheduled allocation of classrooms and laboratories, and adherence to safety protocols in academic spaces. The library follows organized cataloging and inventory management for its diverse learning resources, while the sports complex undergoes regular maintenance and hosts various events. Computing facilities are managed with a focus on cybersecurity and technical support. General support facilities are governed by administrative procedures, promoting accessibility and appropriate utilization of shared spaces. These practices collectively create an environment conducive to learning, research, and overall well-being for the institute's students, faculty, and staff.

| 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 benefited by scholarships and free ships provided by the Government during the year | |
| 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year | |
| 1032 | |
| File Description | Documents |
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |
| 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year | |
| 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year | |
| 312 | |
| File Description | Documents |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |

| File Description | Documents |
|---|---|
| Link to institutional website | https://drive.google.com/drive/folders/1Lrk_eJjCjsbHzTbaMdzM8-I5C-2vK270?usp=sharing |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1733

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1733

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

208

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

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

23

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | View File |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State

government examinations) during the year

56

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | 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/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

10

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

HITAM has established transparent processes and norms for student representation on various administrative, co-curricular, and extracurricular bodies. One prominent example is the Student Council, where students are elected to represent their peers and collaborate with faculty and administration on matters affecting student life. Additionally, students have the opportunity to serve on committees and bodies responsible for decision-making in areas such as curriculum development, campus facilities, and student welfare. These roles allow students to voice their opinions, contribute ideas, and advocate for initiatives that enhance the

overall student experience.

At HITAM, we take student empowerment to the next level with our Student Self-Governance (SSG) body. This innovative initiative and best practice allows students to take on leadership roles and experience firsthand the responsibilities of running an institution.

Within the SSG, students are allocated various positions such as Student Principal, Student Dean, and Student Faculty, among others. These positions mirror the roles of their administrative counterparts and provide students with a unique opportunity to lead and make decisions that impact their educational environment.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/drive/folders/1-ZucT3lM5lyK6xFi8nTRn2atmerVe4Bv?usp=sharing |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

22

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

5.4 - Alumni Engagement

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

HITAM Alumni Association (HAA) has been active since 2004 and registered as society vide 741 of 2018 dated 25 May, 2018. HAA meets twice in a year on 15th August and 26th of January to chalk out the agendas, list out academic activities to be conducted or sponsored in every semester. Minutes of the meetings put up to governing and executive bodies of the college for approval and executed by alumni as per schedule.

HAA supports the existing students for Guest lectures, goal setting process, contributing social learning through various Affinity clubs, conducting awareness sessions on changing dimensions of technology and opportunities, career building workshops, mock-interviews, discussion sessions during meets, Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing and guiding in experiential learning.

HAA helps in organizing or supporting various institutional social, sports and cultural events. Supporting as mentors and judges in Hackathons and conducting technical workshops part of it. This gives students a window of opportunity to learn from people in the working field. Alumni of HITAM contributes to the institution through financial and also through Academic support like BOS members, IQAC member and other Decision making bodies at the Institution.

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

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

| 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 and in tune with the vision and mission of the institution

HITAM stands on the robust foundation of visionary strategic leadership, a testament to the forward-thinking guidance of Shri Prashanth Arutla, Chairman of the Royal Education Society and a distinguished alumnus of Harvard University (MBP Institution Management) and ISB (PGP MAX). The institution's governance model thrives on collective leadership, integrating the expertise of the Principal, Director, Deans, Heads of Departments, Leads, Accounts Officers, and HR professionals.

Structured committees, led by seasoned professors, oversee crucial aspects such as Internal Quality Assurance Cell (IQAC), Admissions, Examinations and Evaluation (EE), Research & Development (R&D), and Training and Placement (T&P). The Heads of Departments, in collaboration with the Teaching Learning Centre, meticulously design teaching methodologies, ensuring academic excellence across various courses.

Inclusivity is evident in the decision-making process, with teachers actively participating in the college council, bridging the gap between the institution and students. Their insights, shared during weekly department conferences, play a pivotal role in implementing necessary changes. HITAM's overarching goal is to mold technologically adept students, nurturing the right attitudes, skill sets, and knowledge for creativity and innovation. Aspiring for the status of a distinguished university, HITAM remains dedicated to shaping the future leaders of tomorrow.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://hitam.org/index.php/organisational-chart/ |
| Upload any additional information | No File Uploaded |

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

The institution embraces a culture of decentralized governance and transparent management in various spheres, involving key stakeholders such as the Principal, Deans, Heads of Departments (HoDs), Leads, Coordinators, and Senior Faculty members. Recognizing the importance of appropriate delegation, the

institution empowers all administrative committee members, enabling top management to focus on policymaking and significant decisions.

The Governing Body, comprising Management members, a university representative (JNTUH), an industry representative nominated by the Management, the College Principal (as member secretary), and two senior faculty members, collaboratively formulate a perspective plan for the medium and long term. This includes aspirations to achieve Technological University status in the long term. The Principal engages with HODs and Deans to align teaching-learning processes, research, and development with the outcomes of Governing Body meetings.

Upon approvals, the Principal and Heads of Departments gain the autonomy to make decisions related to governance, academics, and evaluation. Academic activities are initiated by department faculty in consultation with students and stakeholders, with the Academic Committee approving suitable plans.

Diverse committees, including Academics, Library, Sports, Canteen, Anti-ragging, Discipline, and Transport, are established with faculty conveners and student representatives

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

HITAM's strategic plan encompasses multifaceted initiatives to elevate its academic stature and foster holistic development. Prioritizing academic quality, the institution will introduce innovative teaching methods, invest in faculty development, and monitor key performance indicators such as faculty qualifications, student-faculty ratio, and research output.

Strategic emphasis on research and innovation involves securing external funding, cultivating industry collaborations, and encouraging interdisciplinary projects. International partnerships with universities will provide global exposure for students and faculty, fostering a diverse learning environment.

A pivotal aspect of HITAM's strategy is to forge strong bonds with industries, providing students with practical experiences through industry-led projects and internships. The institution also commits to building state-of-the-art infrastructure and enhancing campus facilities to create a world-class learning environment. Student-focused initiatives include dedicated efforts for high-quality placements through industry partnerships, career development services, and alumni engagement. The admissions process will prioritize talent, diversity, and inclusivity, supported by scholarships to ensure equal educational access.

Lastly, HITAM aims for accreditations and rankings, targeting NAAC A++, improved NBA scores, and recognition in ARIIA and NIRF rankings. This comprehensive strategic plan aligns with HITAM's vision of becoming an academic powerhouse with a global footprint, dedicated to shaping well-rounded, industry-ready graduates.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://hitam.org/wp-content/uploads/2023/04/HITAM-Strategic-Plan-2022-27.pdf |
| Upload any additional information | No File Uploaded |

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

The institute has established specific bodies and committees to ensure effective functioning and the attainment of predefined goals. Among these are the Governing Body, Academic Committee, and Internal Quality Assurance Cell (IQAC), each serving distinct roles in formulating guidelines and monitoring the institution's operations. The Governing Body holds authority over financial, administrative, and quality measures, with the Chairman, Principal, and academic heads responsible for implementing its decisions.

The administrative structure adheres to the organization chart provided in additional information. The Principal, acting as the liaison between Management, Staff, and Students, executes the policies and decisions of the Governing Body. Deans and Leads, in areas like academics, accreditation, research and development (R&D), career development, and student skill development, work

towards realizing the institute's vision and mission with support from the Principal and Chairman. Department Heads (HODs) are accountable for departmental functioning in line with college policies.

Various committees contribute significantly to the institution's policy framework and direction. They aid in evaluating, monitoring, and recommending measures aligned with the institution's quality policy. Service rules, procedures, recruitment, and promotional policies adhere to guidelines from affiliating universities, AICTE, and UGC, approved by the Governing Body.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | https://hitam.org/index.php/organisational-chart/ |
| Upload any additional information | View File |

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 |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The institution places a strong emphasis on the well-being and motivation of its teaching and non-teaching staff through a

comprehensive array of welfare measures. To foster active engagement, the College Management implements statutory welfare measures, addressing both monetary and non-monetary aspects for personal and professional growth. Noteworthy initiatives include a Group Insurance scheme, free transport, uniforms for support staff, subsidized canteen facilities, and access to medical services through an MoU with Neelima Hospitals, Hyderabad. Employees benefit from interest-free loans, publication incentives for research contributions in national or international conferences and journals, and additional incentives for attending workshops and seminars. The institution further supports faculty pursuing higher studies or research through sponsorships, either in financial assistance or leaves. Special provisions, such as leave for staff marriages, special medical leave in exigent cases, and yoga training, contribute to a comprehensive and supportive welfare framework, ensuring the satisfaction and well-being of the staff members.

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

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

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

132

| 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 programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**24**

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year****87**

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

HITAM ensures a systematic onboarding process for all employees, providing induction training conducted by the HR Representative to familiarize them with their roles and responsibilities. Each employee is assigned Key Result Areas (KRAs), with Key Performance Indicators (KPIs) serving as performance targets. The institution employs a formal assessment approach, known as the "Annual Performance Appraisal" system, to evaluate both Teaching and Non-Teaching faculty. Department heads assess faculty contributions based on student results, publications, conference participation, organized activities, and administrative duties. The standardized Performance Management System (PMS) facilitates this process, detailed in the additional information. Faculty submit results and supporting evidence to their HOD, who evaluates and forwards the appraisal to the HR Representative. Any discrepancies can be addressed by faculty, and HR ensures timely completion with necessary documentation. The Principal recommends increments in line with AICTE guidelines, and management approves and sanctions annual increments.

Performance Appraisal results also influence faculty promotions, considering suitability. Non-teaching staff are evaluated based on work achievements, qualifications, and adaptability to technological changes. Employees dissatisfied with institutional decisions can raise grievances, which will be duly addressed by the institution. The entire Performance Appraisal System is integral to fostering a culture of continuous improvement and professional development at HITAM.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Accounts department undertakes the crucial task of budget estimation by gathering data on both recurring and non-recurring expenses at departmental and institutional levels. Prior to each academic year, comprehensive budget meetings are conducted, ensuring timely preparation. Faculty and lab in charges provide input for equipment procurement, accounting for curriculum changes or obsolescence, along with allocating funds for equipment maintenance for upcoming semesters. Department Heads convene with faculty to outline planned activities for the academic year, establishing budgetary needs.

Following this, the accounts Department consolidates departmental budget requirements, presenting them to the administrative committee. This committee, comprising Heads of Departments, Coordinators, Administrative Officers, Librarians, HR representatives, and others, refines the budget through collaborative discussions.

Upon approval, departments can utilize the sanctioned budget for proposed activities, adhering to procedural guidelines. The Accounts department manages expenditure, collecting necessary bills and ensuring compliance. Internal auditing, conducted by the Internal Finance Committee, scrutinizes budget proposals, receipts, and vouchers, recommending improvements where needed. External auditing, performed by a registered firm as mandated by tax regulations, provides valuable insights for effective budget planning and implementation.

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

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

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

6,13,062

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The major source of revenue for the college is the Annual fee collected from students. The Telangana govt regulates fee to be collected from the students. It is fixed by Telangana Admission and Fee Regulatory Committee (TAFRC). The tuition fees for Economically weaker Sections (EWS) and students of backward and SC/ST are financed through scholarships from Telangana state government.

The other sources of income are:

1. Transport fees.
2. Admission fees.
3. Application Fees.
5. Examination Fees.
6. TCS-ION: The College lends its infrastructure for external agencies like TCS-ION for conducting exams e.g. RRB Exam, GATE, CAT, JIPMER and TSPSC.
7. Contribution from Government and Non-Government Organizations
8. Contribution from Alumni
9. Funds are also mobilized through consultancy and philanthropic contribution.

Strategies for optimal utilization of financial resources:

During the budget preparation in the institution, all the HoD's and various section heads are requested to provide the annual budget requirements keeping in view of development and updating of

laboratories, computing facilities, library, teaching-learning process, training, extension activities, software etc for approval of governing body.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

HITAM College established its Internal Quality Assurance Cell (IQAC) in 2015, tasked with overseeing various activities aimed at enhancing all facets of the institute's operations.

- Enhancing the quality of teaching and research through consistent feedback from students, ensuring that inputs reach all stakeholders regularly.
- Contributing insights to enhance administrative practices, promoting efficient resource allocation, and improving services for students and staff by advocating for best practices.
- Offering recommendations for both Academic and Administrative Audits, along with analysing results to identify areas of weakness and suggesting strategies for improvement.

The IQAC also undertakes the preparation, evaluation, and recommendation of the following items for approval by the appropriate Institute and government regulatory bodies:

(a) Annual Quality Assurance Report (AQAR)

(b) Self-Study Reports required by different accreditation bodies such as NAAC, NIRF, and NBA

(c) Quality enhancement initiatives implemented within the institution

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://docs.google.com/spreadsheets/d/150hnrg8xGS7Lrw12r2aWPIATJLwmVdgg/edit?usp=sharing&ouid=114003021722820524479&rtpof=true&sd=true |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC committee periodically reviews teaching learning process and other quality parameters of institute and suggests the necessary reforms to be undertaken towards continuous improvement.

The two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.

Initiative 1:TLP - Faculty Conclave

IQAC focuses on TLP has helped in maintaining transparency by adopting new techniques in teaching, meticulous evaluation, setting question paper following blooms taxonomy so as to achieve & attain course level objectives & outcomes; program level objectives & outcomes.

Faculty conclave is a half yearly event at HITAM to showcase the best pedagogies implemented by the faculty. All the faculty are asked to make a presentation for 10 minutes at the end of semester to share the best experiences in terms of implementation of innovative pedagogies.

Initiative2:Lesson plan presentations

IQAC supports departments in organizing Lesson plan presentations before starting of the semester. Faculty should present the plan of executing syllabus in the predefined format given by IQAC with innovative pedagogies for better learning of the students.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/drive/folders/100qo86zj_iERzelmnxiJVg8okIh-cR3u?usp=sharing |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | 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

Hyderabad Institute of Technology and Management strives to work on women empowerment through training programs and support in employment through the various initiatives/activities. Also in HITAM 30% of the faculty are women who were educated in terms of health through yoga, psychology sessions, leadership skills and various sports activities through women empowerment cell. Women at HITAM are given with facilities to pursue higher education and are placed in various leaderships positions and empowered. HITAM also received AICTE Lilavati Award 2020 & 2021 under the theme Women Empowerment.

The Institution manages every activity and moment through CCTV surveillance, and precautions have been initiated in the campus, canteen, and library, parking slots, sports area to monitor the moment of students and ensure safety of the students. The Women protection committee, Counsellor and Anti- Sexual Harassment Committee of the institution take care of all grievances related to gender safety and security.

In this campus well equipped common room is provided for female students where they can rest for a while in their stressful time. Electric Sanitary Pad Disposal Machine is installed in the girls common room. Lady attendant takes care of the student's needs.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://drive.google.com/drive/folders/1Q5zFjt23SbJTzYopSr3ztcEUmj-qUu2k?usp=sharing |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://drive.google.com/drive/folders/1Awgd196wuv8dcA93k1z0FOXmFR6uehP?usp=sharing |

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

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

At HITAM, waste management is a multi-faceted approach integrating innovative solutions:

Dry and wet waste segregation bins are strategically placed throughout the campus, promoting responsible disposal practices among students and staff. The presence of a Sewage Treatment Plant (STP) underscores HITAM's commitment to environmental sustainability, where wastewater undergoes thorough treatment for safe disposal. Additionally, water recycling initiatives extend beyond mere treatment, as recycled water from the STP finds purpose in nurturing greenery across the campus, exemplifying a closed-loop system. E-waste is conscientiously handled through collaboration with the Arutla Foundation NGO, channeling obsolete electronics for skill-building endeavors among rural youth. This dual-purpose approach not only mitigates environmental impact but also empowers communities through education and technology. HITAM's dedication to sustainable practices manifests in its holistic waste management framework, emphasizing not only disposal but also resource optimization and community engagement.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

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 |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

| <p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1.Restricted entry of automobiles 2.Use of Bicycles/ Battery powered vehicles 3.Pedestrian Friendly pathways 4.Ban on use of Plastic 5.landscaping with trees and plants | <p>A. Any 4 or All of the above</p> | | | | | | | | | | |
|---|--|-----------|---|---------------------------|--------------------------------------|---------------------------|-------------------------------------|---------------------------|--------------------------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="76 566 539 633">File Description</th> <th data-bbox="539 566 1445 633">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 633 539 734">Geo tagged photos / videos of the facilities</td> <td data-bbox="539 633 1445 734" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 734 539 801">Any other relevant documents</td> <td data-bbox="539 734 1445 801" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | Geo tagged photos / videos of the facilities | View File | Any other relevant documents | No File Uploaded | | | | | |
| File Description | Documents | | | | | | | | | | |
| Geo tagged photos / videos of the facilities | View File | | | | | | | | | | |
| Any other relevant documents | No File Uploaded | | | | | | | | | | |
| <p>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</p> | | | | | | | | | | | |
| <p>7.1.6.1 - The institutional environment and energy initiatives 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</p> | <p>A. Any 4 or all of the above</p> | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="76 1171 539 1238">File Description</th> <th data-bbox="539 1171 1445 1238">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1238 539 1384">Reports on environment and energy audits submitted by the auditing agency</td> <td data-bbox="539 1238 1445 1384" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1384 539 1485">Certification by the auditing agency</td> <td data-bbox="539 1384 1445 1485" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1485 539 1585">Certificates of the awards received</td> <td data-bbox="539 1485 1445 1585" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1585 539 1653">Any other relevant information</td> <td data-bbox="539 1585 1445 1653" style="text-align: center;">View File</td> </tr> </tbody> </table> | 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 | View File | Any other relevant information | View File | |
| 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 | View File | | | | | | | | | | |
| Any other relevant information | View File | | | | | | | | | | |
| <p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment</p> | <p>A. Any 4 or all of the above</p> | | | | | | | | | | |

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | No File Uploaded |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the 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 socioeconomic and other diversities (within 200 words).

The Hyderabad Institute of Technology and Management (HITAM) has taken significant strides in creating an inclusive environment that embraces diversity across various dimensions. Notably, the institute's commitment to fostering religious diversity is evident through its hosting of Iftar celebrations. By organizing events during the month of Ramadan where individuals of different faiths can come together and partake in the breaking of the fast, HITAM demonstrates a commitment to creating a space that respects and appreciates religious differences.

In addition to religious inclusivity, the institute places a strong emphasis on team-building and staff well-being. The annual outing for staff is a commendable initiative that goes beyond the academic realm, promoting a positive work environment. This event allows employees to build camaraderie, fostering social connections and contributing to a sense of unity among staff members.

The institute's commitment to local cultural heritage is also evident in the organization of the Traditional Fest of Telangana. By dedicating an event to showcase the rich cultural traditions of the Telangana region, HITAM not only preserves local heritage but also provides a platform for cultural exchange. Such initiatives contribute to the cultural education of the institute's community and create an environment where diverse perspectives are celebrated.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

We believe in giving holistic all round education to the students. And sensitizing students on our constitutional rights, values, duties and responsibilities is one of the primary education given at the institute through various means.

Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities. Also, all students take a course on Environment studies in their first year which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc.

In addition to this many regular programs also seminars and workshops are conducted on days of national importance on various rights, duties and responsibilities of citizens. Seminars on topics like Right to Information, sexual harassment are conducted periodically. In Right to Information seminar, various sections and categories of the act are explained.

NSS unit of the institution conducts a cleanliness drive to mark the occasion of Swachh Bharat Abhiyan in the college campus as well as in the nearby village area.

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

| <p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. 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 4. Annual awareness programmes on Code of Conduct are organized</p> | <p>A. All of the above</p> | | | | | | | | |
|---|---|-----------|--------------------------------|---------------------------|--|---------------------------|--------------------------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 696 539 757">File Description</th> <th data-bbox="544 696 1437 757">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 763 539 824">Code of ethics policy document</td> <td data-bbox="544 763 1437 824">View File</td> </tr> <tr> <td data-bbox="86 831 539 1115">Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims</td> <td data-bbox="544 831 1437 1115">View File</td> </tr> <tr> <td data-bbox="86 1122 539 1182">Any other relevant information</td> <td data-bbox="544 1122 1437 1182">View File</td> </tr> </tbody> </table> | 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 programs etc., in support of the claims | View File | Any other relevant information | View File | |
| 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 programs etc., in support of the claims | View File | | | | | | | | |
| Any other relevant information | View File | | | | | | | | |
| <p>7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals</p> | <p>At HITAM, we fervently celebrate significant national events to raise awareness of our nation's rich cultural heritage. We regularly commemorate both national and international commemorative days, fostering a deep appreciation for diverse cultures and global milestones. Each occasion brings together our dedicated staff members and enthusiastic students, uniting the entire college in vibrant celebrations.</p> <p>The observance of cultural and constitutional festivals is deeply ingrained in our college's co-curricular activities, reflecting our commitment to holistic education. Throughout the academic session, students actively participate in the celebration of various days under the guidance of their teachers. These celebrations serve as invaluable opportunities for students to explore and embrace different cultures, fostering a broader understanding of India as a diverse and vibrant nation.</p> <p>At HITAM, we believe in the power of celebration to educate,</p> | | | | | | | | |

inspire, and unite. Through our collective efforts, we strive to cultivate a campus environment where cultural diversity is celebrated and cherished, enriching the educational experience for all.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

XPLORE (Experiential Platform for Learning & Outreach in Realtime Engineering):

XPLORE at Hyderabad Institute of Technology and Management serves as an innovative educational initiative, enriching students' learning experiences in the field of engineering. Through strategic partnerships with industries, the program offers students a unique opportunity to apply theoretical knowledge to real-world scenarios. Components of XPLORE include immersive internships, expert-led workshops, and project-based learning, fostering a deeper understanding of engineering principles. The program also incorporates experiential learning opportunities, such as site visits and exposure to cutting-edge technologies, ensuring that students are well-prepared for the dynamic challenges of the professional world. XPLORE bridges the gap between academia and industry, instilling practical skills and enhancing the overall educational journey.

Student Self Governance (SSG):

Student Self Governance (SSG) is a cornerstone of the educational philosophy at Hyderabad Institute of Technology and Management, empowering students to actively shape their academic and co-curricular experiences. Through the formation of student councils and committees, students engage in decision-making processes related to various aspects of campus life. SSG emphasizes

leadership development cultivating essential interpersonal and teamwork skills. By encouraging community engagement and social initiatives, SSG goes beyond traditional academics, instilling a sense of social responsibility and preparing students for leadership roles in their future careers. This student-led governance approach enhances the campus environment, fostering a culture of collaboration, responsibility, and holistic personal development.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | No File Uploaded |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

HITAM Toast Masters Club: Toastmasters International is a nonprofit educational organization that teaches public speaking and leadership skills through a worldwide network of clubs. Headquartered in Englewood, Colo., the organization's membership exceeds 300,000 in more than 15,800 clubs in 149 countries. Since 1924, Toastmasters International has helped people from diverse backgrounds become more confident speakers, communicators, and leaders.

OBJECTIVE OF THE CLUB:

The fundamental objective of HITAM Toastmasters club in our college is to educate students through self-improvement and leadership training so that they may increase their confidence and usefulness in both academic and professional level.

Toastmasters is one of its kind public speaking and leadership club. It has a networking power that tends to infinity. As understood by members from across the globe they haven't found any practice that matches the standards of Toastmasters. The benefits such as corporate learning, networking, performing at different forums, leadership t international level, being able to attend formal and informal gatherings are some of the by-products apart from 100 such things to look forward to.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

- 1) Periodic audits on Teaching Learning Process
- 2) To achieve NIRF Innovation Rankings
- 3) Audit of NAAC and NBA Documentation for the AY 2023-24
- 4) To improve Research and Development
- 5) Collaboration with Foreign Universities