



# MALLA REDDY COLLEGE OF ENGINEERING

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## DEPARTMENT OF CSE & IT

# STUDENT SUCCESS ECOSYSTEM

2025-26



# *Student Success Ecosystem*

**\*\*STUDENT COUNSELING REPORT\*\***

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**Department: Computer Science & Engineering**

**Institution: Malla Reddy College of Engineering (MRCE)**

**Reporting Period: AY 2025–26**

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Sustainable Development Goals (SDGs) are important because they provide a clear, global roadmap for building a better future. In education, SDGs help institutions align their efforts with world standards, ensuring students receive holistic development that goes beyond academics. They promote values such as quality education, well-being, equality, innovation, and responsible citizenship. By integrating SDGs, colleges prepare students to become globally aware professionals who can contribute meaningfully to society and solve real-world challenges.

**1. Introduction** The Department of Computer Science & Engineering has launched the ***Student Success Ecosystem***

to promote continuous academic progress, positive behavior, and holistic student development. This initiative aligns strongly with the United Nations Sustainable Development Goals (SDGs), especially ***SDG 4 – Quality Education***, by ensuring inclusive, equitable, and outcome-driven support systems for students.

**2. Objectives of the Counseling Sessions (SDG Linkages)**

The counseling initiative aims to achieve the following objectives with corresponding SDG relevance:

1. ***Clear academic backlogs and ensure regular progression***
  - ***Aligned with SDG 4: Quality Education***
2. ***Address behavioral concerns affecting discipline and academics***
  - ***Aligned with SDG 3: Good Health & Well-being***
  - ***SDG 16: Peace, Justice & Strong Institutions***
3. ***Enhance student engagement, motivation, and accountability***
  - ***SDG 4: Quality Education***
  - ***SDG 8: Decent Work & Economic Growth***
4. ***Strengthen the student–faculty–parent ecosystem***
  - ***SDG 17: Partnerships for the Goals***

**3. Approach Adopted (SDG Linkages Integrated)**

**3.1 Personalized Student Interactions (SDG 4, SDG 10)**

One-to-one counseling sessions focused on academic backlogs, attendance issues, and learning gaps.

Identified root causes such as lack of foundational understanding, motivation dips, and personal challenges.

Supports *SDG 4 (Quality Education)* through personalized learning support.

Contributes to *SDG 10 (Reduced Inequalities)* by ensuring no student is left behind.

### ***3.2 Parent Collaboration (SDG 17)***

Parents were informed of their child's academic and behavioral status.

Joint discussions enabled shared accountability and transparent communication.

Strengthens *SDG 17 (Partnerships for the Goals)* by creating a collaborative educational framework.

### ***3.3 Progress Monitoring (SDG 4, SDG 8)***

Regular follow-ups were conducted to track academic improvement.

Faculty mentors documented each student's progress and guided them periodically.

Enhances *SDG 4 (Quality Education)* through consistent monitoring.

Supports *SDG 8 (Decent Work & Economic Growth)* by building disciplined, career-ready individuals.

## ***4. Key Focus Areas (with SDG Mapping)***

### ***4.1 Academic Backlog Clearance (SDG 4)***

Personalized academic action plans were formulated for each backlog subject.

Additional remedial sessions and structured study strategies were recommended.

### ***4.2 Behavioral Improvement (SDG 3, SDG 16)***

Counseling focused on discipline, classroom behavior, attendance, and responsibility.

Encouraged positive conduct, improving overall classroom harmony.

Supports *SDG 3 (Good Health & Well-being)* and *SDG 16 (Strong Institutions)*.

### ***4.3 Motivation & Engagement (SDG 4, SDG 8)***

Students were encouraged to set realistic academic goals.

Peer-learning and self-reflection strategies were introduced.

## ***5. Collaborative Strategies Implemented (SDG 17)***

Regular academic and behavioral updates shared with parents.  
 Joint goal-setting sessions strengthened clarity and accountability.  
 Tailored support plans created to address individual student needs.  
 Faculty mentors coordinated collectively to ensure holistic development.  
 These actions directly support **SDG 17 (Partnerships for the Goals)**.

#### **6. Outcomes Observed (SDG-Aligned Improvements)**

Enhanced communication between students, parents, and faculty (SDG 17).  
 Increased clarity and confidence in backlog clearance (SDG 4).  
 Improved discipline and positive student behavior (SDG 3 & SDG 16).  
 Higher motivation and engagement in academic tasks (SDG 4 & SDG 8).  
 More inclusive and supportive academic environment (SDG 10).

#### **7. Conclusion (SDG-Based Impact Summary)**

The **Student Success Ecosystem** reflects MRCE's commitment to sustainable, inclusive, and quality-driven education. By integrating **SDG 4 (Quality Education)** at its core, supported by SDG 3, SDG 8, SDG 10, SDG 16, and SDG 17, the initiative has strengthened academic performance, enhanced behavioral discipline, and created a collaborative environment involving faculty, parents, and students.

This ecosystem continues to evolve as a model for holistic student development aligned with global educational standards.

#### **Second-Year Mentors (All Sections)**

<b>S. No</b>	<b>MENTOR NAME</b>	<b>SECTION</b>	<b>ROLL NUMBERS</b>
1	V.SWETHA	A	24Q91A05BA-538
2	E. VENKATESWRAMMA	A	24Q91A0539-565, 25Q95A0501-507 (LE)
3	KRISHNA	B	24Q91A0566-598
4	K. ANIL KUMAR	B	24Q91A0599-5C9, 25Q95A0508-12 (LE)
5	MRUDULA .M	C	24Q91A05D0-5G4
6	M.VAMSI PRIYA	C	24Q91A05G5-5K3, 25Q95A0513-18 (LE)
7	RAJESH	D	24Q91A05K4-5N8

8	CH. RAMBABU	D	24Q91A05N9-5R7, 25Q95A0519-525 (LE)
9	RAM KUMAR	E	24Q91A05R8-5W4
10	P. VEENA	E	24Q91A0W5-5Z2, 25Q95A0526- 531 (LE)
11	CH. SAGAR	F	24Q91A05AA-5BN
12	LAKSHMI REDDY	F	24Q91A0BM-5Z9 , 25Q95A0532-538 (LE)

### ***Third-Year Mentors (All Sections)***

<b><i>S. No</i></b>	<b><i>MENTOR NAME</i></b>	<b><i>SECTION</i></b>	<b><i>ROLL NUMBERS</i></b>
1	L Sunita	A	23Q91A0501 – 23Q91A0534
2	Shaik Saba	A	23Q91A0535 – 24Q95A0505
3	A Rama Krishna	B	23Q91A0546 – 23Q91A05A0
4	Varalakshmi	B	23Q91A05A1 – 24Q95A0510
5	N Balaraman	C	23Q91A05C8 – 23Q91A05G3
6	K Archana	C	23Q91A05G4 – 24Q95A0517
7	B Srinivas	D	23Q91A05J1 – 23Q91A05M2
8	Ravinder	D	23Q91A05M3 – 24Q95A0523
9	B Shiva Karthik	E	23Q91A05Q3 – 23Q91A05T6
10	J Ravali	E	23Q91A05T7 – 24Q95A0529
11	Koteswara Rao	F	23Q91A05AA – 23Q91A05X2
12	Vinod Kumar Reddy	F	23Q91A05X3 – 24Q95A0535

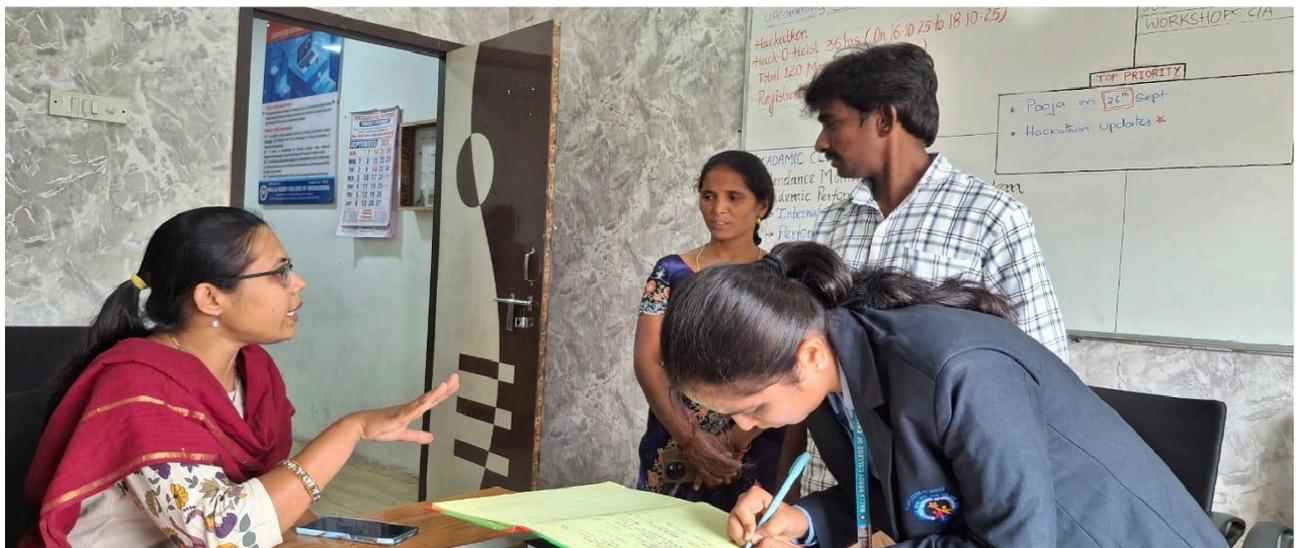
### ***Fourth-Year Mentors(All Sections)***

<b><i>S. No</i></b>	<b><i>MENTOR NAME</i></b>	<b><i>SECTION</i></b>	<b><i>ROLL NUMBERS</i></b>
1	Ms. T. TULASI	C	22Q91A05C9-22Q91A055G3
2	Mrs. SASHWATI ACHARYA	C	22Q91A05G4-23Q95A0519

3	SRAVANTHI	B	22Q91A0565-22Q91A05599
4	Mrs. E. SRILAXMI	B	22Q91A05A1-23Q95A0512
5	NAVEENA	A	22Q91A0501-22Q91A0535
6	SHIVA RAO YANNAM	A	22Q91A0536-23Q95A0506
7	SUFIA ENAYAT	D	22Q91A05J1-22Q91A05M6
8	SRINIVA NAYAK	D	22Q91A05M7-23Q95A0526

### *Interacting with Parents*















## 8. Conclusion

The Student Success Ecosystem implemented by the Department of Computer Science & Engineering, MRCE, stands as a structured and sustainable model for holistic student development. By integrating personalized mentoring, parental collaboration, continuous progress monitoring, and SDG-aligned strategies, the department has strengthened academic performance, improved behavioral discipline, and enhanced student engagement across all years.



## ***9. Future Plan (AY 2026–27 Roadmap)***

To further strengthen the Student Success Ecosystem, the department proposes the following strategic enhancements:

### **9.1 Digital Counseling Dashboard (SDG 4 & SDG 17)**

Develop a centralized digital monitoring system for tracking student academic progress, attendance, and counseling records.

Integration with performance analytics for early identification of at-risk students.

### **9.2 Early Warning & Intervention Mechanism (SDG 4 & SDG 10)**

Introduce predictive indicators based on attendance, internal marks, and behavior.

Trigger automatic mentoring interventions for vulnerable students.

### **9.3 Structured Remedial & Bridge Programs (SDG 4)**

Conduct foundation-level bridge courses for slow learners.

Subject-wise remediation calendar before internal and external examinations.

### **9.4 Behavioral & Well-being Workshops (SDG 3 & SDG 16)**

Organize sessions on stress management, emotional intelligence, discipline, and professional ethics.

Collaborate with trained counselors and industry experts.

### **9.5 Career & Skill Alignment Support (SDG 8)**

Integrate counseling with placement readiness.

Conduct career mentoring, higher education guidance, and certification tracking.

### **9.6 Strengthened Parent Partnership Model (SDG 17)**

Quarterly structured parent interaction sessions.

Digital parent feedback mechanism for continuous improvement.

### **9.7 Outcome Measurement & Documentation (NBA-Oriented)**

Maintain documented evidence of counseling impact.

Map improvements with CO–PO attainment where applicable.

Include counseling outcomes in departmental quality improvement records.

***Strategic Vision of the Dept.***

The department aims to evolve the Student Success Ecosystem into a replicable institutional best practice model, ensuring:

Zero academic dropouts

Minimal backlogs

Improved placement readiness

Strong ethical and professional values

By continuously refining mentoring frameworks and integrating data-driven interventions, MRCE aspires to build a resilient, inclusive, and future-ready student community aligned with global sustainable development goals.

***Ratified By:***



***Mrs Vamsi Priya II Year Head***



***Mrs Pushpa Joshi III Year Head***



***Ms Sufia Enayat IV Year Head***



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**DEPARTMENT OF CSE & IT**