



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND  
SCIENCES**

**PIGLIPUR, BATASINGARAM (POST) ABDULLAPURMET(M) RANGAREDDY  
DIST  
501512**

**<https://aits-hyd.org>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Annamacharya Institute of Technology and Sciences** was founded and promoted by Shri C. Gangi Reddy Garu, Chairman of **AITS group of Colleges..** Annamacharya Education Society is a premier education institute imparting technical education fulfilling the manpower requirements of the state.

The college affiliated to JNTU Hyderabad in the year 2005 and accredited by NAAC – ‘A’ Grade in the year 2015. UGC granted 2f 12(B) status in the year 18th February 2013.

### **Vision**

We, at AITH strive to inculcate a sound knowledge of Engineering and Management in students along with social responsibility and ethical practices, to enable them to face impending challenges so as to carve a niche for the country in the global arena.

### **Mission**

**AITH** mission is to create committed and self motivated Engineers and Managers, equipped to offer innovative solution and unconditional service for benefit of the Society and the world at the large.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

#### **Various strengths of Institution are:**

- Qualified dedicated and rich experienced faculty members.
- College encourages faculty member for Ph.D and research projects.
- 8 Faculty members are Ph.D holders and 8 faculty members are pursuing.
- Skill development programmes and courses are offered by Telangana Academy for Skill and Knowledge for the faculty members and students.
- Enough finances are provided by the management in up keeping growth in quality in teaching learning process almost in every direction.
- Tran sprint administration and decentralization of power at various levels to argument the efficiency of functioning of various units and persons involved.
- Outstanding performances in academics, curricular, cultural and other activities.
- Extended hours of Lab facilities for Research & Projects Conducive environment for Research.
- Support for innovative projects, real time projects, workshops and conferences.
- Research and Innovation cell to support research culture.
- Excellent industry – institute interaction is developed.
- Campus is fully Wi-Fi enabled with 100 mbps connectivity.

- ICT enabled classrooms and well-equipped laboratories are established with good infrastructural facilities.
- Central Library with over 40,000 books and e-journals, print journals and e-books.
- Institute is located near the national highway with a pleasant atmosphere.
- Green field sports spacious grounds for games and sports.
- Fee waiver for needy people.
- Intensive Training for campus recruitment.
- Excellent Placement Records with over 45% placement record and over 20% students leaving to abroad for higher studies every year.
- A Ragging free, Go Green and Plastic-free-campus.
- Spacious canteen with hygienic food.
- UGC recognition for 2(f) and 12(B).

### **Institutional Weakness**

- Faculty with industrial experience, with higher qualification is to be strengthened.
- Students from vernacular media leading to poor Communication skills.
- Need for quality publication of research articles and papers in good quality journals and books.
- Procedural delays in reimbursing scholarship amounts for students by the funding agencies stall the institution from planning at appropriate for development.
- The Institution is unable to organize conferences on big scale due to finance crisis, student's scholarships of students not received from Government on time for such activities even after attaining 2(f) and 12(B) status for the institution.
- Institution-industry interaction is to be strengthened.
- The institute is unable to incorporate changes in curriculum that are required in courses resulting from job requirements and changes in technology immediately as the affiliating university approves the curriculum. This is resulting the graduates' sometimes not keeping pace with employers requirement.

### **Institutional Opportunity**

- To start more smart-classrooms.
- Placements through Alumni are created.
- The institution can become autonomous their by introduction of innovate curriculum and course content can be contemplated.
- More scope for the students to publish their articles in college annual magazine.
- Interaction with outside world and networking of library with access to international knowledge resources.
- Excellent rapport can be established with industry in future, as the institute is located in mega city like Hyderabad.
- Institution has tied up with more industrial projects.
- Centre for excellence and T-hub is created.
- Institute initiated Microsoft centre for up gradation.
- Well-equipped laboratories and online service centers are provided.

### **Institutional Challenge**

- Faculty training programs as per the industry needs.
- Training to impart employable skills in the students.
- Augment research attitude among the students.
- To make the institution as entry of National Importance.
- Research activity has lot of scope in view of availability of qualified staff and his gradually increasing. Full time research can also be introduced in the institute.
- To make full pledged Industry Interaction and to develop consultancy work on full scale with availability of experienced staff and to develop infrastructure facility and research activities in a continuous manner
- Recruit more faculty with Ph.D qualifications.
- Encourage the students for higher-studies.
- Provide platform for the faculty to fo for FDP and take up the new projects.
- Support teaching and non-teaching staff to go for research work.
- Striving towards Autonomy for curriculum flexibility.

### 1.3 CRITERIA WISE SUMMARY

#### Curricular Aspects

Annamacharya Institute of Technology & Sciences (AITS) is affiliated to JNTUH and curriculum for all the programs offered by the college is prescribed by JNTUH. The college makes every effort to realize it's vision and mission of developing component human resource through quality education by creating innovative educational environment and promoting creativity to developed skilled human resource.

The following measures are taken to ensure effective curriculum delivery.

1. Academic Advisory Committee.
2. Timetable Committee
3. Head of the Department (HOD)
4. IQAC (it advise to the Head of the Institution)

Curriculum delivery contains Vision, Mission (Pos, Posos and COs) and their mapping, syllabus prescribed by the University, Lesson Plan, Teaching Diary, Teaching Notes, Timetables, innovative pedagogical approaches, ICT facilities etc.

AITS believe in imparting quality education through transparent and accountable process. Governing body (GoB), Academic Advisory Committee (AAC), Principal, Heads of the Department, Senior Faculty Members, Student Representatives (CRs) are involved in the deliberations to evolve the activity calendar of the Institution before the commencement of every semester.

Activity calendar is drafted strictly abiding to the timelines of the Academic Calendar of the University. A 16 week semester Academic Calendar is circulated by the affiliating University excluding one-week preparation & Practice, One-Week Mid-Term examinations, one-week Laboratory external examinations followed by two-week External Examination. Teaches of the Institution participate to develop the curriculum.

The college provides, Grievance Redressal cell, Women Protection Cell, in association with the college NSS unit organizes various activities to dissipate information and bring-in seriousness in the student

community. Projects addressing the needs of the society such as environment, agriculture etc., are given more priority and are encouraged with necessary support.

Activities targeting safe environment such as Celebration of pollution free festivals – Crackers free Diwali, Green Ganesh (Eco-Friendly Ganesh), Cleanliness Campaigns at college premise and surrounding villages, like World Environment Day, Earth day, N.S.S Day etc.

Institution obtains feedback on the syllabus and its transaction by the institution from the following stakeholders: 1) Students 2) Teachers 3) Employers 4) Alumni.

### **Teaching-learning and Evaluation**

- Students admitted in the Institution from rural backgrounds, with disport levels of knowledge and skills with different learning abilities. Furthermore, measures are taken to improve the performance of the students in internal and external examinations throughout their stay in the institution, Special training modules to being out innate talents of the students.
- As per the guidelines of UGC/AICTE/JNTUH a special orientation/induction program is designed to encourage the students. The intention of the orientation program is to introduce the institute Vision, Mission, Core Values, Ethics, Pos, PSOs, best practices etc.,
- The students are given a detailed timetable for the regular class work ie., theory and laboratory. The teaching learning process is carried out with a motto of minimum teaching with maximum experiencing.
- Innovative pedagogical approaches viz, using ICT Facilities, A v aids, PPT are adopted wherever necessary to make classroom more interesting.
- The active learners and slow learners are given opportunity to involve themselves with some customized coaching modules based on their potentiality.
- AITS formed AAC to conduct the brain storming sessions on the curriculum before the starting of Academic Year, involving all the senior faculty members.
- It is expected that the students should be firsthand knowledge on the course to participate in the teaching learning process. The teaching aids such as PPTs, demonstration models, A v aids, charts, etc.
- To enhance Problem solving skills in the slow learners the following student centric approaches are adopted:

1. Trial and Error.
2. Breaking large task into small steps.
3. Creating short goals to achieve the end.

- The faculty members will take care of the mentoring hours where the students are given opportunity to understand the design problems and resolve them during these hours.
- The role of a teacher is subjected to a paradigm shift ie., from a teacher centric teaching to a student centric teaching in this connection majority of teaching learning process is changed from the regular chalk and talk to use of ICT TOOLS.
- The administrative task such as automation in admission process, performance monitoring, information to parents, counseling, student data base management etc.

### **Research, Innovations and Extension**

Research Innovation and Extension is one of the most important methods. The college management encourages faculty to submit research proposals. Conduct research for which research committee has been in place to facilitate the research. AITS organize workshops and sensitization programs to create to research sprit among faculty and students. However teachers are encouraged to register for Ph.D during past five years. 3 faculty members submitted their thesis.

During last five years college has organized many seminars department wise. Some faculty members' individual level completed their research successfully waiting for to award Doctorate. Many of the faculty in the college has published their research papers in reputed national and international journals and books.

The institution is also actively involves in extended on the community issues and to makes them more sensitive towards society as a whole at AITS extension activities are integrated with the curricula. NSS team in association with extra-curricular activity committee and some social activists undertake activities pertaining to social and environmental issues. It includes sensitivity towards orphans and special enabled health and hygiene issues, awareness about organ donation, blood donation, consumer rights, sexual harassment, and traffic rules etc. The teachers are encouraged to do research and incentives are being awarded to teachers who received State, National and International recognition.

The institute also takes initiatives in creating awareness about malnutrition, sanitation, disaster management, social values and education and protection of girl child. The institute ensures participation of the students and the faculty members in extension activities organized by NSS, College Extension Activity Cell, NCC the Teachers' Unit, Students' Union, Alumni Association. Students are encouraged to participate in the awareness programs on hazards created by plastics in the environment and the need for cleanliness in human welfare.

The students conduct field research on standards of nutritional intake among the slum dwellers, their rate of school dropouts and perceptions on health and hygiene of girl child and women. Such studies help to understand the existing social situations, values and responsibilities.

### **Infrastructure and Learning Resources**

- AITS having a sprawling campus spread over 10 acres land with adequate and modern infrastructure. The supporting facilities in the campus are developed to contribute for an effective ambience in curricular, co-curricular and administrative activities.
- Each department has separate classrooms (total 51 Class Rooms, 16 Tutorial Rooms, 3 Drawing Halls), HOD room, in addition to two workshops and 47 Laboratories with advanced software, equipment meeting room and department library as per the norms of affiliating university and AICTE. However, all the departments have well-furnished separate cabins for the faculty members with LAN connections, in addition to the Wi-Fi facility all around the institution.
- Seminar hall of seating capacity 300 students, provide with LCD projector and audio/video system which are used for conducting guest lectures, conferences and symposiums.
- The institute has well equipped exam branch. The students are made available about their progress and awarded marks are always accessible for them. The progress of every student is also sent to parents to know about their ward.
- Online education/examination support system with sufficient computers to enable students to carry out their academic activities in an efficient manner.

- The internet bandwidth connectivity is upgraded based on the requirement to provide the quality internet connectivity. Wi-Fi is provided for the entire campus and it is upgraded often. Anti-virus software is installed to ensure better security and performance. A dedicated team with in-house staff is formed to take care of the IT and related needs of the campus such as Software Development, Hardware and Networking maintenance, website designing and hosting and SMS solutions, etc.
- Library & reading room with e-reading and digital system consists of adequate books. The Digital Library is an additional facility for the benefit of the students and faculty.

## **Student Support and Progression**

AITs have been known for vibrant student community right from its inception. They have been in the forefront of all the co-curricular and extra-curricular activities. It is evident from the number of committees, clubs and centers that take care of a variety of activities aimed at the overall development of the student.

These activities help the student in fine-tune their skills by exposing them to various skills like soft skills, decision making skills, problem solving skills, interpersonal skills, leadership skills etc.

The Student Activity Cell (SAC) of AITs is a democratically elected representation of the student community. The SAC shall continuously strive to identify student-related issues and help resolve them, thus building a healthy environment in the institute.

As the education system is faculty and student centric, it is the duty of every institute to ensure appropriate standards for Teaching and Learning Process. While the institute puts the students to higher degree of learning through this approach of beyond the text book and the students are guided by providing full freedom to develop the capabilities and qualities in handling several activities like ISTE, IETE, CSI, etc.

Each committee is aimed at catering to the needs of the student community. The Technical club helps the students in enhancing the technical skills, the Literary club helps in building interpersonal skills is aimed at enhancing the technical skills, the nature club makes the students aware of various environmental issues.

Various Academic and Administrative Bodies Headed by Student Representatives are; Class Committee, Professional student chapters, various activity clubs, Sports Committee, Mentoring Cell, Cultural Committee. AITs has an Alumni Association, under the leadership of a senior faculty. Membership to the alumni association is free. The Alumni Association regularly meets and interacts with the management to incorporate some teaching learning activities. The aim of this Association is to provide a platform for the former students who are placed at various parts of the world.

## **Governance, Leadership and Management**

- The institution is recognized by AICTE, approved by Government of Telangana and affiliated to JNTUH.
- The main aim of the Society is to develop AITs into a major Technical Institution and fulfill its objectives.

**VISION:** We, at AITH strive to inculcate a sound knowledge of Engineering and Management in students along with social responsibility and ethical practices, to enable them to face impending challenges so as to

carve a niche for the country in the global arena.

**MISSION:** AITH mission is to create committed and self motivated Engineers and Managers, equipped to offer innovative solution and unconditional service for benefit of the Society and the world at the large.

To provide an effective teaching and learning environment that promotes quality future technocrats.

- To ensure high standards to educate, enrich and excel, in imparting professional education, by top quality faculty to nurture the students into Socially Responsible Professionals through create teamwork, innovation and research.
- The Governing Body, College Management Committee and College Academic Committee are three main important bodies of the institution.
- The Board of Governors, Management, the Director, the Principal and the staff/faculty are always stepping in together for designing and proper applications of the quality policy plans.
- The Chairman shall have power to depute faculty and other staff for STTPs, technical conferences and training in the country or abroad.
- The Campus has a Women Empowerment Cell as well, which caters to the grievances and other needs of girl students.
- Faculty appraisal process has been a critical exercise for ensuring faculty satisfaction and a means of retaining talent in the campus.
- The achievements of the faculty such as publications, awards, honors, etc are recognized by the college.
- The college has conducted training in computer skills, Executive Development Programmes (EDP) training programmes to improve English communication skill of the students.
- All the financial transactions are carried out as per standard norms. The audited reports are uploaded in the college website as per AICTE norms.

### **Institutional Values and Best Practices**

- Since its inception AITS has maintained equal opportunities without any discrimination on gender basis. Gender sensitization course has been introduced for all students under guidance of JNTUH.
- AITH has taken a special care for counseling in gender equality and gender amity due to which mentor mentee system and engaging professional counselor is arranged every year.
- It takes pro-active role in addressing various issues of social, physical psychological & environment awareness. The institute made the women empowerment cell to be very active to motivate the girl students to face the bravely in the society.
- Only recyclable plastics are used and they are periodically collected in separate dust bins and supplied to the recycling vendors.
- NSS volunteers conducted a March-past and brought awareness on the importance of Swatch Bharat initiated by the Government of India and cancer awareness run.
- To less e-waste, we took steps to avoid CDs and encouraged to use only USBs and increased capacity of RAM.
- To achieve high environmental performance by imitating smart programs like go green, swatch bharath and harithaharam.
- Every year institute celebrates Independence Day and Republic Day, Mahatma Gandhi Birth anniversary with great enthusiasm and also State level celebration like Bathkamma festival, Bonalu festival, Telangana Formation Day.
- Several initiatives such as cashless transactions, multi user printers, circulars and notifications through



SMS, whatsApp, e-mail and website etc.

- Students are advised and helped to utilize existing lab facilities and implementing their create ideas for their project and to improve their knowledge about he importance of different subjects.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES                 |
| Address                         | PIGLIPUR, BATASINGARAM (POST)<br>ABDULLAPURMET(M) RANGAREDDY DIST |
| City                            | Hyderabad   |
| State                           | Telangana   |
| Pin                             | 501512  |
| Website                         | <a href="https://aits-hyd.org">https://aits-hyd.org</a>           |

| Contacts for Communication |                   |                         |            |              |                         |
|----------------------------|-------------------|-------------------------|------------|--------------|-------------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax          | Email                   |
| Principal                  | P.v.krishnamurthy | 08415-201689            | 9848924705 | -            | principalait@gmail.com  |
| IQAC / CIQA coordinator    | P.l.s..p Raja Rao | 08415-201687            | 9912344480 | 08415-201688 | aith.examcell@gmail.com |

| Status of the Institution |         |
|---------------------------|---------|
| Institution Status        | Private |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-2005 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State     | University name                           | Document                      |
|-----------|---|-------------------------------|
| Telangana | Jawaharlal Nehru Technological University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 18-02-2013 | <a href="#">View Document</a> |
| 12B of UGC    | 18-02-2013 | <a href="#">View Document</a> |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| AICTE                          | <a href="#">View Document</a>                                 | 15-06-2020                     | 12                 |         |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**Recognitions**

|   |    |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | PIGLIPUR,<br>BATASINGARAM (POST)<br>ABDULLAPURMET(M)<br>RANGAREDDY DIST | Rural            | 10                          | 6976                            |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |   |                           |                            |                              |                            |                                |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>                 | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BTech,Computer Science Engineering              | 48                        | INTER                      | English                      | 120                        | 73                             |
| UG  | BTech,Electrical And Electronics Engineering    | 48                        | INTER                      | English                      | 60                         | 6                              |
| UG  | BTech,Civil Engineering                         | 48                        | INTER                      | English                      | 60                         | 8                              |
| UG  | BTech,Mechanical Engineering                    | 48                        | INTER                      | English                      | 60                         | 0                              |
| UG  | BTech,Electronics And Communication Engineering | 48                        | INTER                      | English                      | 60                         | 17                             |
| PG  | Mtech,Computer Science Engineering              | 24                        | UG                         | English                      | 24                         | 0                              |
| PG  | Mtech,Electrical And Electronics Engineering    | 24                        | UG                         | English                      | 18                         | 0                              |
| PG  | Mtech,Electr                                    | 24                        | UG                         | English                      | 18                         | 0                              |

|    |   |    |    |         |    |    |
|----|---|----|----|---------|----|----|
|    | ical And<br>Electronics<br>Engineering          |    |    |         |    |    |
| PG | Mtech,Electronics And Communication Engineering | 24 | UG | English | 18 | 0  |
| PG | Mtech,Electronics And Communication Engineering | 24 | UG | English | 24 | 0  |
| PG | MBA,Mba   | 24 | UG | English | 60 | 39 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 9         |        |        |       | 6                   |        |        |       | 103                 |        |        |       |
| Recruited   | 9         | 0      | 0      | 9     | 4                   | 2      | 0      | 6     | 64                  | 35     | 0      | 99    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 4                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 16           |
| Recruited   | 11          | 5             | 0             | 16           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 16           |
| Recruited   | 11          | 5             | 0             | 16           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

### Qualification Details of the Teaching Staff

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD       | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 9         | 0      | 0      | 4                   | 2      | 0      | 0                   | 0      | 0      | 15    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 68                  | 35     | 0      | 103   |

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

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

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 0             | 0             | 0            |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 140  | 0                                 | 0                   | 0                       | 140          |
|                  | Female | 53   | 0                                 | 0                   | 0                       | 53           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 24   | 0                                 | 0                   | 0                       | 24           |
|                  | Female | 28   | 0                                 | 0                   | 0                       | 28           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| Diploma          | Male   | 0  | 0                                 | 0                   | 0                       | 0            |
|                  | Female | 0  | 0                                 | 0                   | 0                       | 0            |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |



| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 21            | 18            | 31            | 12            |
|  | Female | 17            | 16            | 11            | 5             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 12            | 17            | 18            | 6             |
|  | Female | 0             | 1             | 0             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 102           | 126           | 84            | 72            |
|  | Female | 44            | 52            | 34            | 29            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 29            | 44            | 39            | 46            |
|  | Female | 20            | 34            | 17            | 21            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>245</b>    | <b>308</b>    | <b>234</b>    | <b>192</b>    |

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

| 2018-19                              | 2017-18 | 2016-17                       | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 405                                  | 405     | 405                           | 405     | 405     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11      | 11      | 11      | 11      | 11      |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2018-19                                 | 2017-18 | 2016-17                       | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 810                                     | 859     | 890                           | 856     | 900     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 193     | 193     | 221     | 322     | 322     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2.3

#### Number of outgoing / final year students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 214     | 220     | 158     | 414     | 362     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 129     | 129     | 125     | 126     | 118     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 129     | 129     | 129     | 129     | 144     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 25**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 189.28  | 156.56  | 411.38  | 399.66  | 487.46  |

**4.3**

**Number of Computers**

**Response: 473**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

Being an affiliated institution, Annamacharya Institute of Technology & Sciences (AITH) adopts the curriculum designed by Jawaharlal Nehru Technological University (JNTUH), Hyderabad.

For effective delivery of the curriculum, the following process is developed and deployed.

- At the outset, Academic calendar provided by the University is taken as the base for making curriculum delivery plan. The academic calendar provides the date of commencement of the academic session, submission of mid-term exam marks, Parent Teachers meeting, the duration of the semester, the period of internal assessment tests, practical exam schedule, preparation holidays, final semester examinations etc. The University also declares the list of general and optional holidays to affiliated colleges.
- The Head of the institution conducts meetings with the Head of the departments for developing a detailed academic calendar for the effective implementation of the curriculum immediately after the release of academic calendar of JNTUH.
- A well-structured academic calendar which is in-line with the academic calendar JNTUH is prepared by the Head of the departments with the due approval of the head of the institution. An action plan for conducting co-curricular, extra-curricular activities, to enrich the curriculum will also be included in the detailed academic calendar.
- The Head of the Department allocates the courses to the faculty members as per their expertise and option. Class wise and Course wise time tables will be prepared for effective planning and delivery of courses.
- Each faculty prepares course outcome, a micro level course plan, course notes and course handout, for executing day to day academic activities and the same is circulated to the students on the day of commencement of Instruction. A clear plan to fill up the Curricular Gaps either by teaching content beyond the syllabus, invited lectures, workshops or add-on programs are included in the course plan.
- Teachers are encouraged to impart the curriculum through student centric learning methods, such as presentations, assignments, peer learning, brainstorming, NPTEL lectures, group discussions, workshops, quiz, role-play, seminars, projects, industrial visits, etc., and innovative teaching methods such as Google classroom, QR codes, etc. besides the regular/traditional chalk and talk methods.
- The Head of the Department monitors the academic activities on a regular basis by verifying monthly syllabus coverage report to ensure the execution of effective teaching learning process as per the academic calendar.
- The academic performance of students is continuously and meticulously monitored by conducting special tests, Mid Term exams, during the semester to assess the attainment of Course Outcomes (COs). As the attainment of COs is the base for achieving the attainment of Program Outcomes,

Program Specific outcome and by which Vision and Mission of the institution, the institution takes all the possible measures to ensure the effective delivery of curriculum and attainment of COs for all the courses.

- Class committee meetings are conducted at regular intervals to ensure the effective delivery of the curriculum.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

As an affiliated institution under the JNTUH, Hyderabad, Annamacharya Institute of Technology & Sciences adheres to the academic calendar issued by the University. College academic calendar is prepared by Central Academic Committee (CAC) in consultation with the Principal. Individual departments prepare a detailed departmental academic calendar in line with college academic calendar for an effective execution incorporating opening and closure of the semester, departmental activities, workshops, guest lectures, industrial visits, certification courses, professional body activities, departmental club activities, and college annual functions, curricular, co-curricular and extra-curricular activities.

Completion of syllabus, schedules of internal examinations MID I and MID II are conducted in each semester according to the JNTUH academic calendar

Once an Exam time table is received from University, Principal will direct the HODs to prepare the question papers as per the blooms taxonomy levels prescribed by the university and circulate among the faculty. Department Assessment and Audit Committee (DAAC) assesses the question papers and their taxonomy levels with the help of domain lead and then submit the question papers to exam branch through proper channel.

Once the exams were conducted as per the schedule, the answer scripts will be handed over to the concerned faculty members for evaluation. Faculty members will carefully evaluate these answer sheets according to the key provided to them. Once the evaluation is over, the faculty members will interact with each and every student with their answer sheets elucidating them proper answers. Later, these marks list will be signed by the concerned faculty member, HOD and Principal. The signed marks list and evaluated answer sheets then will be handed over to the exam branch. These internal marks are uploaded in the university website.

A schedule will be prepared for the smooth conduct of internal lab exams after the last day of instruction in that semester. The practical skills set of the students will be evaluated in these lab exams. As a part of this, viva-voce will be conducted by the senior faculty.

As per the JNTUH calendar, college invites the parents to inform about their wards' performance during the semester. A Parents-Teachers meeting will be conducted once in a semester specifically on a Second Saturday.

In order to encourage and build the communication skills and character of the students, literary, cultural

and sports events will be conducted every year, a time slot will be scheduled every week in the time table for students to participate in these activities.

Induction program for first year students and Convocation day for Graduates will be conducted as per the college calendar.

Alumni day is scheduled and planned in advance to share the knowledge of passed out students. Their contribution is priceless in sharing their knowledge, experiences, expertise, upgrading technology in the real world with the budding engineers.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

**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 last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** D. Any 1 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 11

| File Description                                   | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format            | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 24

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 5       | 5       | 4       |

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| List of Add on /Certificate programs | <a href="#">View Document</a> |
| Any additional information           | <a href="#">View Document</a> |

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

**Response:** 19.65

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 113     | 150     | 193     | 183     | 214     |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |



## 1.3 Curriculum Enrichment

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

#### Response:

Society's biggest threats in these hard times are gender inequality, having no moral duty or obligation towards his/her own profession, responsibility towards the society, spoiling / harming the Mother Nature. The curriculum designed by the university in itself, has included many of the aspects such as the courses namely Gender sensitization, Human values and professional Ethics, Social Ethics and Values, Environmental Studies etc.

**Gender Sensitization**, the modification of behavior by raising awareness of gender equality concerns i.e., "the awareness informed propensity to behave in a manner which is sensitive to gender justice and gender equality issues". Annamacharya Institute of Technology & Sciences focus on gender issues in campus as many believe that education is the catalyst for change through various activities like debates, discussions, seminars, theatrical performances and other forms of arts like photography etc., to bring radical changes in reaching its goal.

**Human Values and Professional ethics:** Ethics are fundamental standards of conduct by which we work as professionals. Values are individual in nature and are comprised of personal concepts of responsibility, entitlement and respect. The institution focuses on human values and discusses engineering ethics, explains safety and risk factors, responsibilities and rights of engineers and addresses global issues, computer, and environmental ethics through the courses offered in the university curriculum.

All the students and faculty members are expected to follow the Institute's code of ethics which is published in the calendar and the website for dissemination. Annamacharya Institute of Technology & Sciences enables students to appreciate the crucial integrative between 'Values' and 'Ethics' to ensure sustained happiness and prosperity which are the core ardour of all human beings and strike a balance between profession and personal happiness satisfying human behaviour and enriching interaction with nature. Students are encouraged to join NSS and various Professional societies which create awareness and are educated in development of life skills, ethics and values by developing self-awareness.

**Environmental Sciences:** The growing global population and increasing economic production have put a strain on the world's finite resources damaging ecological environment. Annamacharya Institute of Technology & Sciences encourages the students to learn about climate-friendly technologies and intervene at community level for disaster risk reduction by promoting access to clean drinking water, including geo-mapping and establishing municipal solid waste management facilities that not only help manage waste but also significantly contribute towards climate change mitigation. It is exigent to become efficient in managing natural resources to be effective in managing the environment.

**Disaster Management** is one of the contents that Annamacharya Institute of Technology & Sciences focuses through the course offered in all programs on the techniques for enhancing competence in prevention, mitigation, and management of natural as well as man-made disasters. Our institution attempts to educate its students to fill the gap between meeting society's basic needs while maintaining and sustaining natural systems. As a top-notch NSS wing in the Telangana state, AITS ensures that the aforementioned programs and activities are effectively implemented by its NSS volunteers.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.43

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 22      | 22      | 22      |

| File Description  | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

Response: 26.42

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 214

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni**

**Response:** C. Any 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information (Upload)  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |
| URL for stakeholder feedback report  | <a href="#">View Document</a> |

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

**Response:** D. Feedback collected

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| URL for feedback report           | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 44.84

##### 2.1.1.1 Number of students admitted year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 131     | 151     | 252     | 336     | 398     |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 420     | 420     | 480     | 702     | 702     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 75.31

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 167     | 128     | 191     | 195     | 247     |

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

All India Council for Technical Education making a three-week Induction Programme mandatory for the newly admitted students in engineering streams, Annamacharya Institute of Technology & Sciences, Hyderabad, greets the freshmen with a three week induction program. The aim of the program is to give the students a bird's eye view about the various dimensions of engineering, area of study, scope of the course, career opportunities, importance of language proficiency, societal responsibilities, relationships, trust, harmony and briefing about the college.

#### Strategies adopted for facilitating Slow Learners:

The connotation of academically slow learner means those who cannot keep pace with the classroom teaching and needs extra attention. Annamacharya Institute of Technology & Sciences tries to bring such students at par with the rest of the students of the class. We consider following factors for identifying the level of the students. This system helps us to identify the slow learners as well as advanced learners.

#### Students are identified as slow learners based on:

1. Performance in university examinations of previous semester.
2. Present semester Mid/Internal examinations with less than 60% of maximum marks.
3. Number of backlogs till the previous semester.
4. Attendance in the previous semester as well as in the present semester till Mid-I examinations.
5. Performance in the class tests.
6. Performance in laboratories.

#### Mentoring System:

Annamacharya Institute of Technology & Sciences has developed a well-structured Mentor-Mentee system. The mentor is like a parent for a student where one can seek academic guidance, carrier guidance and professional guidance for one's overall development.

#### Strategies adopted for facilitating Quick Learners:

Quick learners are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, understanding the concept and articulation abilities etc.

#### Programs for Advanced Learners:

- Offering special coaching for GATE exam.
- Encouraged to perform in Co-Curricular and extra-curricular activities such as attending Symposiums/workshops/Project Expos.
- Encouraged to take up innovative projects and Internships.
- The bright students having orientation towards research are encouraged by faculty to publish papers in national/ International conferences and journals.
- Institute is having Center for Signal Processing & Communication Systems, Center for VLSI, IOT Lab, INNOVATIO DROP, AKELLA SYSTEMS etc., in which students are motivated to work on latest technologies and publish papers on their research work.
- Students are encouraged to enrol and participate in the events organised by Professional bodies like IEEE, CSI, ISTE, ISHRAE.
- Students are encouraged to participate in TED'X and SMUN summits.
- Students are encouraged to take up NPTEL, SWAYAM, MOOCS, CISCO and IITB Spoken tutorial

certification courses.

- Encourage them to obtain University ranks.

### Programs for Slow Learners:

- Special attention is given to the slow learners in the tutorial classes.
- The department has a well-defined process for mentoring, guiding and assisting slow learners.
- The subject faculty have periodic interaction with the parents about the performance of slow learners.
- Remedial classes are conducted for the slow learners based on the results of class tests.
- Special bridge courses are arranged for the lateral entry students in the II year.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 6.28

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 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

**Response:**

Annamacharya Institute of Technology & Sciences always focuses on student-centric teaching and learning. In this process, the ICT enabled infrastructure, plays a vital role. Availability of quality audio-video systems and multimedia projectors in all classrooms facilitates the faculty member to carry out their teaching. Use of PowerPoint, excel spreadsheets, videos, and online databases in classrooms help the students to master subjects with greater clarity in the application of the concepts.

#### Participative learning and problem solving methodologies:

- **Plickers:**

Plickers is an assessment tool, useful for teachers to conduct, on the spot formative assessment during the class. It provides students with the opportunity to participate and engage in learning without feeling self-conscious.

- **Flipped Class Room:**

The objective of flipped class room technique is to motivate students to learn concepts on their own, obtain timely information (via preliminary assessments) about their learning before class and thereby adapt learning style. Students come to the class with prior knowledge of the concepts and these concepts are reinforced in the class by solving some logical and critical thinking problems based on the topic and ensures long lasting retention of the concepts.

**Background knowledge Probe:**

This practice begins with the discussion with the students by demonstrating concept what was discussed in previous chapter and test the student background knowledge by conducting the activity.

- **Problem based learning :**

Assign a challenging problem to the students to solve in the group of five.

- **One Minute Paper:**

Students are asked to take out a blank sheet of paper, then faculty poses a question (either specific or open-ended), and give the students one minute to answer it in the paper given. This tells whether the students are listening attentively.

- **Experimental Learning:**

During the period of study in the III year and IV year, many real-time projects and technical seminars are given to the students and they are guided by faculty and Industry / Research personnel. Institute and departments are continuously encouraging the students to publish their research work in International Conference / Journals and motivating for filling patents also. Faculty members are also encouraging to use open source simulation software's in the classroom teaching and laboratories. Experts from industry share their experience with the students which prepares for the real time job scenario.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

**Response:**

It is only through education and the integration of ICT in education that one can teach students to be participants in the growth process in this era of rapid change. ICT make education system more productive, interesting, give more powerful instruction and also able to extent the educational opportunities to masses and creating information rich learning environment.

To ensure that students play an active role in the learning process, Faculty make use of Information and communication technologies (ICT) in teachinglearning process.

- All our classrooms and laboratories are equipped with LCD Projectors.
- The teachers are encouraged to use modern teaching pedagogy, in addition to conventional

classroom teaching practices. Faculty applies teaching methods such as group discussions, seminars, student presentation for better understanding of concepts/ technologies using ICT.

- The Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals, Use of LCD projectors for seminars and workshops, productive use of educational videos, Communication skills training facility make the students to acquire proficiency in listening, speaking, reading and writing.
- The college has a central library well equipped with books & e-books, technical magazines, journals & e-journals and access to NPTEL lecture videos in the library, which serves as a knowledge resource. The students and faculty are motivated to register for online NPTEL Certificate courses and additional online courses like CODE NINJA, EDUREKA etc.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 40.5

#### 2.3.3.1 Number of mentors

Response: 20

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 95.3

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                | <a href="#">View Document</a> |



**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 3.78**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 9       | 6       | 4       | 3       | 2       |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 2.94**2.4.3.1 Total experience of full-time teachers****Response:** 379

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:****Mechanism of External Examinations System**

- Institute is affiliated to JNTUH. So, the rules and regulations for the assessment process are as per their guidelines.

- External Assessment is planning using Bloom's Taxonomy as prescribed by AICTE/JNTUH in Examination Reforms.
- The schedule of examinations is communicated to students and faculty through university academic calendar and detailed schedule is displayed on the notice board.
- Final year students are assessed by additional activities in the curriculum such as technical seminar, comprehensive viva, mini and major projects as per the university schedule that are scheduled during the end of 6th semester and in the seventh semester.
- For the assessment of projects & mini-projects, a panel of examiners (Professors from university or external organizations) is uploaded into the JNTUH
- Web portal and the university allots an External Examiner for the Mini and Major Project Evaluation is done for 50 and 150 marks respectively and the same will be uploaded in to the university portal.
- Comprehensive Viva-Voce will be assessed for 100 marks by an External Examiner from other Institutions, appointed by JNTUH.

### **Mechanism of Internal Assessment:**

Institute follows university guidelines for the internal assessment of the theory and laboratory exams. Our internal assessment is very apparent and transparent due to following features.

- Well defined assessment schedule for every semester which is a part of published academic calendar. Course curriculum for every test is predefined and made available to students well in advance.
- Two sets of Question papers are prepared as per BTL and by mapping the questions with Course outcomes which are submitted to the examination branch after the HOD and Principal's approval. One set of question paper will be selected randomly and issued.
- Bloom's Taxonomy for Assessment Design is also been taken care in the Internal Examinations system.
- Mapping of Program Outcomes to attainments levels in all subjects for Internal Examination system is done.
- Two mid-term exams as per university guidelines are conducted. For each midterm exam one assignment needs to be submitted before the mid exam.
- After assessment, answer sheets of mid-term examination are distributed and discussed with students and then the marks are displayed on the department notice board and are uploaded on the website.
- Continuous assessment of students performance through practical's is updated in the attendance registers based on timely submission of lab records, regularity, performance in the laboratory on a day-to-day basis for 15 marks. Two internal lab exams are conducted for 10 marks each in the semester and best of two will be considered.
- The project assessment is done for 50 marks by conducting three PRC meets at different phases such as Analysis, Design, Implementation & Deployment to meet the requirements and the same are displayed on the notice board after every PRC meet.
- The internal project assessment is done by a panel headed by the Department head with senior faculty as other members. Slow learners are given another chance by the university to improve their marks in internal assessment by taking the exam in CBT mode

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

#### Response:

Grievances related to examinations are:

- Recounting and Revaluation for External Exam Evaluations at the University Level.
- Challenge of Revaluation after getting the result of Revaluation.
- Inability of submission of examination form by student within time.
- Non issue of Hall ticket for examination
- Appointment of scribe to student on medical grounds
- Non declaration/with held of results of student non receipt of mark sheet after declaration of results.
- Incorrect entries in the hall ticket and mark memo.

The above grievances of students are forwarded by exam branch to university within the stipulated time and the same is communicated to concerned student.

#### Grievances related with internal examinations:

The institution exam branch is responsible to address the grievances related to internal examinations. Students can contact their faculty mentor, respective HOD or directly examination branch for any grievances and related to examinations at institution level.

Faculty mentor can take a note of students grievances and report it to HOD & concerned subject related faculty. HOD may contact exam branch incharge for any suggestion and query related to student grievances.

Because of complete transparent process, supervision very less no of grievances are observed for internal marks evaluation.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

#### Response:

The Vision and Mission statements of the Departments, Programme Educational Objectives,

Programme Outcomes, and Programme Specific Outcomes are published in:

- Digital Media
- Institute Website (www.aitz-hyd.org)
- Outdoor – Boards at prominent places
- Instructional Areas
  - Laboratories
  - Class Rooms
- Administrative Areas
  - Department Offices
  - Faculty Rooms
  - Corridors
- Activities/Meeting
  - Orientation Day / Induction Programme
  - Presentation of Lesson Plan in the First Lecture
  - Department Magazines
  - Institute Magazine
  - Lab Manuals
  - Course Files

The Course Outcomes of all the Courses in all the Programmes are published in:

- Course Files
- Lesson Plan
- Laboratory Manuals
- Question Bank

| File Description  | Document                      |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                       | <a href="#">View Document</a> |
| Past link for Additional information                    | <a href="#">View Document</a> |

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

#### Attainment of programme outcomes and course outcomes are evaluated by the institution

The POs/PSOs calculations are done utilizing the weighted average of the all COs that are mapped to that POs/PSOs. The Exit survey questions are confined by the department to indirectly measure the POs/PSOs. The assessment tools and procedures utilized for estimating the accomplishment of each of the Program Outcomes (POs) and Program Specific Outcomes (PSOs) are additionally very much portrayed. The POs and PSOs are assessed by direct and indirect assessment methods. The method and training schedules are

attached in additional information link.

**The CO Assessment process is done by the following procedure:**

### **Procedure for Attainment of Course Outcomes**

The course outcomes of each core course are mapped to the Program outcomes with a level of emphasis being either strongly correlated or moderately correlated. The level of emphasis for an outcomes used for assessing it in each course is decided by the weightage obtained. The tools and process involved in the assessment of course outcomes is in detail described below:

#### **Direct Assessment Tools for theory courses**

The impact of course content delivered on attainment of course outcome is assessed by the following assessment tools

- Internal Examinations
- External Examinations

The questions in the internal examination question paper, assignment sheets and end examination question paper are framed in line with the course outcomes and attainment is assessed from the answer scripts.

#### **Direct assessment tools for Laboratory courses**

- Day to day evaluation
- Internal examination

Day to day evaluation is a continuous assessment tool. In each lab sessions, every student performance in conducting the experiment, recording the data and doing further calculations are observed and CO attainment is assessed. In internal lab examinations, evaluation sheets are used to assess the attainment of course outcomes.

#### **Direct assessment tools for Project Work**

- Review seminars by Project Review Committee
- External examiner evaluation

The continuous assessment tools for project work are from project review seminars conducted by the Project review committee. The reviews from project evaluation sheet are considered for the CO assessment. The external examiner assesses the project work carried out in the Viva Voce examination

#### **Direct assessment tools for Viva voce**

- Viva voce examination

The student's technical, analytical and communication skills are assess for CO attainment. The assessment is carried out by HOD and two or more senior faculty.

**Indirect Assessment tools**

- Course end Survey - At the end of each course

The course end survey is collected from the students at the end of each theory and laboratory course by the concerned faculty and the CO attainment is calculated.

Note: Weightage: 80% (Direct Assessment) and 20% (Indirect Assessment)

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**2.6.3 Average pass percentage of Students during last five years**

**Response:** 51.11

**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 117     | 123     | 57      | 229     | 194     |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 214     | 220     | 158     | 414     | 362     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response: 3.6**

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload database of all currently enrolled students<br>(Data Template) | <a href="#">View Document</a> |

NVAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

Response: 1.55

**3.1.2.1 Number of teachers recognized as research guides**

Response: 2

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

Response: 0

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0       | 0       | 0       | 0       | 0       |

### 3.1.3.2 Number of departments offering academic programmes

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 6       | 6       | 6       | 6       | 6       |

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

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

#### Response:

The institution has created an ecosystem for innovation including incubation Centre and other initiatives for creation and transfer of knowledge. The faculty members are empowered to take up research activities utilizing the existing facilities.

Research and Development Cell (R&D Cell) of Annamacharya Institute of Technology & Sciences Promotes the students and faculty member of the institute for research and innovations related activities in their respective domains. It aims to nurture research culture and training in research and related skills for enhancing the academic quality and the general research capability of budding entrepreneurs to compete the technical world. R&D Centre try to bridge gap between academics and industries to make education more sustainable. This centre committed to improve the quality of education, in terms of technological based learning and provide the solution for societal problems. Main Objective of R&D Cell is

- To identify research thrust areas, promoting research, evaluation and disseminating research outcomes.
- To promote faculty members to publish their article with quality publishers and encourage to apply research proposal to Govt. funding agencies for the grant.

To organize the workshops, Conferences, and FDPs to create awareness about Patent and IPR.

**Entrepreneur Development Cell:** - The main objective of this cell is to train the students and integrate the culture of entrepreneur and to make the students to achieve their dreams of starting their own

enterprise. Young graduating Engineering students across the country needed proper industrial exposure is essential. Awareness should be created among students, regarding entrepreneurship as a career option.

**Refrigeration and Air Conditioning Incubation Center:** To develop new projects and offer services through student learning in Refrigeration and Air Conditioning domain.

Students carried out 6 PG and 10 UG projects through Refrigeration and Air Conditioning center.

**Manufacturing and CNC incubation center:** To promote research in feasible manufacturing of press components and metal cutting. Students carried out 2 PG and 2 UG projects through this center. It has MOU's with Uppal Industrial Association and BNR Industries.

**CAD Incubation center:** To develop drawings and analyze design of new products. It has MOU with UNICENT.

**Center for Signal processing and communication systems:** To provide high-quality graduate and postgraduate training environment for the next generation of researchers and support innovation-based endeavors.

The objectives are

- To Promote Research Activities
- To Encourage Research Publications, Patents/IPR
- To Provide Industrial Training

Under this COE 2 patents are filed

**CCNA – Cisco certified Network Associate:** Main objective of Cisco Networking academy is to train huge no. of stakeholders during their academic programme and to certify them with global examination discount voucher. Annamacharya Institute of technology & Sciences has signed MOU with Trident Academy of Creative Technology under CISCO NETWORKING ACADEMY SUPPORT CENTRE (ASC) and Instructor Training Centre (ITC).

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 34

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 9       | 7       | 9       | 7       |

| File Description                               | Document                      |
|--|-------------------------------|
| Report of the event                            | <a href="#">View Document</a> |
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

| <b>3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years</b>            |                               |
|--|-------------------------------|
| Response: 4.5  |                               |
| <b>3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years</b>               |                               |
| Response: 9  |                               |
| <b>3.3.1.2 Number of teachers recognized as guides during the last five years</b>                  |                               |
| Response: 2  |                               |
| File Description   | Document                      |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0

#### 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 3.3.3 Number of books and chapters in edited volumes/books published and papers published in

**national/ international conference proceedings per teacher during last five years****Response:** 0**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

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

Institute NSS Unit and **Unnat Bharat Abhiyan (UBA)** organizes every year the orientation program for the first years to inculcate the importance of community service to sensitize and motivate them to enroll for the NSS programs. The extension activities towards social issues and holistic development in the neighborhood community in terms of impact and sensitizing students.

Various student activities under various professional bodies were formed for the students at departmental levels. Students actively participate and organize various events through the departmental needs and requirements for overall development of students.

**Unnat Bharat Abhiyan (UBA):**

The institute Empanelled in Unnat Bharat Abhiyan (UBA), Centre for Rural Development and Technology to build an understanding of the development agenda within institutes of Higher Education and an institutional capacity and training relevant to national needs, especially those of rural India.

**Projects Approved under UBA Scheme:**

- 1.Faculty Development Program sanctioned amount Rs.20,000

**Under UBA Scheme adopted** Anajpur, Batasingaram, Pedda Amberpet, Piglipur and Pochampallewada **in Ranga Reddy District and organized the following Community services thru**

**UBA Scheme: (Other than NSS related Activities).**

Faculty Development Program (FDP)

Tree plantation at Piglipur

Plastic Awareness programme conducted at Batasingaram

Survey on Sanitation management and ODF at Anajpur

Village Survey at Anajpur &amp; Piglipur

Swachh Bharat Action plan-(www.aitsh@sapmhrd.gov.in) at Anajpur

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****Response: 0****3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |
| e-copy of the award letters                              | <a href="#">View Document</a> |

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response: 73****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

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

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the event organized   | <a href="#">View Document</a> |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 23.1

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 130     | 125     | 225     | 225     | 300     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 3.5 Collaboration

### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 0

#### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/

**internship year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of related Document  | <a href="#">View Document</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <a href="#">View Document</a> |

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years****Response:** 37**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7       | 10      | 4       | 9       | 7       |

| File Description  | Document                      |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses  | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |

## Criterion 4 - 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.

##### Response:

The institute, since its inception in 2005, has never compromised with infrastructural facilities be it physical buildings, machinery, equipment, software, books and other learning resources. Thus, it has built up an impressive and state-of-art infrastructure with modern facilities and learning resources as per the prescribed norms of statutory bodies like UGC, AICTE and JNTU-H.

The College strongly believes that the right and adequate infrastructural facilities will provide ample of opportunities for both the faculty and students' academic development and growth. In fact the college strongly believes that infrastructure is the key element of its resources for providing quality education leading to innovations. Thus the main focus was on creating such a learning environment that would enable the students to transform into capable, confident and responsible engineering graduates the country is looking for.

The college has a good academic ambience, spread in a sprawling campus of 10 acres, lush green environment having lots of trees and lawns conducive for learning atmosphere. The available facilities are almost double than the requirement prescribed by the AICTE and JNTUH.

The total land area available is 98% more than the prescribed. The access and circulation (staircase and corridors) area is more than that prescribed by the apex bodies. The carpet area of the amenities (boy's & girl's common room, toilets, cafeteria, sports, gymnasium, yoga etc.) is more than the required area.

The administrative (principal office, HOD and faculty cabins, examination cell, placement office, security etc.) carpet area is more than the required area. The instructional (classrooms, tutorial room, laboratories, library and reading room, seminar halls, auditoriums, workshops, drawing halls, computer centers, etc.) carpet area is more than the specified area. In summary the overall built up area is more than the required.

All laboratories are fully equipped with latest state-of-the-art technology and equipment. The computing facility consists of licensed software (system software and applications software) and also a good number of open source software are also being used by the faculty as and when the curricular requirements.

Adequate Administrative and support facilities are also available to foster an academic requirement. The computing facilities of the college cater to the needs of faculty and students to foster an effective TLP. There are sophisticated IT facilities like 600 Computers, 20 Printers, 9 Legal System Software and 22 Legal Application Software, 90 Multimedia Projectors, 100 Mbps of Internet Bandwidth and 45 secured Wi-Fi connectivity access points.

A health computing ratio of 1:2 computers to student against the prescribed ratio of 1:6 is being maintained. The Library with an area of 1230 SQM with a seating capacity of 400. The digital library is equipped with 30 PCs which are connected with Wi-Fi and LAN for fast and seamless access of the



Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### **4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

##### **Response:**

The institute focuses on overall development of the students through participation in co-curricular and extra-curricular activities. Outdoor and indoor sports and games contribute significantly in grooming students. Qualities like leadership, team spirit, and competitive spirit can be inculcated amongst the students through such sports activities.

Students are encouraged to participate in different sports/Games and cultural activities. Yoga classes are being conducted for promoting health in the staff and students.

Cultural activities are conducted in the seminar halls, Auditorium and open air theatre of the institution.

Sports and Games Institute has employed a well-qualified and experienced physical directors, who trains and supervises students actively participating in various sports and games activities and competitions. Physical Directors trains the students in their chosen games in the time-slot allocated to them. The institute has a spacious and well equipped indoor-sports room, where students can play games like table tennis, chess, caroms, Gym and Hall for Yoga etc.

Sufficient area is allocated to outdoor sports and games with adequate facilities. Well laid courts are available for games such as badminton, basketball, volleyball, throw ball, Kho-Kho, kabaddi, cricket net practice, ring tennis etc. Institution encourages students to participate in intra-college, inter-college, university-level, district level, state-level competitions and national level competitions.

##### **Cultural Activities**

All the seminar halls and auditorium are provided with adequate facilities to conduct various cultural activities. Cultural activities are conducted in these seminar halls and auditorium on different occasions like fresher's day, Annual day and on such other important occasions.

To bring out and to encourage inherent talents of the students, various clubs are introduced. Students join in these clubs depending on their interest. Students are encouraged to actively participate and showcase their talent and skills.

These activities contribute to bring out latent talent among students, which help to build their overall personality by developing communication skills, leadership qualities and to be a constructive part of a team. Students are encouraged to participate in co-curricular and extra-curricular activities in inter-college, inter-university and in National level competitions.

| S.No | Name of the Club     | Categories                                      |  |
|------|----------------------|---|--|
| I    | Cultural Clubs       | Singing Club                                    |  |
|      |                      | Musical Instruments Club                        |  |
|      |                      | Drama /Mono action/Skit Club                    |  |
|      |                      | Mime/Mimicry Club                               |  |
|      |                      | Dance Club: a)Classical Dance & b)Western Dance |  |
| II   | Literary Clubs       | Debate Club                                     |  |
|      |                      | Orators / Toastmasters Club                     |  |
|      |                      | Quiz Club                                       |  |
|      |                      | Poetry Club                                     |  |
| III  | Art Clubs            | Painting Club                                   |  |
|      |                      | Photography Club                                |  |
|      |                      | Rangoli/Mehandi Pottery Club                    |  |
| IV   | Sports & Games Clubs | Basket Ball Club                                |  |
|      |                      | Throw Ball Club                                 |  |
|      |                      | Tennis Club                                     |  |
|      |                      | Chess Club                                      |  |
|      |                      | Table Tennis Club                               |  |
|      |                      | Volley Ball Club                                |  |
|      |                      | Foot ball Club                                  |  |
|      |                      | Cricket Club                                    |  |
| V    | Technical Clubs      | Robotics Club                                   |  |

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response: 8**

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |
| Upload any additional information   | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response: 0**

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Two libraries spanning over an area of 1230 sq. mtr. equipped with Library Management System services; which is automated through a software program, designed and developed by our own team. ILMS Software Package is an Integrated Library management System (ILMS) with Barcode Scanner that supports all inhouse operations of the library.

Name of the ILMS Software: NewGenLib (commercial)

Nature of Automation: Fully Automated

Version: V3 .1.2-helium

Year of automation: 2014-till date

The Central Library of the Institution has an excellent knowledge providing facility for the benefit of students, faculties and researchers. As one of the best established libraries meeting International Standards, the central Library has a large collection of books covering various branches of Engineering and Technology, Management, and Humanities and its related fields.

Library has the collection of 31047 volumes and 8179 titles. Central subscribes two online databases like DELNET and INFOTRAC. Each database consists of 3000 plus e-journals and e books. They are downloaded and uploaded on all the systems. DELNET has Engineering Science and Technology collection and Management collection. Central library subscribes around 136 print journals every year.

The Library offers computerized Catalogue Search Services for user community through the On-

line Public Access Catalogue (OPAC) (<http://192.168.10.234:8080/newgenlibtxt/>) which allows access of bibliographic details of the books available in the Library.

The library subscribes full-text e-resources providing access to e-journals and e-books, etc. and access to the e-resources are based on the authenticated IP address (<http://192.168.10.234:8080/newgenlibtxt/>). The users can access these resources from anywhere on the campus at any time through the Intranet. Digital Library is equipped with 30 Desktops with Wi-Fi and LAN enabled with 300 Mbps for fast and seamless access the Internet and e-Resources for the benefit of their academic and research. Library webpage (<http://biet.ac.in/library.php>) provides access to various services as well as e-resources, Online Public Access Catalogue (OPAC) etc., besides giving detailed information about library, rules and regulations and necessary contact details.

The library conducts a Book Exhibition by inviting local approved vendors/distributors and various prestigious publishers to inculcate reading habit among the students and faculty members.

Holdings of the Library as on date are:

Books : 31047

Titles : 8179

Print Journals : 100

e-Books (DELNET): More than 6000

Facilities / Services available AITS

Library:

Open Access System : Yes

Reprographic Facility : Yes

Scanning: Yes

printer: Yes

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

#### 4.2.2 The institution has subscription for the following e-resources

##### 1.e-journals

- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 4.38

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6.37    | 3.70    | 3.41    | 4.19    | 4.24    |

| File Description   | Document                      |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Audited statements of accounts   | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 4.37

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

**Response:** 41

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

## 4.3 IT Infrastructure

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

#### Response:

The IT infrastructure of the institute is maintained by trained and experience professionals. The objective of computer centre is to provide state-of-the-art and robust hardware facility, softwares and networking support for securely maintaining the College Academics, Administration, Examinations and Research related activities. It has been the epicenter of all network and application needs of the College since its inception and efficiently manages the core IT infrastructure.

The Computer laboratories are being upgraded from time to time to provide the best computational infrastructure to the students. The Infrastructure consists of backbone Fiber optic cable network of 2 kms connecting all the building blocks of the college; Wired and Wi-Fi equipment of 100+ Hub racks, 40+ network switches, 70+ access points etc; 17 Servers hosting different applications which provide computational environment; Internet Facility of 100 Mbps from Vinavi ELabs Limited.; 9 System softwares and 22 Application softwares; 20+ Air conditioners to maintain 600 plus computers in various laboratories, research centers and administrative offices. The ICT equipment of 20+ multimedia projectors, 6 Public Address Systems; 10 Biometric Finger-Print, Face Recognition, Aadhaar Enabled Attendance System and Access card equipment; 40 Fire protection and safety equipment; and 50+ CC Cameras surveillance equipment for campus safety and management.

The centre also provide continuous and uninterrupted services by coordinating and extending hardware & networking support to all the academic departments, examination branch, administration office, Central library, and other central facilities. Be as single point of support for designing, procuring, installing, interfacing, troubleshooting and maintaining of IT devices and peripherals.

Updating the Internet facility and services from time to time to cater to the academic and research needs in the Campus. Consecutive up gradation arrangements are incorporated into yearly spending plan. The exercises have been arranged in a manner that, the IT framework and related offices are dependably keeping pace with best in class innovation.

**The total number of computers presently available is 601 that is on LAN.**

- Frequency Up-gradation: A.Y 2018-19: 405 computers were purchased with 4GB RAM, 1TB HDD from Dell and HP for various project, research and upgradation of labs.
- A.Y. 2018-19: 16 new servers systems from DELL POWER EDGE T30 were purchased with 16GB RAM, 1TB HDD, Intel Xeon E3-1225v5.
- A.Y 2017-18: 170 computers were purchased with 4GB RAM, 1TB HDD from Dell for upgradation of labs.

**Internet & Wi-fi:**

- Full coverage of Wi-Fi
- 100 Mbps speed internet
- Internet connectivity to all computers

**Internet Provider:** Vainavi ELABS LIMITED

**Available bandwidth:** 100 Mbps

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 1.71

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

**4.3.3 Bandwidth of internet connection in the Institution**

**Response:** A. 250 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure**

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

**Response:** 20.98

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 75.69   | 41.69   | 60.93   | 54.37   | 48.18   |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

#### 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.

##### Response:

The physical, academic and support facilities like classrooms, labs, seminar halls, auditorium, computer centre, transport, auditorium, conference room etc., are well maintained and used based on the requirement as per the standard procedure.

There are college level committees that look after the various aspects of the utilization and maintenance of the physical, academic and support facilities.

- Admin Committee
- Academic Committee
- Library Committee
- Repair and Maintenance Committee
- Infrastructure Procurement Committee
- Electrical maintenance & Disaster management
- Event Management: (a)Protocol , (b)Transportation Logistics, (c)Purchase and Food Arrangements , Stage decoration and management, Hospitality ,Press & Media
- Once the Calendar of Events is prepared in the beginning of the semester, the time-table for each section of every semester is prepared allotting the classrooms and the laboratories. This facilitates the optimum usage of resources.
- Certain laboratories and workshops are required to be shared and utilized as common facilities. Such facilities are shared by different departments. At the beginning of the semester the time table in charge will resolve this issue by consulting the HODs and the principal.

**Classrooms, laboratories & auditorium:** Class rooms and auditorium come under daily maintenance. The facilities department takes rounds of all the class rooms and auditorium every day. In case of requirement for maintenance such as lights, fans, benches etc will be attended by maintenance staff.

Laboratory in charge, along with laboratory assistant, ensures proper working of all equipment at the



beginning of each semester. Repairs and Maintenance of laboratory equipments are initiated by the respective Laboratory In charge as and when required. As per the requirement, minor repairs are carried out by lab assistant/s. Faculty In charge and HOD handles the major repair/maintenance by placing order to the concerned equipment experts.

**Computers and allied Infrastructure:** Routine computer maintenance, software installations, networking are handled by the CSE Department. Computer, LCD projectors and CC cameras maintenance and checking activity carried out by team of system engineer, hardware engineers and technicians.

The equipment with major repair, are being repaired by outside agency. After receiving quotation for maintenance and repair charges necessary approval from college authorities and management is taken. Thereafter equipment is sent for repairing by issuing gate pass and the status of repair work is tracked.

**Library, Sports and Games:** The librarian is the in charge for handling all the maintenance works required in the library through maintenance staff. He takes care of utilization of books, computers and other learning materials in the library.

The physical director takes responsibility for all repairs pertaining to sports equipment and courts. He has to maintain courts properly on daily basis with the help of the maintenance staff.

**Electrical Facilities:** Electricians are available round the clock to address power breakdown. Facilities Department monitors the services of electricians. They perform regular checks in classrooms and in the campus to ensure that all electrical fittings are in excellent condition.

**Buildings and Infrastructure:** Maintenance of buildings and related areas are undertaken by the Facilities Department. Maintenance staff consists of Qualified Electricians, Carpenters, Plumbers and other service personnel. Monitoring of the facilities is carried out regularly by the Facilities department.

Maintenance and housekeeping of the classrooms, laboratories, library, and the institute as a whole are taken care by the Facilities Department with help of maintenance staff. Minor maintenance of furniture items and metal fixtures is carried out by the workshop.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 77.37

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 518     | 622     | 745     | 740     | 723     |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | <a href="#">View Document</a> |

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

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

Response: B. 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to Institutional website   | <a href="#">View Document</a> |

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 10.46

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 50      | 65      | 85      | 120     | 135     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

**including sexual harassment and ragging cases**

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 18.84

**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 54      | 51      | 20      | 41      | 84      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload any additional information                                       | <a href="#">View Document</a> |
| Self attested list of students placed                                   | <a href="#">View Document</a> |
| Details of student placement during the last five years (Data Template) | <a href="#">View Document</a> |

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**Response:** 37.38

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 80

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni                          | <a href="#">View Document</a> |
| Details of student progression to higher education (Data Template) | <a href="#">View Document</a> |

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 5.56

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 1       | 3       | 1       |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 35      | 38      | 38      | 35      | 36      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

### 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

**Response: 0**

**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) year-wise during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | <a href="#">View Document</a> |
| e-copies of award letters and certificates  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:**

The Institute creates a platform for the active participation of the students in the various academic and administrative bodies including other activities. This empowers the students in gaining leadership qualities, in following rules, regulations and execution of skills. Student Councils are actively participating and organizing various activities related to academics, co- curricular and Extra-curricular activities, with the guidance of faculty.

They are providing great support to college related academic / administrative work with the help of other students. They are actively involving in motivating the students to participate in various activities conducted by the college. Students are encouraged to participate in co-curricular and extra-curricular activities in inter-college, inter-university and in National level competitions.

Institute has constituted various other committees to involve in different academic and administrative activities in campus apart from the Student Council. College is very keen in encouraging students to participate in various academic and administrative committees. It improves the academic and administrative capabilities of a student.

***The various student council and representative committees in AITS are:***

· Students' representation and engagement in Class Representative Committee (CRs) as Elected CR and Selected CR

· Students' representation and engagement in Professional Societies student chapters (Indian Society for Technical Education (ISTE), Institution of Engineers (IE), Institution of Electronics and Telecommunication Engineers (IETE), Association for Computing Machinery (ACM), Computer Society of India (CSI) etc. student chapters as Student Member for co- curricular activities

- Students' representation and engagement in NSS committee as volunteers
- Students' representation and engagement in NCC committee as volunteers

· Students' representation and engagement in Club Activities as Student In-Charge Facilitator and Student Assistant In-Charge Facilitator for co-curricular and extracurricular activities

- Students' representation and engagement in Alumni Activity committee as members
- Students' representation and engagement in Anti Ragging committee as representatives of students belonging to the freshers' category as well as senior students
- Students' representation and engagement in IQAC as Student representative member
- Students' representation and engagement in Department Advisory Council (DAC) as Student representative member
- Students' representation and engagement in Mini and Major Project Work as Team Leader

**VARIOUS CLUBS ARE AS :**

| S.No         | Name of the Club     | Categories                                       |  |
|--------------|----------------------|--|--|
| 1            | Cultural Clubs       | Singing Club                                     |  |
|              |                      | Musical Instruments Club                         |  |
|              |                      | Drama /Mono action/Skit Club Mime/Mimicry Club   |  |
|              |                      | Dance Club : a)Classical Dance & b)Western Dance |  |
| 2            | Literary Clubs       | Debate Club Orators / Toastmasters Club          |  |
|              |                      | Quiz Club  |  |
|              |                      | Poetry Club                                      |  |
| 3            | Art Clubs            | Painting Club                                    |  |
|              |                      | Photography Club                                 |  |
|              |                      | Rangoli/Mehandi                                  |  |
|              |                      | Pottery Club                                     |  |
| 4            | Sports & Games Clubs | Basket Ball Club                                 |  |
|              |                      | Throw Ball Club                                  |  |
|              |                      | Tennis Club                                      |  |
|              |                      | Chess Club                                       |  |
|              |                      | Table Tennis Club                                |  |
|              |                      | Volley Ball Club                                 |  |
|              |                      | Foot ball Club                                   |  |
| Cricket Club |                      |  |  |
| 5            | Technical Clubs      | Robotics Club                                    |  |
|              |                      | Any other related to your department             |  |

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 1.6

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7       | 0       | 1       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

The Institute has Alumni Activity committee. The main objectives of Alumni Activity committee are:

- To promote and foster mutually beneficial interaction between Alumni and the Institute. To encourage the formation of regional chapters to increase participation of Alumni.
- To encourage the Alumni to take abiding interest in the process and development of Institute.
- To arrange and support in placement activities for the students of Institute.
- To encourage the students of the Institute and members of the Association for research & development work in various fields like engineering, computer Industrialization etc.
- To mentor the students of the Institute for higher education, development of character and being Good citizens.
- To provide scholarships to deserving students and ex-students of the Institute for the purpose of education and sports.



- To encourage and guide the students of the Institute on self-employment to become entrepreneurs. To guide students of the Institute on various professional avenues available and support them through various activities such as expert advice, seminars, visit etc. Promote the Industry-Institute interaction to bridge the gap between industry requirements and education offered and enhance students' employability.
- To help and assist other regional bodies for training programs in entrepreneurship development, with resources available with association.
- To encourage and support students of the Institute in sports, cultural and extra-curricular activities.
- To promote computer and internet literacy among the society.
- To provide medical support to existing and retired teaching and non-teaching staff.
- To organize debates on various social issues.
- To help towards environmental conservation , anti-pollution activities against air, water and sound pollution, by slide show, street play, demos, handbills and all possible ways of social awareness.
- To help victims and victim areas of natural calamity and disasters like earth quakes, flood, storms, malnutrition, fire and violence etc.
- To help and guide students and ex-students of the Institute for anti-drug, anti-ragging, and any other anti-social activities.
- To publish books, periodicals for public interest.
- To arrange blood donation, eye donation and health awareness Camps.

Sighting the above objectives of Alumni Activity committee our alumni contributes in many ways for the development and betterment of our Institute. Our students and Institute are benefited in various fields such as student placement, training, expert lectures, career guidance sessions, Industrial visits and mentoring. The alumni of Institute is guiding and nurturing our students to become engineering professionals. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 6 - 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

##### Response:

Institute has vision and mission which are futuristic in nature. They satisfy the needs of society by providing quality education through leading-edge technology.

##### Vision of the Institution:

To achieve the Autonomous & University status and spread universal education by inculcating discipline, character and knowledge into the young minds and mould them into enlightened citizens.

##### Mission of the Institution:

To impart high quality education, in a conducive ambience, as comprehensive as possible, with the support of all the modern technologies and make the students acquire the ability and passion to work wisely, creatively and effectively for the betterment of our society.

The Quality Policies are framed based on the Vision and Mission of the Institution and are driven by the needs of the industry, society and stakeholders. Deployment of the quality policy is done by providing requisite academic infrastructure, learning environment and harmonious work culture. The stakeholders Feedback plays essential role in framing and revising activities.

**Vision and Mission of the Institute** focuses on the needs of society by providing quality education. The governance comprising of **Governing Body (GB)**, **Department Advisory Council (DAC)** and **Internal Quality Assurance Cell (IQAC)** play significant role in the evolutionary reforms towards positioning the Institute in the preferred list of all stake holders. The Institute believes in promoting a culture of delegation of powers through strategic policies.

The Principal of Institute is assisted by HODs, Administrative Head, Section in-charges and coordinators of various cells/committees in decision making process of the Institute. Faculty and staff are assigned with the roles and responsibility to work in a harmonious environment with complete transparency. IQAC has a well developed process to ensure quality benchmarks of academic and administrative activities.

The Institute maintains the culture of retention of Faculty and hence has an edge of senior and dedicated Faculty for realizing its Vision. Institute follows recruitment policies and service conditions as per the rules and regulations of regulatory authorities. Fair representation of women faculty is also ensured at all levels of organization and congenial environment is fostered. Based on the Vision and Mission of the Institution, Quality Policies are framed and driven by the needs of the corporate world, society and stakeholders. Institute has a perspective plan developed by Principal and HOD's with suggestions of IQAC, DAC under the guidance of GB.

Deployment of the quality policy is done by providing requisite academic infrastructure, learning environment and harmonious work culture. Student's surveys and feedback from all the stakeholders plays vital role in framing and revising policies.

IQAC formulates perspective plan taking into consideration inputs from all stake holders. This plan is presented and deliberated in DAC under the Chairmanship of Principal to get consensus. This plan is forwarded to the governing body for approval. The Institution policy believes involvement of all staff in decision making. To streamline the same, various committees at Institute level are formed which look after academic and administrative activities which lead to the realization of vision and mission of the Institute.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

#### Response:

Institution practices decentralization and participative management. Decentralization and operational transparency are the features of the institu

The institute having been a support for participative management achieved it involving faculty and students. Thus it formed policy of participative management as it forms part of democratic governance. The Governing Body considering the same as a quality promotional policy for the improvement of the institution has accorded to its approval.

The institute works as per the rules and regulations framed by JNTUH and governing Body in designing and implementation of the quality policy and plans. The Principal is the Head of the institution and is empowered with sufficient authority and power delegated from the management for smooth functioning of day-to-day activities. Under the direct supervision of Principal all the departments of the institute function. Day-to-day academic activities of the departments are taken care by the HODs. The Principal, as a representative of the institute, leads its faculty members and HODs in all academic matters. He encourages and cooperates the HODs and faculty members in ensuring a proper academic environment in the institute which may benefit the students.

The plans and the policies for fulfillment of the mission of the institute are executed by the active involvement of the college authorities, along with all the faculty members. For this purpose, different committees have been onstituted in the institute, who has been entrusted with the responsibility of implementing the programmes and policies. Efforts are regularly being made by the authority to create ample environment and suitable platform for all-round development of the students.

For the proper functioning of the institute and promotion of participative management, the institute runs on a decentralized management operative process, wherein different committees have been framed by

the Principal in the governance of the institute. Such decentralized and participative management leads to a situation of harmony and congenial atmosphere in the institute for the development of the students.

A number of committees have been constituted by the Principal to run the institute properly and smoothly. Senior members of different faculties head the respective committees. Principal, along with the faculty and the staff are being involved in the process of decision-making and its implementation. Principal and HODs always welcomes the suggestion and proposals of the faulty-members and committees and transforms them to applicative practices in the institute. The In-Charges of different committees including extra-curricular student-centered and student-supporting activities as well as co-curricular activities have operational autonomy.

The institute has an Internal Quality Assurance Cell, which includes members from various stakeholders. IQAC meets at regular intervals and plays an important role in the implementation of its plans and policies.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The perspective/strategic plan is made by institution to fulfill requirements of industry and society by providing quality education to produce technically competent Engineers and Managers to serve the nation. Student's progression towards Technical and Social Excellence is achieved with well established Infrastructure. Institute has developed a strategic plan of establishing IQAC for ensuring quality in Teaching and Learning, Enhancing Industry Institute Interaction, Innovation and Incubation centre, promotion of research in staff and students. Promotion of R&D, getting NBA accreditation, NAAC accreditation strengthening the campus facility.

Successfully Implemented:

#### 1.IQAC

According to the strategic plan which is in line with vision of our institution, IQAC was established. In our institute all major tasks related to teaching learning, academic and administration planning, implementation is being monitored by Internal Quality Assurance Cell (IQAC).

IQAC has made constant efforts to shift from the traditional teacher-centric approach to a student-centric approach. Some of the initiatives taken are:

- Periodical review of teaching learning process.
- Monitoring student academic progress.
- Adapting to student centric, ICT enabled and interactive teaching learning methods.

- Introduction of MOOC/NPTEL/SWAYAM
- Scope for Self-learning
- Prominent academicians from reputed institutions were invited for guest lecturers on advanced topics. Organizing expert sessions on various teaching-learning and pedagogic methods.
- Organizing faculty enrichment programmes.
- Internal Quality Assurance Cell (IQAC), AITS conducts Academic Administrative Audit (AAA) at regular intervals. Based on AAA report, suggestions are given to concern for improvement based of the discrepancies found during audit

## 2. R&D

Research and Development was institutionalized and many research papers were published through peer reviewed journals in the year 2017-18 and 2018-19. Some of the initiatives taken are:

- Recruitment of Faculty with Research abilities
- Equipped laboratories with research suitable equipment / software
- Technical services such as sophisticated equipment and software

## 3. Training and Placements

To offer variety of training modules to suit higher education or perspective career. To continuously provide mentoring with experts from industry to appraise of the industry demands relevant skill set. The core departments shall offer training in technical domains. Some of the initiatives taken are:

- Technical domain training by TASK through placements department
- In-house summer training was started from 2017-18 onwards Student internships through AICTE Internshala and Placements department
- Online assessment by COCUBES through placements department
- Organized special awareness and training for entrepreneurs

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

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

#### Response:

With the hands-on experience of the management, the Institutional Management is designed in a scientific

way with transparency to get the optimum results out of it. A hierarchical sets up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage.

**Annamacharya Institute of Technology & Sciences (AITS)** has been established in **2005** under **Annamacharya Educational Society** . It has a Governing body to monitor and achieving the vision and mission of the institution. It has an effective organizational structure which monitors and improves the institution.

The over-all structure of the Institutional Management is categorized as “**ACADEMICS**” and “**ADMINISTRATION**”. Keeping in view all the stakeholders more on students an effective administrative system is structured.

The Institution has constituted various committees at institute and department level for the effective functioning of the organization. The objectives and functions of the committees are organized as per the guidelines of the head of the institution.

#### **Institute Level Committees:**

- Institutions Industry collaboration committee for project grants & consultancy
- R&D and Professional Societies Committee
- NIRF Committee
- NAAC Committee
- Admin Committee
- Academic Committee
- Library Committee
- IQAC for Academic Audit IQAC for student regularity, Mentoring, Parent interaction, labs &
- Infrastructure Monitoring
- Event Management (a)Protocol , (b)Transportation Logistics, (c)Purchase and Food
- Arrangements , Stage decoration and management, Hospitality ,Press & Media
- Repair and Maintenance Committee
- Infrastructure Procurement Committee
- Training for Placement Committee
- Placement Cell Committee
- Alumni Activity Committee
- Entrepreneurship Development Cell (EDC) Committee
- Website Committee
- Examination Cell Committee
- ICT/e-learning, NPTEL, MOOCS Committee
- Internship Committee Students Projects Cell Coordinators Committee
- Remedial and Bridge Class Committee Discipline Committee
- Anti Ragging Committee
- Women grievance Cell (only female faculty) Committee
- Student Grievance cell Committee
- Admission Committee
- NSS Committee
- NCC Committee Environmental and Nature Protection Committee
- Renewable Energy Committee (Members only from EEE, CIVIL, MECH)

- Scrap Committee
- Swachh Bharat for Clean Campus Waste Management (a. E- Waste, b. Solid Waste, c. Liquid Waste) Transport Committee Automation & Smart Campus Committee Electrical
- Maintenance & Disaster Management Committee

| File Description                              | Document                      |
|---|-------------------------------|
| Upload any additional information             | <a href="#">View Document</a> |
| Paste link for additional information         | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** B. 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Institute has a welfare mechanism in place, for teaching and non-teaching staff.

**Welfare measures for Teaching Staff:**

As per the norms of AICTE, Pay commission recommendations are implemented

- Service, Conduct and Leave Rules are made available in the institute website
- Free Transportation to all faculty members
- Additional Increments for Teaching Staff blessed with baby girl

- The faculty is honoured with an incentive in the form of cash for various distinguished merit activities in the field of academics and research.
- 10 days of sabbatical leaves will be sanctioned with full pay to the teaching staff for attending FDP/Workshops/Conferences / who have registered for / pursuing to attend the
- Ph.D work
- 7 days Special Leaves with pay for newly married staff.
- 3 months Maternity Leave
- Medicines are available in the college for minor ailments.
- College organizes free and periodic health checkups.
- Appreciation for the faculty member for achieving 100% results in the dealt course.

#### ***R&D Incentives for Teaching staff:***

- Reward the best and the second best technical papers having impact factor more than 1.0 from each of the departments with monetary reward of Rs.5000/- and Rs.3000/-respectively.
- Sanction OD for presenting papers in conferences, symposiums and workshops in other establishments at least once in a semester.
- Sanction 2nd class TA and DA for out station conferences and symposiums, in deserved
- Allow faculty to attend conferences, symposiums and workshops acquire knowledge on advanced topics at least once in a semester, by sanctioning OD
- Provide incentive of Rs.10000/- to authors who published standard text books.
- Faculty members have to register for professional societies like ISTE, IETE, IEEE, CSI etc.
- by paying registration fee. However Institutional fee will paid by the Institute for starting local chapters.

These recommendations may please make be effective from the first semester of 2016-2017 academic year.

#### ***Welfare measures for Non-Teaching Staff:***

- Service, Conduct and Leave Rules are made available in the institute website
- Extending EPF Scheme is implemented to all eligible members (as per PF Rules)
- Extending ESI facility is implemented to all eligible members (as per Govt. Norms)
- Group insurance is provided to all the Non Teaching staff members.
- Concession in Transport fee to the staff.
- The faculty is honoured with an incentive in the form of cash for various distinguished merit activities in the field of academics and research.
- Medicines are available in the college for minor ailments.
- College organizes free and periodic health checkups.
- Uniform is provided for supporting staff.
- Maternity, Medical leaves / vacation is sanctioned for the required staff.

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |



**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Details of teachers provided with financial support to attend conference, workshops etc during the last five years

[View Document](#)

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 0.93**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2       | 4       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers attending professional development programmes during the last five years | <a href="#">View Document</a> |

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

#### Response:

#### Performance Appraisal System for Faculty:

Quality teaching is indispensable for improving student outcomes and achievements. Institute has well designed performance appraisal system. It is implemented with the help of Performance Appraisal Reports (PAR) which evaluates overall performance. Performance is self assessed and duly filled in PAR by Faculty and Staff at the end of every semester. PARs are then evaluated by respective HODs and Principal. PAR system inspires Faculty which boosts professional knowledge and growth. Therefore it is made mandatory for every Faculty and Staff to submit the performance appraisal every semester. The performance appraisal system evaluates on following parameters:

#### Key points for Faculty Appraisal - ACADEMIC:

1. Teacher's Diary Updation: Academic
2. Students Academic Results
3. R & D Activities
4. Identifying training needs in core subjects which you are teaching and the students you are mentoring
5. Project Guidance by Faculty
6. Helping students in Industry Internship / Summer Training / Industrial visits and Initiatives related to Industry Interaction
7. Helping students in encouraging entrepreneurship and incubation in core areas
8. Encouraging students in publications and awards in inter-institute events (the events /conferences organized by other institutes)
9. Individual Faculty Academic Responsibilities
10. Effective mentoring of students
11. Workshops to be organized
12. Placements related efforts
13. Improvements in Teaching-Learning Process and Pedagogical Innovations
14. More publications
15. Exposure on Magazines, Journals, Articles to be increased

16. Class In-charge responsibilities (applicable to only class Incharges)
17. Lab In-charge responsibilities (applicable to only lab Incharges)

#### Key points for Faculty Appraisal - ADMIN:

1. Teacher's Diary Updation: Admin
2. Personal Attributes
3. Maintaining discipline in the class room and dress code
4. Student mentoring
5. Class In-charge responsibilities (applicable to only class Incharges)
6. Lab In-charge responsibilities (applicable to only lab Incharges)
7. Department and college level committee members responsibilities
8. College Level Club Incharges and Members responsibilities
9. Department Placement Incharge/ Coordinator responsibilities

#### Non-Teaching staff:

#### Self-appraisal of Non-Teaching staff comprises the following components:

1. Maintenance of Files
2. Maintenance of Registers
3. Assets/Stock Maintenance
4. Work related
5. Personal Attributes & Qualities
6. Leadership/Inchargeship Attributes

On the basis of the above details, a committee under the chairmanship of the Principal will evaluate the appraisals of the non-teaching staff and submits its recommendations to HR for final decisions.

| File Description                      | Document                      |
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| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Our society has maintained a very transparent financial system in the institutions. There are well defined processes for sanction of budget to expenditure. An internal approval system for all expenses is in place. Accordingly bill/voucher is recommended by the Head of the Department and approved by the Principal and Honorary Secretary of AITS society. All the bills/vouchers are audited by an Internal Auditor on a routine basis. Proper record of all the expenses is maintained by the accounts department.

An external auditor appointed by the society, executes the statutory audit. Statutory financial audit is conducted in two sessions, one in the month of October/November for the period of April to September and second in the month of April /May for the period of October to March. Finalization of the account is completed in June/July and audited statements are prepared in June/July duly signed by the principal, and chartered accountant. Then audited report is submitted by chartered accountant. No major objections are found in the audit by the statutory auditors and minor audit suggestions are complied as per procedure.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | <a href="#">View Document</a> |

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

**Response:**

The institute has a well-defined financial policy which ensures effective and optimal utilization of finances for academic, administrative and developmental activities which help to implement the institute's vision and mission.

We have a dedicated strong financial team in place, which will organize optimum effective utilization of funds. Financial Planning is prepared well in advance for the organization with efficient Budgeting involving the various Academic Departments and Administrative Sections of the Institute. Every year we prepare a budget which involves projected revenue and general expenditure and capita 1 expenditure so that we can manage the funds effectively and planning well in advance. While preparing the

budget we will consider the Head of the department requirements which include co-curricular and extracurricular activities in the annual budget. After reviewing of the budget by Principal, the final consolidated budget is forwarded to the Management for approval.

The institute is being run with self sufficient funds by generating the cash inflow from tuition fee from students and other miscellaneous incomes. In case of shortage of funds during the expansion or renovation of buildings, the management always supports by providing required finance and ensures the amount is paid back in certain period based on mutual understanding.

We have different purchase committees in place which ensures that the funds are monitored and utilized in an effective manner. The management will review the financial activities through scrutiny of budgets Versus actual in every quarter which will ensure whether the finance utilization is going in correct direction or else management recommends for alternate strategies.

We have different institute level committees for mobilisation of funds and the optimal utilisation of resources:

- Admin Committee
- Academic Committee
- Repair and Maintenance Committee
- Infrastructure Procurement Committee
- Scrap Committee
- Transport Committee
- Electrical Maintenance & Disaster Management Committee

| File Description                      | Document                      |
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| Paste link for additional information | <a href="#">View Document</a> |

## 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**

**Response:**

**IQAC** has contributed to institutionalizing the quality assurance processes in the following two areas:

### ***1. IQAC for Academic Audit Verification Components:***

- 1.FORM-1: WLTT- Workload Approval, Allocation and Time Tables Submission Status Report
- 2.FORM-2: LPCF - Lesson Plan, Course File & Lab Execution Plan Submission Status Report
- 3.FORM-3: SCRB - Syllabus Completion, Remedial & Bridge Classes Conduction Status Report
- 4.Daily Class Work Report (DCWR)
- 5.Student Lab Attendance Cum Lab Log Register (Laboratory Attendance Register)
- 6.Internal Examinations Marks

7. Student Mentoring / Counseling Register
8. Student Hand Book preparation
8. Teacher's Diary – Academic (Faculty)
9. Faculty Feedback and Action Taken

## ***II. IQAC for Student regularity, Mentoring, Parent interaction, labs & Infrastructure Monitoring Verification Components:***

1. FORM-4: AMLP - Attendance, Mentoring and Lab Performance Status Report
2. FORM-5: CARC - Conduction & Attendance Remedial Classes Status Report
3. Students Attendance Cum Academic Record (Class Attendance Register)
4. Student Mentoring / Counseling Register
5. Parent Communication Register (PCR)
- 6.6. Teacher's Diary – Admin (Faculty)

***Two examples of best practices institutionalized as a result of IQAC initiatives are:***

### **1. MENTORING ACTIVITIES FOR STUDENTS AND STAFF**

Mentoring student is a unique feature of AITS. It is a process of creating a supporting relationship with faculty, parents and students aiming at comprehensive development of students. In this activity, Mentor helps a less experienced student to bring with them a higher level of experience for values of life. Mentoring helps to shape an individual's beliefs and values in a positive way. There are many benefits of mentorship in student development that includes communication, interpersonal relationship, technical, verbal, motor and leadership skills along with creative thinking and motivating students for extracurricular activity.

Initiated the Faculty development training programs to meet the requirements of Mentoring. The Mentors had interactive sessions with professional psychologists and Doctors; this broadened their knowledge to understand the problems of student mentees. A meeting of faculty and student (Mentor and Mentee) is conducted on regular basis. Observations about students are recorded per meeting basis. Parents are also well informed about various aspects of development of their ward. The methodology and guidelines are reformed time to time as per the suggestions received from centralized meetings.

### **1. TEACHING- LEARNING AND PEDAGOGIC INITIATIVES**

IQAC organized various teaching and learning initiatives by eminent academicians. IQAC has made a continuous effort to shift from the traditional teacher-centric approach to a student-centric approach. It enabled the institute to use learning approach that integrates student-centered, traditional in-class learning with other flexible learning methodologies using media, web-based learning and e-resources with increased access to educational content and flexibility. Some of the initiatives taken are:

- Organizing expert sessions on various teaching-learning and pedagogic methods.
- Adapting to student centric, ICT enabled and interactive teaching learning methods.
- Organizing faculty enrichment programmes.
- Prominent academicians from reputed institutions were invited for guest lectures.
- Monitoring student academic progress
- Periodical review of teaching learning process.

**Outcomes of the best practice are:**

As per the needs of students the teaching pedagogies are styled. Institute has initiated Local chapter to provide online learning platform to the students.

**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 ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Continuous development is attempted through IQAC at periodic intervals. It is responsible for directing, developing, providing and implementing guidelines to review curricular, instructional, teaching and learning materials. Latest teaching aids, techniques, activities, assessment tools and methodologies are used to enhance overall functioning to achieve goals of the Institute.

Two examples of institutional reviews and implementation of teaching learning reforms are outlined below:

1. Continuous Assessment System
2. Student Feedback on Teaching and Learning Process

**1. Continuous Assessment System:**

To assess and keep handy records of student's performance, the methodology of maintaining continuous assessments sheets (CAS) in the form of Teacher's Diary was developed and implemented. Initially Policies were framed for continuous assessment to initiate formative assessments and provide opportunities of success to students continuously.

The strategies developed and policies framed time to time were laid down on Teacher's Diary which was distributed among all faculties in the beginning of each Academic year. It provides the excellent way of disseminating all policies framed for students and staffs performance monitoring. All teaching and learning activities were recorded, assessed and reviewed by checking records of these Teacher's Diary continuously. It reflected number of lectures, practical's, expert lectures and other co-curricular activities conducted by faculty, students attendance and continuous assessments. Students and faculties were regularly monitored based on this Teacher's Diary.

Depending upon the outcome achieved and the need raised; the policies, methodology, mode of Teacher's Diary are being upgraded time to time. It also gives ideas of periodical reformations occurred in assessment tools, techniques and methodologies used for evaluating faculty and students performance.

**2. Student Feedback on Teaching and Learning Process (TLP):**

Student feedback on faculty performance is done through comprehensive performance systems and the feedback is communicated to all concerned. Students appraise the faculty through a structured format on a variety of parameters. Based on the feedback the institution updates academic programmes and value added programmes most relevant to the current requirements.

Institute has adopted two structured mechanisms to continuously review the teaching learning process are:

**Student feedback on Teaching and Learning Process :**

Student feedback on TLP has been collecting just before the end-semesters and suggestion/appreciation letters will be issued to the faculty regarding feedback. This feedback has five metrics (attributes) are as follows:

- Planning and Organization
- Presentation / Communication
- Student Participation
- Class Management / Assessment of the Students
- Overall Rating

Student feedback has been collecting from students' at beginning of the semester. Feedback analysis has been preparing based on the data and suggested accordingly.

This feedback has two categories are as follows:

- Specific skills of the teacher like, subject knowledge, communication skills, class preparation, and use of ICT tools
- The overall approach of the teacher and institution with respect to providing the right environment, motivation, interpersonal relationships, feedback etc.

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** D. 1 of the above



| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Upload any additional information                                  | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution                    | <a href="#">View Document</a> |

NVAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

**Gender equity & sensitization in curriculum:** The course on “Gender Sensitization (An Activity-based Course)” is introduced by the affiliating university JNTUH in 2015-16 as a compulsory foundation course for II year II semester in B.Tech. The course has two credits and treated as a Lab Subject.

**Learning Outcomes of the Course:** Students develop a better understanding of important issues related to gender in contemporary India. Students are sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This is achieved through discussion of materials from research, facts, everyday life, literature and film.

**Gender equity Practice & Awareness Programmes:**

Annamacharya Institute of Technology & Sciences enthusiastically focuses on gender issues in the campus. The institution strengthens the potential of young girls and boys to advocate for gender equity and monitors progress towards gender justice.

The college provides a healthy and congenial atmosphere to the staff and students of the college by promoting measures aimed at achieving gender equity, removal of gender bias or discrimination, sexual harassment and other acts of gender based violence and organize awareness programs and campaigns.

The college Women Empowerment and Anti-sexual Harassment committees serve as a fundamental platform to address and promote gender based activities. The committees act as a catalyst for organizing various activities.

- Women faculty and students are encouraged to attend various seminars, workshops about women empowerment both inside and outside the institution.
- Personality development sessions are being regularly organized to empower girl students.
- Popular women celebrities from different fields are invited as chief guests for various programs which are organized for the motivation of both genders.
- Essay writing, elocution, debate and literary events on gender equity issues are conducted for the academic improvement of the students.

**Institution shows gender sensitivity in providing facilities such as:**

**1. Safety and Security:** Extreme care is taken with respect to security. CCTV surveillance is available throughout the institute. Students and visitors are allowed on the submission of identity proofs. A non-teaching staff is appointed to monitor the security measures. There is a police station at a distance of 4 kilometers from the Institute in case of any emergencies. Medical and ambulance facility is also provided. Closed circuit cameras are installed at various points to record the activities of the students, staff and visitors moving in the college campus.

**2. Counseling:** Institute gives utmost priority to students counseling regarding various issues. Faculty act as mentors to solve the issues related to academics and any gender bias issues are dealt. Personal care is taken by the advisors to build the confidence and morale of the students who are in low spirits.

**3. Common Room:** Separate Common rooms are provided for boys and girls. Rooms are provided with necessary facilities like first aid box, rest room, cots, beds, mirror, chair, table, washbasin, dustbin etc.

**4. Day Care Center:** Annamacharya Institute of Technology & Sciences established a Day Care Centre for faculty member's young children. An Incharge looks after them and takes care of their needs.

| File Description   | Document                      |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Link for annual gender sensitization action plan   | <a href="#">View Document</a> |

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** C. 2 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

#### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

Annamacharya Institute of Technology Sciences key operations have very less impact on the environment degradation. The college is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed. Student Volunteers Constructed Meditation Cabin in NSS room with used water bottles in this way we are encouraging the reuse of solid waste.

**Solid Waste Management:** The waste is generated by all sorts of routine activities carried out in the College that includes paper, plastics, glass, metals, foods, etc. The waste is segregated at each level and source. The administrative supervisor in each block ensures that the waste in each floor is collected at designated time intervals. The floor dustbins are emptied in movable containers/dustbins provided for each block and is taken to the dumping yard provided by the college. From kitchen waste only vegetables peel (not leftover food) fruit juice point waste and trodden leaves use for organic manure preparation.

**Liquid Waste Management & Waste water recycling:** In the back yard of campus Annamacharya Institute of Technology & Sciences is having Electro-oxidation system (EO) sewage treatment plant for liquid waste management; it works on Passing of electrical current through water. It has proven very effective in the removal of contaminants from water by destabilizing and electro coagulating suspended organic and inorganic in sewage. Periodic check-up of plumbing lines is undertaken to ensure minimal loss of water due to leakage.

Effective reuse of waste water from RO plant is being used for irrigating the green areas. Recycled water is used for toilet flushing and gardening.

**E-waste Management:** Electronic equipment such as Computers, TV, Phones, Printers, Fax and Photocopy machines are recycled properly. Electronic goods are put to optimum use and the minor repairs are set right by the Laboratory Assistants; and the major repairs are taken up by the professional technicians and then reused. UPS Batteries are recharged and repaired by the suppliers. Annamacharya Institute of Technology & Sciences and GWES (Green Waves Environmental Solutions) joined hands together towards zero waste management through recycle and up cycle.

All electronic equipment used in the campus are regularly maintained and repaired to ensure minimum e - waste.

**Hazardous chemicals and radioactive waste management:** Hazardous Chemicals are kept separately well labeled in the store room away from the reach of students. The hazardous chemical waste is properly treated before it is allowed to go into the drains. There is no use of any radioactive substance in the campus.

**Biomedical waste management:** The institute is not involved in handling of microbes or clinical samples directly hence biomedical waste is not generated.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Link for Geotagged photographs of the facilities   | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** C. 2 of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |
| Link for any other relevant information          | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

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

**Response:** B. 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |
| Any other relevant documents                                       | <a href="#">View Document</a> |
| Link for any other relevant information                            | <a href="#">View Document</a> |

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

**awards received for such green campus initiatives:**

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

**Response:** D.1 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Link for any other relevant information                                   | <a href="#">View Document</a> |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** C. 2 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for any other relevant information                                  | <a href="#">View Document</a> |

**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 500 words).**

**Response:**

Annamacharya Institute of Technology & Sciences upholds the highest ethical values, integrity and professionalism by fostering an inclusive environment, where the Sreyans embrace the cultural values and

show respect to tolerance, harmony and belongingness towards regional, linguistic and communal socioeconomic diversities. The institution is highly committed to promote inclusiveness by our students and faculty members.

The following efforts/initiatives taken up by the institution in this regard are as follows:

- Annamacharya Institute of Technology & Sciences celebrates Constitution day, Independence Day, Republic Day, National Voters' Day every year. The college has organized events such as Gandhi Padha Yatra, District Level Awareness Session on Role of Students in Strengthening Democracy and Ethical Voting, Youth for Nation Building, Awareness on Domestic Violence and Property Rights, Awareness on Different Schemes of Prime Minister, Training Program on EVP, State Youth Parliament, Youth for Nation Building, State Level Youth for Nation Building on Shaheed Diwas. These programs create a feeling of patriotism among the people and remind the responsibilities towards our country and supreme sacrifices made by the great freedom fighters.
- The College also organizes activities for linguistic harmony like 'Hindi Diwas', 'International Mother Language Day' etc. Literary Events where tongue-twisters, essay writing competition, poem recitation, dialogue-delivery, role-plays are conducted in three different languages – English, Hindi and Telugu. The Cultural Club Conducts Singing and dancing competitions in three different languages.
- Various religious festivals are celebrated in the campus such as Bathukamma, Pongal, Eid, Diwali Christmas etc. Sreyas organized Massive Ganesh Bucket Immersion Awareness program to encourage the students and faculty members on usage of clay Ganesha idols to save environment. Bathukamma Festival - the Festival of flowers is organized in the college to showcase the talent and promoting Telangana culture. It reflects the history of women in leading a nature friendly life and resisting the oppression from various dimensions. The live-coverage of these celebrations on TV channels and Radio prove the institutional efforts to promote harmony and respect for culture.
- Annamacharya Institute of Technology & Sciences hosted many programs to elevate Linguistic and Cultural Diversity such as MUN, TEDx which help the students to get global exposure and be the better speakers of the society on global concerned issues. These events had invited students across different states which resulted positive calls of participation. International Youth Conclave program was conducted to encourage and motivate our budding engineers to share their ideas. Youth of Japan, Afghanistan and China also participated in the event.
- Women Empowerment & Anti-sexual Harassment Committees of the college besides addressing the problems associated with the girl students organize various activities for safe-guarding SHE issues. Anti-Sexual Harassment Committee conducted programs to educate Sreyans about the Gender sensitivity issues and also addressed about the roles, opportunities and measures for both the boys and girls. Annamacharya Institute of Technology & Science continuously pays attention to the multi-dimensional programs for student's personal expansion and our endeavor is to meticulously sculpture our students in being the best in their chosen fields.

| File Description  | Document                      |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |
| Link for any other relevant information   | <a href="#">View Document</a> |

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

The institution plans and organizes appropriate activities to increase consciousness towards national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations.

The different programs organized by the Annamacharya Institute of Technology & Sciences are

**National Voters Day :** Constitution Day World against Child labour Day Awareness on Domestic violence and Property Rights Awareness on Government Schemes National Voters Day: National Voter Day is celebrated on 25 January is celebrated to spread awareness among the young voters regarding effective participation in the electoral process and infusion of democratic values among the students who are the future electors of the country. The NSS cell carries out many programs related to voters day celebrations .The theme of the programs is to explain the importance of each vote in making the democracy of the country strong.

**Constitution Day:** The institute celebrated the National Constitution day on 26th Nov, 2019. The celebration marks the pledge to uphold the values of India as a sovereign, socialist, secular, democratic republic, and to secure the economic and political liberty of thought, expression, belief, faith and worship, equality of status. The pledge was followed by the screening of program by the Honorable President of India. The program was concluded by the quiz program for students and the staff.

**World Against Child Labour:** The institute NSS unit tries to educate the neighboring villages regarding the harmful effects on society of the child labour exploitation on 12 June- the Child Labour Day every year. In this regards the NSS unit along with its program officer visited the nearby school and tried to conduct the essay writing and elocution competition on the child labour to bring awareness among the school children and society. **Awareness on Domestic Violence and Property Rights:** It's an awareness program organized in SIET by the Rachakonda Police commissionerate. It mainly focused on educating the students about the domestic violence causes and consequences prevailing in the society. During the program many do's and don'ts were discussed under the IPC sections. The girl students were specially addressed about the several laws protecting a married woman from abuse from her husband or her husband's relatives.

**Awareness on Government Schemes:** Awareness program initiated by the Government are educated by the SIET NSS unit in the neighbouring rural areas regarding the different welfare schemes of both the state and central government. The students concentrate on the schemes related to agriculture and irrigation and educate the farmers.



| File Description   | Document                      |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |
| Link for any other relevant information  | <a href="#">View Document</a> |

**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.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| 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 | <a href="#">View Document</a> |
| Code of ethics policy document   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Every year Annamacharya Institute of technology & Sciences organizes several national commemorative days, festivals and birth/death anniversaries of the great Indian personalities such as:

- Rashtriya Ekta Diwas
- Stree Shakti Divas
- Gandhi Jayanthi
- Teachers Day
- Women's day celebrations
- Yoga Day
- Independence Day
- Republic Day
- Engineers Day
- Ganesh Immersion

- Bathukamma celebrations
- Haritha Haram Day
- Louis Braille Day
- Christmas
- Safe Diwali Campaign
- Worlds AIDS day
- World day against Child Labour
- Various festivals are celebrated in the campus such as Bathukamma, Ganesh Chaturthi, Pongal, Eid, Diwali Christmas etc. **International Youth Day (IYD)**: Every year on 12th August, students organize and participate in IYD, an awareness day designated by the United Nations. The purpose of the day is to draw attention to a given set of cultural and legal issues surrounding youth. Students organize and participate in activities based on the UN IYD.
- International Women's Day on 8 March, every year is celebrated to highlight the achievements of women. The day also marks a call to action for accelerating gender parity.
- Birthday of Dr. Mokshagundam Visheshwariah on September 15th ,every year is celebrated as Engineers' Day. All the departments organize technical competitions on the occasion. Distinguished guest is invited to address the students and faculty to inspire the community to excel as engineers following the path of the great personality.
- On October 2nd, Gandhi Jayanthi is celebrated at AITH. Honorable Secretary, Vice Chairman, Principal, HODs and faculty of all the departments attended this program. Principal on this occasion addresses the gathering and gives talk on Gandhi Jayanthi and its importance and disseminates the message of non-violence, through education and public awareness”.
- Jawaharlal Nehru Jayanthi- on Nov 14 is celebrated as Children's Day. AITH marks this day to increase awareness of the rights, care and education of children.
- World Braille Day is celebrated every year on 4th January around the world to commemorate the birthday of Louis Braille. Louis Braille is credited with inventing the Braille language which helps blind people to read as well as write. Sreyans celebrated Louis Braille day and visited Government High School for Blind Girls at Malakpet.
- Rashtriya Ekta Diwas: On the birthday of Sardar Vallabhai Patel the Indian Government had declared to celebrate the day as Rashtriya Ekta Diwas on Oct 31st of every year from 2014. To mark this day the NSS Unit of Annamacharya Institute of Technology & Sciences has celebrated the day with the events like Painting, Essay Writing, Cultural, Skits and Pledge.
- Stree Shakti Diwas: On the Birthday of Jhansi Laxmi Bai and the First Women Prime Minister Indira Gandhi - is celebrated as Stree Shakti Diwas on 31 Oct. Elocution was conducted on the topic - 'Whatever her faults in British eyes may have been, her countrymen will ever remember that she was driven by ill-treatment into rebellion, and that she lived and died for her country, We cannot forget her contribution for India”

| File Description  | Document                      |
|---|-------------------------------|
| Link for Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Link for Annual report of the celebrations and commemorative events for the last five years | <a href="#">View Document</a> |

## 7.2 Best Practices

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

#### Response:

#### Practice-I

- Title: Practice of “STUDENT DIRECTED LEARNING” pedagogy to focus on helping students to develop the knowledge, skills and persona.

**Objective:** The specific objective of “STUDENT DIRECTED LEARNING” approach is to help the students to

- Become more autonomous, self-regulating, psychologically empowered and self-realizing and self-determined.
- To modify and regulate their own behavior.
- Improve reasonable and reflective thinking.
- To augment learning through curricular, co-curricular and extra-curricular activities.

**Context:** The most important strategies implemented on student-centered learning are-

- The academic process-delivery within Curriculum for Excellence, assessment is used to support individual learning.

Various efforts such as “Positive Interdependence”, Individual Accountability, Face-To-Face Promotive Interaction, Social Skills, and Group Processing are made to focus on specific learning outcomes for all the courses.

A product development undergraduate course is based on a Project-based learning (PBL) perspective.

Additional Resources for Research Experimental Learning, Information and Communications Technology (ICT) help the students to participate in learning what they need to know and develop.

“Vision of Teaching and learning”, students’ preferences, learning strategies, interests and expectations are taken into account whilst planning the teaching actions. In the student centric learning, the faculty role changes from “sage on the stage” to “guide on the side.” This practice contributes to a successful change in students’ attitude and decision making.

**The Practice:** AITH facilitates the effective operation of the student-centric learning programmes. Both formal and informal forms of instructional methods are carried out to channelize this learning. The methods are designed in such a way that it covers three significant components; **ACADEMICS, PERSONALITY DEVELOPMENT AND SKILLS EMPOWERMENT.**

**ACADEMICS:** AITH has a well-conceived plan that provides academic flexibility. Students actively participate in group discussions, brain storming sessions, role plays, games, case study etc. Peer teaching, hands on lab activities, Computer based activities, Personal mentorship, Guest lecturers are arranged for boosting their professional poise. Students attend and present papers in seminars, project and carry out

surveys.

**PERSONALITY DEVELOPMENT:** SIET gives importance to multi-dimensional programmes for students' personal progress. Personality development initiatives focus on physical, intellectual, social, psychological and spiritual characteristics of students. Programmes such as Art of living , Stree Shakti Diwas, NSS Mega Gandhian Youth Conclave, Folk Art Festival, State Level Orientation on Heartfulness Meditation, Awareness on Domestic violence and Property rights, National Integration Camp, LEAD India and other important events were organized. CRT programmes are conducted to enhance students' etiquettes, imbibe oneself with positivity, liveliness and peace.

**SKILLS EMPOWERMENT:** AITH sets platform to seek & augment the competence and skills of learners. The course and sessions such as CCNA, Career Guidance Session, Business English Certification, Overseas Education & Career Guidance, Sales Force, Tech Fest, Under25-SUMMIT, Entrepreneur Talk @ Sreyas, ISHRAE-Tech Talk, Fit India Movement. Robotics, CISCO, NPTEL, TED EX, MUN, IDEATHON clubs have been initiated.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <a href="#">View Document</a> |

## 7.3 Institutional Distinctiveness

### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

#### Response:

“Setting New Benchmarks in Sustainable Quality Education” Annamacharya Institute of Technology & Sciences, Hyderabad, , the Unit of Annamacharya Group of Institutions, is celebrating 15 years of its meaningful contribution in the promotion of higher technical education with a focus on sustainable growth projectile and to provide excellence in quality and meaningful education to the students.

The institution has grown steadily over the years from a single Unit to a Group of Institutions under its umbrella creating multiple job opportunities. AITS Hyderabad along with other eminent colleges of Group is the confluence of minds, dreams, hopes & ambition and is leading the way for technological advancements in the country in its own unique way. The unwavering commitment to quality in all aspects of education including infrastructure, academics and administration has won the Institute respect and accolades from all spheres of the society. With a focus on research that drives innovation, the Institute endeavors to continuously create new epicenters of growth.

The institute boasts of an impeccable placement record in top companies and has received several awards and accolades for their service in the field of Education. Within a decade's time has come about not by chance but through design in the vision, the hard work, consolidation and the ability to inspire those who teach and those have come to learn, by the people at the helm of affairs.

The institute has been in the news for a highly successful global tie-up to encourage value added education. AITS today is a reliable name in the field of education, research and training due to the untiring efforts of the teaching fraternity here. Our Faculty constantly upgrades their knowledge and expertise by taking up periodic training in new technologies, participating in Seminars and Faculty Career Development Initiatives (FDP's) or virtual simulations, MOOCs and we have a dedicated Research and Development Cell. AITS actively promotes Research and Projects through collaborative platform like IEI (India), IEEE, - Incubation Centre and have earned appreciation at National and International Forum.

The Promotion of employees and Team Work form a part of various committees in this noble institution. The faculty of the institution builds positive employer brands, and performance management strategies that help our employees develop expertise that maximizes their potential and human approaches to the delivery of HRD initiatives. The academic attainments of the faculty are evidenced by their high standards of erudition & commitment, notwithstanding the Institutions of repute they come from. (-Number of Ph.D. holders in AITS is 8 and most of the teachers have done their M.Tech. from reputed universities like JNTUH, Osmania, Andhra University).

Each and every Department has a Technical Assistants dedicated to individual labs. Support Managers and each member of the staff, are all valued contributors in this journey for excellence and essential for employee retention. This institution is a unique combination of strict discipline as well as a friendly ambience, where all employees get ample opportunity to explore their inner potential on one side and development of physical and social attributes on the other.

Play grounds and multi-gyms in all the campuses are always full of enthusiastic participants in mornings and evenings not only among students but employees as well. Employees also have ample scope to play Basket Ball, Volley Ball, Soccer, Cricket as well as practice Yoga and Karate. Gymnasia, of course, are very popular as always. The teaching excellence at AITS, Hyderabad, is inspirational for the young minds.

The Wi-Fi enabled campus has integrated technology into its teaching learning process with virtual learning platform in times of crisis. In the environment of pandemic due to COVID 2019, the Institute is building a new platform to provide video lectures, assignments, feedback mechanism uploaded in the website and e- learning modules are being utilized by the faculty members when chalk-and-board teaching is not possible.

Numerous Webinars on various beyond syllabus topics and online events on Extra-curricular activities are smoothly planned for the next generation learning. A dedicated Entrepreneurship Cell provides an environment that fosters and nurtures entrepreneurship and start-up projects based on students' innovative ideas. Our USP is our student composition, students who are diverse, self motivated and go-getters.

The institute grooms students to effortlessly face the challenges of corporate world and also become better human being so that they contribute to the cause of our Society, once they pass out of campus. Students are trained to work as a team, think and build a positive attitude raising the bar for sustainable growth and excellence even further. The organization is poised to take its place among the frontline institutions of Telangana state and India in its field by 2030 when it will be celebrating its Silver Jubilee. Let us open up the horizon so that the students can dream and sore the sky with brief that "**Sky is not the limit**".

| <b>File Description</b>                               | <b>Document</b>               |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | <a href="#">View Document</a> |

NAAC

## 5. CONCLUSION

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### **Additional Information :**

Decentralization is the process of re-distribution, or functions, delegating powers away from a central location or authority. Although it is widely studied and practiced, there is no common definition or understanding of decentralization in general. Decentralization, in general, is a powerful tool in Organization development in any sector. Educational Institutions, in particular, need the system of Decentralization since the very concept of education is to enable and empower the students to bring out the knowledge possessed by them and additional knowledge gained from the Institute. The education process itself aims at individuals work as self motivating persons. De-centralization of the powers means, individuals or group of individuals are motivated to work on the principles of delivering the deliverable, with all their ability and meeting the organization goals and objectives. If the educational institutes practice the Decentralization, the students who are the future builders of the Nation learn from those practices and adopt them to enrich their career.

### **Concluding Remarks :**

In conclusion the process of learning is to a considerable level made student centered and major constraints are lack of autonomy for deciding the curriculum. Inclusive learning ie., the method in which students are presented with challenges and they learn the subject in addressing the challenges is also absent in the present system as curriculum is developed by affiliating university and because of scarcity of the time available.

The student centered learning process is definitely a better approach in obtaining active learning from students. Students also grow in their personality better and acquire additional skills, leadership qualities etc. Further there will be definitely a better relationship between teacher and student as teacher behave as facilitator's only.

Students feel confident and their expectation levels and targets raise with self confidence and learning process shall be flexible to some extent. This process also leads to what is known as inclusive learning in the sense that students learn while they face challenges.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|---|---------|---------|---------|---------|---------|-----|----|---|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1.3     | <p><b>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 last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>           Answer After DVV Verification: D. Any 1 of the above<br/>           Remark : Supporting document is for sl. no. 4 only.</p>  |         |         |         |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.3.2     | <p><b>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</b></p> <p>1.3.2.1. <b>Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>56</td> <td>6</td> <td>36</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>22</td> <td>22</td> <td>22</td> <td>22</td> </tr> </tbody> </table> <p>Remark : Considered project work/field work/internship based on academic program requirement of the affiliating University.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 100 | 56 | 6 | 36 | 50 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 22 | 22 | 22 | 22 | 22 |
| 2018-19   | 2017-18   | 2016-17 | 2015-16 | 2014-15 |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
| 100       | 56  | 6       | 36      | 50      |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
| 2018-19   | 2017-18   | 2016-17 | 2015-16 | 2014-15 |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
| 22        | 22  | 22      | 22      | 22      |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.3.3     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b><br/>           Answer before DVV Verification : 131<br/>           Answer after DVV Verification: 214</p> <p>Remark : Since all the final year students are having project work, no is restricted to no. of outgoing final year students are per metric 2.6.3.2.</p>   |         |         |         |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.4.1     | <p><b><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></b></p>  |         |         |         |         |         |     |    |   |    |    |         |         |         |         |         |    |    |    |    |    |



**1) Students****2) Teachers****3) Employers****4) Alumni**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Based on HEI clarification, documents on feedback on syllabus/ curricula collected from students and teachers are available

**1.4.2 Feedback process of the Institution may be classified as follows:****Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: D. Feedback collected

Remark : Based on HEI clarification, documents on feed back collection available.

**2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)**

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 167     | 128     | 257     | 195     | 318     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 167     | 128     | 191     | 195     | 247     |

Remark : Figures restricted to number of ear marked seats for each reserved category.

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest**

**completed academic year in number of years)****2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 1020

Answer after DVV Verification: 379

Remark : No. of years of experience of full time teachers computed from the certificate of Principal provided as supporting document is 379 years.

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 4       | 2       | 3       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Edited in the absence of approval of research project proposals along with projects.

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years****3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 4       | 3       | 2       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**3.1.3.2. Number of departments offering academic programmes**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 4       | 3       | 2       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 6       | 6       |

Remark : 3.1.3.1 edited based on metric 3.1.1 & 3.13.2 as per IIQA

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 24      | 41      | 18      | 7       | 15      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : ISSN no.s provided are not listed in UGC CARE portal. Link provided not leading to approved portals.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6       | 12      | 9       | 3       | 13      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Books and chapters in edited volumes without ISBN numbers not considered.

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 2       | 1       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : scanned copies of Award for extension activities not provided Participation certificates, NSS camps and membership in various bodies/organizations not considered.

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 2       | 0       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : activities not supported with collaborative communication documents not considered.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 74

Answer after DVV Verification: 2

Remark : Considered geotagged photographs showing 2 movable LCD projectors.

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last**

**five years (INR in lakhs)**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 223.10  | 80.03   | 453.1   | 435.8   | 525.53  |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Cost of Infrastructure is not reflected in the audited College account.

**4.2.2 The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

Remark : Edited based on NList and Delnet

**4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6.36986 | 3.70572 | 3.41027 | 4.19185 | 4.24047 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6.37    | 3.70    | 3.41    | 4.19    | 4.24    |

Remark : Inc &amp; Exp statement do not show the cost of books purchased. However accepted based on Auditor's certificate countersigned by Principal.

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

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

Answer before DVV Verification : 150

Answer after DVV Verification: 41

Remark : Average of footfalls from 16 - 19 July, 2018 considered.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 197.03  | 72.44   | 407.94  | 388.36  | 478.22  |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 75.69   | 41.69   | 60.93   | 54.37   | 48.18   |

Remark : considered only expenditure for maintenance & repairs of academic & physical infrastructure facilities from the audited Inc & Exp statement of the College

5.1.1 **Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 133     | 149     | 249     | 284     | 356     |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 518     | 622     | 745     | 740     | 723     |

Remark : Edited based on supporting clarification document certified by Principal.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Sl. no 1,2 and 4 considered.

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Sl.no 1, 3 and 5 considered.

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 21      | 25      | 30      | 24      | 25      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 1       | 3       | 1       |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 35      | 38      | 38      | 35      | 36      |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 35      | 38      | 38      | 35      | 36      |

Remark : Edited based on certificate of Principal.

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 4       | 1       | 7       | 0       |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Awards/medals at College level, participation certificates, day celebration certificates, appreciation certificates not considered.

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Considered sl.no 2, 3 and 4.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |



|   |    |    |    |    |
|---|----|----|----|----|
| 6 | 38 | 34 | 24 | 46 |
|---|----|----|----|----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0       | 0       | 0       | 0       | 0       |

Remark : not provided documents for the claim either in the form vouchers or Audited statement highlighting the amount disbursed to the teachers

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 3       | 4       | 3       | 5       | 5       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0       | 0       | 0       | 0       | 0       |

Remark : No detailed report, brochure or photos available to verify and validate the HEI claim

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 15      | 20      | 25      | 20      | 25      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2       | 4       | 0       | 0       | 0       |

Remark : Considered only FDP of 5 days and more duration and within the assessment period.

|       |   |
|-------|---|
| 6.5.3 | <p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements</b></li> <li>2. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>3. <b>Participation in NIRF</b></li> <li>4. <b>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: D. 1 of the above<br/> Remark : Sl.no 1 considered.</p> |
| 7.1.4 | <p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. <b>Rain water harvesting</b></li> <li>2. <b>Borewell /Open well recharge</b></li> <li>3. <b>Construction of tanks and bunds</b></li> <li>4. <b>Waste water recycling</b></li> <li>5. <b>Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/> Answer After DVV Verification: C. 2 of the above<br/> Remark : Sl.no 2 and 5 considered based on the photograph and documents</p>  |
| 7.1.5 | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above<br/> Answer After DVV Verification: B. 3 of the above<br/> Remark : Sl.no 3,4 and 5 considered.</p>   |
| 7.1.6 | <p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/> Answer After DVV Verification: D.1 of the above</p>  |

Remark : Sl.no 5 considered.

|        |   |
|--------|---|
| 7.1.7  | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>         Answer After DVV Verification: C. 2 of the above<br/>         Remark : sl no. 1 &amp;3 considered</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>         Answer After DVV Verification: B. 3 of the above<br/>         Remark : sl. no. 1, 2 &amp; 3 considered</p>   |

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1     | <p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 1554 986 1666"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>405</td> <td>391</td> <td>391</td> <td>391</td> <td>391</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="193 1744 986 1856"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>405</td> <td>405</td> <td>405</td> <td>405</td> <td>405</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 405 | 391 | 391 | 391 | 391 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 405 | 405 | 405 | 405 | 405 |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 405     | 391  | 391     | 391     | 391     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 405     | 405  | 405     | 405     | 405     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1     | <p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 2018 986 2085"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2018-19 | 2017-18  | 2016-17 | 2015-16 | 2014-15 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|         |  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

|     |     |      |     |      |
|-----|-----|------|-----|------|
| 791 | 979 | 1004 | 935 | 1047 |
|-----|-----|------|-----|------|

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 810     | 859     | 890     | 856     | 900     |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 210     | 210     | 240     | 351     | 351     |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 193     | 193     | 221     | 322     | 322     |

2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 117     | 123     | 57      | 92      | 201     |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 214     | 220     | 158     | 414     | 362     |

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 138     | 158     | 125     | 126     | 118     |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 129     | 129     | 125     | 126     | 118     |

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|         |         |         |         |         |

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 135 | 140 | 117 | 159 | 159 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 129     | 129     | 129     | 129     | 144     |

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 74

Answer after DVV Verification : 25

4.2 **Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 223.10  | 80.03   | 453.1   | 435.8   | 525.53  |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 189.28  | 156.56  | 411.38  | 399.66  | 487.46  |

4.3 **Number of Computers**

Answer before DVV Verification : 601

Answer after DVV Verification : 473