



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES
NEWBOYANAPALLI, THALLAPAKA PANCHAYATH RAJAMPET-516126
ANNAMAYYA DISTRICT
516126
www.aitsrajampet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Annamacharya Institute of Technology and Sciences Rajampet was established in the year 1998 by Annamacharya Educational Trust, a non-profit organization engaged in the promotion of Technical and Management education amongst the students and the dissemination of scientific knowledge in the Society. Named after the world-known saint poet Annamacharya, our institute was started near Thallapaka, the native place of Annamacharya, on sylvan surroundings of 20.69 acres. The environment friendly and serene atmosphere of the campus provides a refreshing ambience for the mind and soul. The institute is within a 30 minutes ride from Kadapa and 2 hour drive from Tirupati. The campus is 9 km from the Rajampet Railway Station and 5 km from Rajampet Bus Station. The nearest airport is at Renigunta, 90 km away from the campus

As a testimony to its excellent infrastructural facilities and innovative teaching practices, AITS was accredited by National Board of Accreditation in 2005 for the first time. The college was reaccredited by NBA in 2009 and 2021. The institute received NAAC Accreditation in 2010 and reaccreditation in 2018 with A grade. The institute was granted Autonomous status by UGC in 2011 and renewal of autonomy was granted in the year 2017 and 2023 respectively. In addition to this, the institute also enjoys accreditation by Institution of Engineers (India) since 2012.

Accreditations

- UGC Autonomous status granted in 2011 and renewed in 2017 and 2023 till 2032
- Institute Accredited twice by NAAC
- UG Programs accredited twice by NBA
- Institute Accredited by IE (India) in the year 2013
- Recognized by UGC under section 2(f) & 12(B) in the year 2010
- JNTUA Research Center in Electrical and Electronics Engineering, Electronics and Communication Engineering and Computer Science and Engineering

Awards

- Best Educational Group Award (Infra and Facilities) from Dewang Mehata foundation in 2015
- Outstanding Engineering Institute-South Award as part of Vijayavani National Education Leadership Award in 2015
- Outstanding Institution for Engineering Education in Science & Technology in Remote Areas from Institute of Bio-informatics & Computational Biology and DNA Research Center 2014
- Edupreneur Award conferred on Sri C. Gangi Reddy, the Founder, in 2013 by Engineering Watch Magazine
- 7th best college award in India under IBM COE campus
- Best upcoming college award by JNTUA
- CM's JKC award from IEG, for outstanding performance
- Star Status to Jawahar Knowledge Centre
- Ranked AAA by Careers360 Magazine in 2017

Corporate Connections

- AP State Skill Development Centre
- SIEMENS Technical Skill Development Institute
- Associated with Bennet University for AI Deep Learning
- Dassault 3D Experience Centre
- Innovative Student Fellowships from Stanford University
- IBM Center of Excellence (7th best college in India)

Other Distinctions

- IEEE, ISTE & IE (India) Student Chapters
- MODROBS & Research Promotion Scheme by AICTE, New Delhi
- Pradhana Mantri Kaushal Vikas Yojana Centre
- EKLAHYA Programme in association with IIT Mumbai
- QEEE centre by IIT Madras, Chennai
- NPTEL Local Chapter
- Incubation Centre
- Community Radio Station

Vision

We impart futuristic technical education and instill high patterns of discipline through our dedicated staff who set global standards, making our students technologically superior and ethically strong, who in turn shall improve the quality of life of the human race.

Mission

Our mission is to educate students from the local and rural areas, and from other states so that they become enlightened individuals, improving the living standards of their families, industry and society. we provide individual attention, world-class quality of Technical education and take care of character building.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Focused Vision & Mission. Well-developed infrastructure.
- Qualified and experienced faculty & staff.
- Good academic culture, ambience and working environment leading to high students and faculty satisfaction.
- Management supports faculty qualifications upgradation and good academic practices.
- The administrative and management policies & controls are well established and operate effectively. Standard procedures, policies and practices are in place.
- Campus placements are strong and career counselling for students is well organized and structured. Students are given awards and rewards for merit achievement.
- Mentor system with regular monitoring of attendance of students and their performance in examinations.

- Reputation and prestige of the college is rated high by students for its overall training, holistic development and academic results & placements.

Institutional Weakness

- Limited employment and industry potential in the area impacted internship and employment of students
- Difficulty to attract sizeable research funds from the Government funding agencies being a private institution
- Lack of vibrant Industrial interface with dearth of apprenticeship opportunities for students. However, full attempts are being made towards attracting an augmented Industry-Institution interaction.
- Less financial contribution from alumni
- Less industrial exposure in faculty

Institutional Opportunity

- Leveraging locational advantage to network with institutes of higher learning, industry and research organisations for consultancy, collaborative R & D Projects, sponsored research, academic interaction, student internships etc.
- Use its alumni base for institutional growth. More research funding opportunities.

Institutional Challenge

- Quality of student intake in certain departments due to change in preferences. Change in mind set towards R&D.
- Presence of mediocre journal publishers. Tough competition in research funding opportunities. Availability of quality faculty interested in teaching.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricula for the nine undergraduate programs of engineering have been formulated in accordance with the guidelines of AICTE, Andhra Pradesh State Council of Higher Education (APSCHE), affiliating university and is in tune with the vision and mission of the Institution. Considering the technological advancements, the curriculum for the undergraduate programs of engineering is shaped in the form of Humanities, Basic Sciences and Engineering Sciences, Professional Core, Open electives and Skill oriented courses.

The emphasis is on overall development and knowledge acquisition. The curriculum also includes, Mini projects, laboratory and project work, technical report writing, and training in latest software's and technologies which is offered under technical skills. The core subjects in the curriculum provide technical knowledge in the chosen program. Students learn important concepts in professional core subjects and advanced concepts in professional elective subjects. With a view to promote self-learning, students are required to complete at least one online certification course of minimum eight weeks duration from SWAYAM /COURSERA/eduX. The students are also encouraged to participate in technical symposiums, take up

internships and involve in NSS events and join in extra-curricular clubs which aim at enhancing their inherent creative talents.

The curriculum imparts transferrable and life skills through subjects such as Human Values and Professional Ethics, Skills Development courses - Soft skills, Communication skills and Technical skills, and co-curricular activities which train students in all aspects, striving towards technological and human excellence. The curriculum including examination pattern and assessment system. New skill based courses that give students better placement opportunities have also been introduced.

Choice based credit system has been implemented in all the programs since 2019-20. The success of curriculum design and development towards employability can be gauged through increase in net selections in placements and gradual improvement in the average pay-package, and also by admissions into higher educational institutions both in India and abroad. Post graduate Engineering, MBA and MCA programs are designed with advanced core and elective courses along with emphasis on laboratory and research work. The curriculum of postgraduate courses includes all the aspects outlined above.

Teaching-learning and Evaluation

The quality of students seeking admission has been improving year on year which is evident by the ranks of the students joining. As they are from diverse backgrounds the institution is providing academic and other support. Remedial classes are conducted for slow learners. Bridge courses are organized for the lateral entry students. The advanced learners are encouraged to participate in Hackathons/Design contests etc. The institute follows a Mentoring system in which around twenty students are assigned to each faculty and he/she functions as their local guardian.

The institute has a policy of recruiting well qualified and experienced faculty as per AICTE norms and this has contributed to improving the Teaching-Learning process. The institute maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Teachers prepare an elaborate course plan, lesson plan and handouts as part of the academic schedule.

Innovative processes in Teaching and Learning such as ICT tools and modern pedagogical techniques are adopted by the faculty. Learning Management System (LMS) is implemented for enriched student-teacher interaction. To bridge the gap between the curriculum and the industry requirements, discipline specific technical training programs are conducted. To further strengthen students' domain knowledge guest lectures, workshops conferences etc. are organised.

The examinations and evaluation system is followed systematically in par with the rules and regulations laid by the Institute which are revised from time to time making the system more efficient. A set of PEOs, POs and PSOs are formulated for every programme based on the 'outcome based education' approach. Course objectives and outcomes, are prepared for each course following the appropriate levels of Blooms taxonomy. The Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE) question papers setters also follow various levels of Bloom taxonomy such as Application, Analysis and Evaluation, so as to set quality questions which do not cater to the rote learning method.

Systematic procedures have also been devised for assessing the attainment of PEOs, POs, PSOs and COs. The appropriate corrective measures are implemented based on the attainment levels perceived every year.

Research, Innovations and Extension

The Institute has a vibrant Research environment with linkages to Government R&D Institutes, Industry and Consultancy agencies. The Institute has an approved R&D policy document to provide important information to the faculty and staff about R&D objectives, schemes, available resources and financial benefits. The Institute has formed Research Coordinators Committee and an Industry Institute Interaction committee for promoting and directing Research and Consultancy. The faculty gets to share the generated revenue according to defined revenue sharing policy. Original Research work is ensured through well publicized plagiarism policy document.

The Institute has 10 (perpetual & time bound) functional Memoranda of Understanding (MoU). The Institute encourages the faculty to undertake research by providing seed money, access to laboratories and research facilities. The Institute provides academic leave, for pursuing doctoral work, permission and financial support to attend conferences for paper presentation and Faculty Development Programs (FDP). The Institute faculty have published 190 papers in UGC recognized journals. The faculty have filed 10 patents. A total of more than 20 linkages for internships and industrial project work have been provided to the students.

A total of more than 40 extension activities for the community were conducted in the last five years besides organizing several blood donation camps. More than 90 Percentage of students on an averages participated in these activities through NSS unit. Every year NSIT receiving awards and recognition from various Government and Non- government bodies.

Infrastructure and Learning Resources

The Institute has ICT enabled classrooms, well equipped laboratories, sports facilities and good infrastructure spread over 20.69 acres with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment. The classrooms are well-furnished, spacious with good ventilation and are well illuminated. They are maintained as per norms for proper visibility and audibility.

The institute has 10 seminar halls, one open auditorium and one gallery. All seminar halls have same seating capacity, and these are equipped with ICT facilities. Digital boards have been installed at selected locations.

The institute website provides all the essential information for the stakeholders. Updates in technology shared by faculty as blogs in the website in case of emergency, and classroom used for the teaching-learning process. A bulk ERP-SMS facility is also available to communicate important messages to all students and faculty. Webinar and Alumni talk series in a collaborative manner.

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books & journals. The central library has a facilitated with Library management Software, reading space, reprographic facilities, Digital library. DELNET, National Digital Library of India (NDLI) membership for access e-resources. The digital library facilitated with internet facility. It enables student's remote access to DELNET e-journals.

CCTVs installed at strategic places help to monitor the campus activities. The Institution has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The Institution has power house installed with Two Diesel Generators and solar power with an installed capacity of 200 kW. The maintenance of equipment like Diesel Generator Sets, Power Distribution Systems, Elevators, Air-conditioners, Fire-Fighting Equipment, Drinking water, Water- coolers and Solar Panels etc. is undertaken

by authorized vendors under annual maintenance contract. The Institution provides Cafeteria, Books & Stationary and Transport facilities which includes 03 buses for all students and staff.

Student Support and Progression

The key aspects as below describe the steps taken by the institution to provide necessary assistance to the students in terms of academics such as providing meaningful experiences for learning at the campus facilitating holistic development and progression. It also aims at student performance and alumni engagement and the progression of student for higher education and/or achieving employment.

- The economically and socially challenged students are provided with financial assistance by State Government based on certain economic criteria. Financial assistance is also given by institute management to the needy students through concessions.
- The capability enhancement and development schemes include skill development courses: communication skills, soft skills, and technical skills and structured CRT programs. Co-curricular and Extra-curricular activities are also embedded into the system for an overall development of a student.
- Remedial coaching is provided for academically weak students so that they can improve in their academics. Bridge courses are conducted for lateral entry students in the II year to address the curriculum gaps between diploma and current course of study.
- The institute follows a Proctorial system in which around twenty students are assigned to each faculty. Besides this, personal counselling is given to students through a qualified professional Student Counsellor.
- The consistent academic and other support rendered, has resulted in increased net selections in placements and gradual improvement in average pay package. Performance in competitive exams have also increased resulting in admissions into Higher Educational Institutions both in India and Abroad.
- A sports and cultural activities / competitions are organized by the institution every year wherein the students play an important role in planning and organizing.
- The institution also has a transparent mechanism for timely redressal of student grievances. Students are represented in several academic & administrative bodies/committees of the institution. The committees are Class Review Committee, Library committee, Anti ragging committee, Canteen committee, IQAC, Women Development cell etc.
- There is also a registered Alumni Association which contributes significantly to the development of the institution through financial and non financial initiatives.

Governance, Leadership and Management

The institute has a well-defined organizational structure and the policies of the management committee and Governing Body are implemented by the Principal with the help of Heads of the Department and various committees constituted for specific purposes. Faculty are represented in the GOB, Academic council and Board of studies as part of participative management. As part of decentralization, representatives of faculty, nonteaching staff and students participate in various Committees of the institution. E-governance has been implemented for the purpose of admissions, finance and accounts and examinations using the in house developed software.

The institute implements several welfare measures for the faculty and staff for their personal and professional growth. These include maternity leave for women, provident fund etc. and financial support for higher

education.

Faculty are encouraged to attend faculty development programs, Refresher courses workshops, conferences etc and are financially supported by the way of providing on duty, travelling allowance, daily allowance, registration fee etc. Professional development programs are conducted for teaching faculty and administrative / technical training programs for non-teaching staff.

The faculty is also encouraged to enhance their educational qualifications by reducing their work load, adjusting their time table and providing academic leave with pay. The institute has a well-defined performance appraisal system for faculty and non-teaching staff. The institute has a well-defined policy for budgeting and audit including internal and external auditing. IQAC cell looks after quality aspects in the institute. The IQAC regularly reviews the teaching learning process evaluation and assessment, structure etc. and as a result, new courses have been introduced with an aim to enhance not just the quality of placements but also to develop their knowledge, skillsets and overall personality. The institute has formulated a strategic plan and continues to implement it for its overall development.

Institutional Values and Best Practices

The institution follows all the rules as per the statutory requirements with respect to academics, finance and administration and maintains complete transparency in all its activities. The institute understands and meets the requirements of women employees and girl students with respect to safety, security, counselling and has made provision for requisite facilities accordingly.

The institution has adopted an environment friendly approach in maintaining the campus with continuous attention towards tree plantation, adopting water harvesting methods, sewerage recycling through an STP, use of recycled water and employing renewable energy resources for power generation. Facilities have been provided for the differently abled students, like ramps, elevators etc.

The students participate in Swachh Bharat activities, conduct blood donation camps to provide assistance to those affected by natural disasters and take part in Street cause events, also the institute conducts eye camps, for the benefit of the people in rural areas. The students are trained through two regular courses on Human Values and Professional Ethics with credit weightage.

While the Administrative Manual defines the roles and responsibilities of the various administrative positions, the Code of conduct for students is published in their handbook.

Enhancing employability skills by conducting various training programs in communication skills, logical thinking, Group- discussions, Interview skills, in IT related skills (Fundamental and Advanced Programming Skills) and domain specific skills

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES
Address	Annamacharya Institute of Technology and Sciences Newboyanapalli, Thallapaka Panchayath Rajampet-516126 Annamayya District
City	Rajampet
State	Andhra Pradesh
Pin	516126
Website	www.aitsrajampet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.M.V Narayana	08565-251861	9666675279	08565-25186 4	aitsap@yahoo.co.in
IQAC / CIQA coordinator	K Ajay Kumar Reddy	08565-251863	9703926212	08565-25186 4	iqac@aitsrajampet. ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of Establishment, Prior to the Grant of 'Autonomy'	02-07-1998
Date of grant of 'Autonomy' to the College by UGC	16-05-2011

University to which the college is affiliated		
State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-05-2010	View Document
12B of UGC	04-05-2010	View Document

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	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Annamacharya Institute of Technology and Sciences Newboyanapalli, Thallapaka Panchayath Rajampet-516126 Annamayya District	Semi-urban	20.69	35884.98

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering,	48	Intermediate	English	60	29
UG	BTech,Mechanical Engineering,	48	Intermediate	English	60	14
UG	BTech,Electrical And Electronics Engineering,	48	Intermediate	English	180	141
UG	BTech,Electronics And Communication Engineering,	48	Intermediate	English	240	240
UG	BTech,Computer Science And Engineering,	48	Intermediate	English	240	240
UG	BTech,Artificial Intelligence And Data Science,	48	Intermediate	English	180	153
UG	BTech,Artificial Intelligence And Machine Learning,	48	Intermediate	English	120	105
UG	BTech,Computer Science And Engineering Artificial Intelligence,	48	Intermediate	English	120	120
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	107

	Data Science,					
PG	Mtech,Civil Engineering, Structural Engineering	24	Undergraduate in Engineering	English	18	0
PG	Mtech,Mechanical Engineering,Machine Design	24	Undergraduate in Engineering	English	9	2
PG	Mtech,Electrical And Electronics Engineering,Electrical Power Systems	24	Undergraduate in Engineering	English	9	0
PG	Mtech,Electronics And Communication Engineering, Embedded Systems	24	Undergraduate in Engineering	English	9	2
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	Undergraduate in Engineering	English	9	0
PG	MBA,Master Of Business Administration,Business Analytics	24	Any Degree	English	120	100
PG	MBA,Master Of Business Administration,	24	Any Degree	English	60	0
PG	MCA,Master Of Computer Applications,	24	Any Degree	English	180	180

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	24				47				199			
Recruited	22	2	0	24	42	5	0	47	128	71	0	199
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
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						22
Recruited	22		0		0	22
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
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				65
Recruited	46	19	0	65
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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	22	2	0	37	4	0	6	5	0	76
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	3	0	0	118	72	0	193
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	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/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	15	1	0		16

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	617	0	0	0	617
	Female	572	0	0	0	572
	Others	0	0	0	0	0
PG	Male	138	0	0	0	138
	Female	145	0	0	0	145
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	62	69	68	54
	Female	32	29	24	18
	Others	0	0	0	0
ST	Male	8	10	8	5
	Female	5	0	2	2
	Others	0	0	0	0
OBC	Male	330	300	300	213
	Female	219	153	133	114
	Others	0	0	0	0
General	Male	234	256	282	260
	Female	301	270	231	281
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1191	1087	1048	947

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Data Science	View Document
Artificial Intelligence And Machine Learning	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Artificial Intelligence	View Document
Computer Science And Engineering Data Science	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Master Of Business Administration	View Document
Master Of Computer Applications	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Education with Multidisciplinary components is an academic and pedagogical approach to develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains, among the students inside and outside the classroom, by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. NEP 2020 suggests that the institutions to will become degree awarded institutions by 2035. We have mooted this to implement in our institution and various steps have been taken including attending seminars and conferences related to NEP 2020, identifying bench marks from various institutions for multidisciplinary courses and closely following the norms and regulations NEP 2020.
2. Academic bank of credits (ABC):	As per the UGC Notification on University Grants Commission Notification (28th July, 2021) "Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study

	<p>are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits shall be established, on the lines of the National Academic Depository shall have a dynamic website providing all details of Academic Bank of Credits and its operational mechanism for the use of all stakeholder of higher education. Academic Bank of Credits is essentially a credit-based, and highly flexible, student centric facility. Our institution has been in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities such as Governing Council, Academic Council and university authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.</p>
<p>3. Skill development:</p>	<p>Integrating vocational education with general education is the most promising way to provide for holistic development of the students, equipping them with knowledge, skills and competencies which would prepare them for life and work. We have identified to collaborate with industries for internship to expose the students to the work environment and get the experience of hands-on practice. We are in the process of developing some bridge courses of varying duration depending on the pre-requirements of the course a student intends to move to horizontally.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 envisages a greater Promotion of Indian Languages, Arts and Culture. The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on the world events, the importance of the Multilanguage multicultural background of the country and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). To bring back the glory of the ancestral values and knowledge and a line with AICTE, guidelines the institution has introduced a mandatory course on 'Indian Constitution and Traditional Knowledge'</p>

	<p>for all the UG students. To augment the lectures in the class room, standard text books on Indian Constitution and Cultural heritage of India have been given to the students. Through the efforts of Clubs, competitions are being regularly conducted in the regional language viz Telugu on the contemporary topics on environment, energy conservation, etc., as well as topics on the cultural and ethnic values of India.</p>
5. Focus on Outcome based education (OBE):	<p>The Institute switched over to Outcome Based Education (OBE) in year to impart education through student centric approach and follow outcome oriented teaching learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG and PG programs. Programme Outcomes (POs) represent the graduate attributes formulated as per Washington Accord and adopted by National Board of Accreditation (NBA). Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme. Program Outcomes (POs), Program Specific Outcomes (PSOs) of all the UG and PG Programmes have been disseminated to the stake holders.</p>
6. Distance education/online education:	<p>There is a perceptible change in the modes of the Teaching-Learning all over the world and there is a significant shift from all class room teaching and Learning to partly classroom partly online Teaching-Learning. This is exhibited in the worldwide popularity of Online education like MOOCs, etc. India is also keeping abreast in this new paradigm. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. Students can take up full time internship in suitable industries. This doubly benefits the students to acquire skills required by the industry and also a favorable career opportunity.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Electoral Literacy Club (ELC) has been set up in the institution in 2021 and is functioning along with National Service Scheme (NSS). The Principal is the</p>
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	<p>Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. 50 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The EtC is functioning with the following Objectives: 1) To create awareness and interest among faculties and students through awareness activities and camps. 2) To educate the targeted populations about voter registration, electoral process and related matters. 3) To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. 4) To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 5) To facilitate voter registration for its eligible members who are not yet registered. 6) To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Right to Vote - Pledge Right to Vote - Awareness in the institution and in nearby villages Right to Vote - Drawing Competition to School students Right to Vote - Poster Competition to College students Special Camp for Voters inclusion and correction Special Camp for EVM and integrity of the electoral process Participation in Parliamentary Election Duty Promotion of Ethical Voting Promotion of Voting among Senior Citizens</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution has arranged facilities in the premises to conduct training programs to the School Teachers by the District Election Officer. Students of the institution actively participate the Government programs in Electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge.</p>

institutionalize mechanisms to register eligible students as voters.	
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Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4692	4303	3961	3583	3577
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1265	1017	896	936	1121
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	217	206	218	246
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 352

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
670.53	337.36	230.57	539.66	927.15
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The curricula at AITS have been consciously developed by considering local, national, regional, and global developmental needs to equip students with foundational knowledge, industry-relevant electives, and exposure through internships and project work. The course structure of each programme is broadly classified into three categories. The first category, referred to as Foundation, consists of compulsory courses required for every student in the programme. The next category comprises a set of courses, referred to as Electives, which build both the technical strength and the humanities and social science skills of the programmes. The third category includes internships and projects

The institute has designed and developed a curriculum, which is inclusive in nature, effective in terms of goals, learning objectives and assessment of outcomes. The curriculum also reflects vision and mission of the nation as well as the region to offer life-changing experience for students to learn and explore unknown territories in respective streams. Curriculum, at all levels, provides opportunities for students to inculcate innovative and creative flair in academics. Curriculum, developed on Outcome Based Education process, encourages for long-term study and progression, and is directed towards producing graduates who are engaged, resilient and lifelong learners.

The Programme Outcomes are established to relate with the skills, knowledge, expectations and attitude of the students. POs are defined in consistent with the Graduate Attributes as per NBA guidelines. The departments have meticulously drawn Program Educational Objectives (PEO) in line with Vision and Mission of the institute and department respectively. Keeping the PEOs as a base, Program Specific Outcomes (PSO) are charted out. The curriculum gives scope to the students to learn inter-disciplinary courses for holistic development.

The institute and the departments rely greatly on Academic Council and Board of studies in the design and development of the curriculum. The following steps are followed in the process of curriculum development.

- A comparative analysis of curriculum of premiere universities/institution is done to modify/remove/add courses.
- Feedback from all the stakeholders of the institution is frequently taken and analyzed for an effective curriculum design and development.
- Faculty meetings are conducted to deliberate upon learning objectives and Course Outcomes which describe what students are expected to know and be able to do at the end of the course.

- COs, defined in line with Bloom’s Taxonomy, are mapped to POs to assess Attainment of these outcomes after course delivery and evaluation.
- All the learning objectives are connected to respective learning activities in order for the students to attain the desired learning outcomes.
- Board of studies is convened once in a year. The needs of industry, the vision of government/university, the developments in Research arena are taken into account through the external members of BoS.
- Feedback from Students, Employers and Alumni, on curriculum as well as courses, is also reviewed during the meeting. The analysis is taken up for discussion during Board of Studies and Academic Council meetings to incorporate necessary changes in the curriculum and course structure. The course structure, evaluation mechanism, credit weightage and other aspects are discussed and submitted for approval in Academic Council.
- The academic council formed as per the UGC Regulations discusses and evaluates the course structure, scheme and syllabi and approves with or without any modifications

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The Institute's programmes (approximately 80% of course syllabi) are designed with a primary focus on employability, entrepreneurship, and skill development among students. Students are trained in a wide range of skills such as critical thinking, problem-solving, communication, leadership, and teamwork. These factors are closely related and important in today's world, where there is a growing need for individuals to be self-sufficient and self-reliant.

Students are encouraged to think creatively and develop an entrepreneurial mindset. All course syllabi collectively incorporate these factors to enhance employability, entrepreneurship, and skills among students.

1. Incorporating Practical Training: The Institute collaborates with industry partners to provide students with hands-on training in their field of study. This helps students develop real-world skills and gain experience, making them more employable after graduation.
2. Building Communication and Presentation Skills: Communication skills are essential for success in any job. The Institute incorporates communication and presentation skills training into its syllabi to help students develop their abilities to present, write, and articulate their thoughts effectively.

3. Encouraging Collaboration: Collaborative projects help students develop teamwork and leadership skills, which are important for employability. The institution encourages students to work in groups on projects that require effective collaboration and communication. All B.Tech programmes include minor and honor courses where students can undertake in-house projects or internships in companies.

4. Focusing on Innovation: Innovation is a critical aspect of entrepreneurship and employability. The University encourages innovation by offering courses on creativity, design thinking, and problem-solving. The University also has an innovation center that promotes startup activity.

The course syllabi of the Institute are regularly revised to incorporate contemporary requirements, and the Institute has set up a system of continuous improvement. Reviews of courses and programmes are conducted with consideration of the following:

- Industry trends and feedback to identify new demands of the industry.
- Norms, requirements, and standards of relevant statutory, regulatory, and accreditation bodies.
- Structured feedback from students, alumni, employers, and experts from academia, industry, and research through course/programme review feedback.
- Analysis of current market trends.
- Consultation with the members of the Board of Studies.

Lists and syllabi of subjects focusing on employability, entrepreneurship, and skill development are enclosed. Revised programmes and subject lists are also enclosed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 74.37

1.2.1.1 Number of new courses introduced during the last five years:

Response: 1143

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1537

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The Institute integrates cross-cutting societal issues, Universal Human Values I & II, Professional Ethics, Ethical Values, Environmental Science, and Life Science for Engineers into our curriculum. Various activities are organized throughout the year to support this endeavor.

Universal Human Values I:

- To help students develop a holistic perspective on life.
- To sensitize students to the various aspects of life, including the individual, family (interpersonal relationships), society, and nature/existence.
- To strengthen self-reflection.
- To develop greater confidence and commitment to understanding, learning, and acting accordingly.

Universal Human Values II:

- To facilitate the development of a holistic perspective among students towards life and profession, as well as towards happiness and prosperity, based on a correct understanding of human reality and the rest of existence.

Environmental Science:

- Integrated into the B.Tech curriculum in the first year as a mandatory course.
- Emphasizes the importance of protecting natural resources and ecosystems, and the significance of biodiversity for future generations.

- Addresses problems caused by daily pollution due to human activities.
- Develops students' skills in identifying and solving social issues related to the environment and understanding the impact of human populations on the environment.

The **Constitution of India, Essence of Indian Tradition Knowledge** courses are integrated into the engineering curriculum to ensure that students not only gain technical knowledge but also develop a well-rounded understanding of societal, ethical, and cultural dimensions, preparing them for diverse roles in their professional and personal lives. The "**Life Science for Engineers**" course aims to bridge the gap between engineering and biological sciences, providing engineering students with an understanding of biological concepts and their applications in engineering. This multidisciplinary approach helps engineers tackle complex problems related to health, environment, and biotechnology

Multidisciplinary Skill oriented courses - soft skill oriented courses These multidisciplinary and skill-oriented courses are designed to provide engineering students with a comprehensive skill set that goes beyond technical knowledge. By integrating these courses into the curriculum, the institute ensures that students are prepared for the dynamic and interdisciplinary nature of modern careers, making them effective communicators, collaborative team members, ethical decision-makers, and innovative leaders

A compulsory course on Professional Ethics and Values is also offered in M.Tech. programs, including Structural Engineering, Machine Design, Electrical Power Systems, Embedded Systems, and Computer Science and Engineering. Additionally, Professional Ethics is a component of Management courses.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 205

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 22

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 22

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 63.6

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1185	1087	1037	924	869

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1590	1590	1590	1590	1662

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 60.13

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
573	561	537	387	354

2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
795	795	795	795	831

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The Institute has a sanctioned intake of 1,602 students, and students from various backgrounds join the

institute. Bringing such a diverse population to one platform necessitates an orientation program that familiarizes them with all components, such as classrooms, tutorial rooms, laboratories, departments, and the institute's guidelines. To address this need, the institute conducts a two-day orientation program. In addition to these topics, the orientation program includes an induction program on soft skills development, such as presentation skills, developing concentration and time management, fostering a positive attitude, and self-motivation. This program aims to improve students' confidence levels and promote simplicity. The course also includes communication skills, English, and efforts to bridge the gap among students coming from rural, urban, and various other backgrounds, both within the country and from abroad.

Special programmes to cater to differential learning of the students:

Online courses

Soft Skills

The Institute offers Bridge Courses, Remedial Coaching for the benefit of the good learning students.

Bridge Courses: The Institute offers one week bridge courses in order to strengthen knowledge of basic concepts in Engineering Subjects. This Programme is offered at the commencement of each academic year.

Remedial Coaching: Based on the internal marks and the performance of students in the Assignments, students are selected for Remedial Coaching. The Remedial sessions are scheduled preferably in holidays and after institute hours.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 19.55

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The Institution adapts various student-centric learning innovations which empower students to learn independently, fostering holistic development and uncovering latent skills. The integration of ICT enabled tools including online resources serves as catalyst for effective teaching and learning process.

Experiential Learning: The curriculum seamlessly combines theoretical knowledge with practical application, promoting hands-on experience and enhancing active learning, critical thinking and knowledge application. An 8-week internship is integrated into the curriculum, serving as a bridge between the academic and industrial realms. Students are driven to investigate real-time issues through research projects, motivating them to publish their project outcomes in journals and conferences. Motivating the students to coordinate in Institute / department level events like workshops or club activities to enrich their Leadership quality.

Participative Learning: Institute encourages students to actively participate in discussions, group activities and presentation. It empowers students to express their ideas, encourage in constructive dialog and learn from their peers' experiences and viewpoints. Activities including Smart India Hackathon, Swachh Bharat Mission, NSS, participation in various technical and professional organizations, coupled with involvement in various club activities enriches their collaborative learning experience. Self-directed learning is actively promoted by encouraging students to embark on online courses such as Swayam NPTEL, edX, and Coursera. The successful completion of MOOC certifications is duly recognized with additional credits. Students' engagement in outreach activities provide further avenues to enhance their societal concern and contribute to the development of products of social importance.

Problem-Solving Methodologies: It encourages student to think critically apply theoretical knowledge in practical contexts and develop a growth mindset. The synthesis of theoretical foundations with hands-on coding and the integration of simulation tools and virtual labs serves as an effective conduct for

furnishing students with practical experiences in analytical and problem-solving methodologies. The pedagogical approach of industry experts in block teaching sessions strike a harmonious equilibrium between theoretical concepts and the practical nuances of coding.

ICT enabled Tools: The institute has 12 seminar halls and 8 smart classrooms with LCD projector and Smart Board/Smart TV with 24/7 Wi-Fi connectivity to provide flipped and blended learning experience to the students. ICT elements are integrated into the course materials of pertinent Engineering disciplines. Students learn how to navigate online resources and leverage technology to communicate, collaborate and solve problems effectively.

Blended Learning: Enhancing the teaching-learning process through ICT, the institution integrates traditional theory and practical sessions, providing access to diverse digital resources, including digital libraries, MOOCs, NPTEL courses, online journals, tests, educational videos, and non-print materials. Additionally, online quizzes and assignment submissions enable continuous monitoring of students' progress. This approach amplifies the effectiveness of student-centric methods like experiential learning, participative learning, and problem-solving methodologies in both classroom and online learning.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The institute has implemented Mentor-Mentee Schemes as part of its comprehensive approach to addressing academic and student psychological issues. Recognizing the importance of providing personalized support to students, these schemes aim to foster a supportive learning environment and promote holistic student development.

At the heart of the Mentor-Mentee Schemes is the establishment of supportive relationships between mentors and mentees. Mentors, typically experienced faculty members or senior students, serve as guides and role models, offering academic guidance, career advice, and emotional support to their mentees. Through regular interactions, mentors provide personalized assistance tailored to the individual needs of their mentees, helping them navigate academic challenges and develop essential life skills.

One of the primary objectives of the Mentor-Mentee Schemes is to address academic issues faced by students. Mentors work closely with their mentees to identify areas of academic difficulty and provide targeted support to help them overcome obstacles. This support may include tutoring, study skills development, and assistance with course selection and academic planning. By offering personalized academic guidance, mentors empower mentees to achieve their full academic potential and succeed in

their studies.

In addition to academic support, Mentor-Mentee Schemes at the institute also address student psychological issues by providing a supportive and nurturing environment for mentees. Mentors serve as trusted confidants and listeners, offering a sympathetic ear and emotional support to mentees facing personal challenges or mental health issues. Mentors are trained to recognize signs of distress and provide appropriate referrals to counselling services or other support resources as needed. By fostering open communication and trust, Mentor-Mentee relationships create a safe space for mentees to discuss their concerns and seek help when needed.

Furthermore, Mentor-Mentee Schemes promote the overall well-being and development of students by encouraging personal growth and self-reflection. Mentors guide mentees in setting goals, developing self-confidence, and making informed decisions about their academic and personal lives. Through mentorship, mentees gain valuable life skills such as time management, problem-solving, and effective communication, which are essential for success in both academic and professional settings. The institute ensures the effectiveness of Mentor-Mentee Schemes through careful planning, training, and ongoing evaluation. Mentors undergo training to equip them with the skills and knowledge needed to support mentees effectively. Regular meetings and feedback sessions are conducted to assess the progress of mentorship relationships and address any issues that may arise. Additionally, the institution provides resources and support services to mentors and mentees to enhance the effectiveness of the mentorship experience.

In conclusion, the Institute follows a tradition of Mentor-Mentee Scheme that play a crucial role in supporting students' academic success and well-being. By fostering supportive relationships, providing personalized guidance, and promoting holistic development, these schemes empower students to overcome challenges, achieve their goals, and thrive in their academic and personal lives. Through ongoing commitment to mentorship, the institution demonstrates its dedication to nurturing a supportive and inclusive learning community where all students can succeed.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Preparation of Academic Calendar: Academic calendar is planned ensuring compliance with UGC

regulations by having minimum of 90 working days in each semester. However, inline with the affiliating university JNTUA Anantapuramu guidelines, in every semester considering the continuous evaluation, examinations and public holidays a minimum of 16 weeks of course delivery is planned in a semester following the L-T-P structure. Academic calendar is maintained uniform for all the years of study other than first year and the compliance is ensured by the IQAC. In addition to the above, the academic calendar captures various timelines of the academic audits across all the departments to comply with the requirements of IQAC. Further, it also captures the schedules of all the co- and extra- curricular events. The prepared academic calendar will be finalized by taking necessary inputs from the respective HoDs and the same will be notified by posting on the website to all the stake holders well in advance before the commencement of the academic year.

Course Plan, Delivery and Monitoring: Based on the academic calendar the heads of the departments allocate the courses for the members of the faculty in their respective departments and in consultation with other heads of the department in case of inter department courses. This process is being meticulously practiced well before the commencement of the semester to enable the faculty members to plan and prepare their curriculum delivery. The institute has a standard operating procedure for allotting the courses to the members of faculty based on the subject proficiency, specialization, and previous track record of that faculty concerned. After the allotment of the course and preparation of the course plan, the same will be vetted by the senior members of the faculty who have already handled that course.

Further, the timetable coordinator prepares the timetable for the forthcoming semester as per the L-T-P pattern as prescribed in the curriculum. In line with the timetable, the concerned members of faculty prepare/update the lecture plan for their respective courses indicating the details of the mode of delivery. As per the OBE philosophy, faculty members follow a standard template for all the lecture plans giving the objectives and expected outcomes. Eventually the same will be uploaded in the CampX portal well before the commencement of the class work. For effective course delivery and continuous improvement Program Coordinator / HoDs also will share the feedback received from the course instructor of the previous batch of students.

In multi section courses, one of the faculty members among the course instructors will act as the course coordinator and will ensure the quality and uniformity in delivery on a weekly basis. To ensure the effectiveness of the curriculum implementation, the department conducts the academic monitoring committee meetings comprising of all the course instructors, HoD and student representatives. The academic monitoring committee addresses the issues like the syllabus coverage, the technician support during Lab/project, Special care of faculty towards slow learners, difficulty in leaning with any of the courses, the mentoring process , over or under emphasize on, ICT tools, clarification of the students' doubts, the courses opted over and above the graduation requirements etc..

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	217	206	218	246

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 22.73

2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 80

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.75

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 2339

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 55.28

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 136

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 29

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
23	29	35	32	26

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.88

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
45	43	31	27	30

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4677	4335	3802	3557	3557

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The Institute keeps its examination system open for modifications and thus strengthens it from time to time, ensuring the system fool proof and address the grievances of students, if any. The institutional reforms in all the activities of the examination system are kept at par with the reforms pushed by the AICTE for various engineering disciplines. The drivers for reforms in examination system of Indian engineering education taken up by the premier technical institutions have been incorporated into our examination system and they include OBE- framework for assessment process, evaluation of higher order abilities and professional skills in different forms like MOOCs, internship experience and project works, Bloom's taxonomy for assessment design etc.

The following significant reforms were effected in the Examination system.

- Credit system was introduced for the benefit of the students.
- Quizzes / Project works and assignments are made part of evaluation.
- Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results.
- Continuous Internal Examination (CIE) includes Mid examinations twice in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaningfully engaged with the subject content throughout the semester.

Reform(s)	Positive Impact(s)
2 sets of question papers are maintained for each subject / course	Confidentiality in the question paper selection
Setting the question papers from all the units with internal choice and moderation of question papers.	<ol style="list-style-type: none"> 1. Maintain standards and coverage of syllabus among all the units 2. Students are required to study all the units in each course 3. Improve the course outcomes by implementing internal choice
Preparation of detailed scheme of evaluation by internal subject / course experts	<ol style="list-style-type: none"> 1. Uniformity in the evaluation among the evaluators 2. Fair judgment for the students
Appointment of squad consisting of senior faculty members of other reputed institutions and internal faculty to monitor the semester end examinations	Strict vigilance for smooth conduct of examinations
Establishment of Spot evaluation center	<ol style="list-style-type: none"> 1. Confidentiality and custody of answer booklets are ensured 2. Declaration of results within the stipulated time
Establishment of CCTV Surveillance System	<ol style="list-style-type: none"> 1. Continuous monitoring of activities of examination section and spot evaluation process 2. Restricted entry and surveillance of the entry of un-authorized persons into the examination section 3. . CCTVs in the vicinity of the examination rooms to curb untoward incidents of malpractice
Encoding and decoding of answer booklets	Provides confidentiality and unbiased evaluation.
Evaluation of 5 answer booklets by all the examiners of the concerned board at the beginning of evaluation	Ensure uniform evaluation
Automation of examination management system	<ol style="list-style-type: none"> 1. Improvement in reliability, efficiency, security, transparency, confidentiality and accuracy in the entire process 2. Software developed by the institute provides flexibility to incorporate autonomous curriculum requirements

Personal verification and revaluation system	Accountability of the evaluation process and improving the transparency in the evaluation
Advance Supplementary examinations and timely publication of results & issuing necessary certificates in time.	Provides more scope to final year students for their placements and higher studies
Inclusion of security features in grade sheets as well as in answer booklets	Chances of manipulations are nullified
File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The departments improve student learning by way of giving excellent self-learning mode, assisted learning, and hands-on experience. The advanced computing, internet, and Wi-Fi facilities are arranged, and e-learning facilities are made available to improve the student learning activities.

The direct assessment signifies the students' show informative & summative examinations, seminars, assignments, etc. Through these tools, the attainment of COs is quantified.

Formative assessment - the teachers work continuous valuation during the study to measure and improve student learning. The methods applied to yield critical information for monitoring an individual's acquisition of knowledge and skills, evaluate analytical thinking, decision making, and problem-solving abilities. Measures applied include viva voce and written tests (internal assessment) during the course delivery.

Internal Assessment: This is a formative assessment, used to evaluate the academic performance of the student periodically.

Seminars: The students are required to present a seminar on the course of study. The goal of the seminar presentation is to assess students' interaction with peers and teachers on assigned topics. The content, preparation, presentation, and conversation abilities are evaluated.

Assignment: The assignment is aimed to assess students' understanding of the allotted topic, ability to gather information, understanding of the content, comprehension, innovation/ideas, Analytical/critical thinking, interpretation skills, and written communication skills concerning the learning outcomes.

Viva-voce: The subject teacher regularly interacts with the student during the practical classes to evaluate the extent of knowledge and ability for critical thinking. **Project work:** The final semester students take up group research projects under the guidance of a faculty member. The ability of the students - to plan and then execute the plan by designing and conducting experiments; analysing & interpreting data and delivering the outcomes within a time frame is measured.

Summative assessment - Complete assessment of learning outcomes is done at the end of the semester. The approaches applied are the end semester University examination that is conducted both in theory and practical at the end of the semester covering the complete syllabus. Results of end-semester examinations help regulate the academic performance of the students at the end of the course besides the extent of outcomes that have been attained.

The spirit of the B.Tech program resides in the objectives of this program itself i.e. developing students' capabilities into professional talent in the software development arena. The emphasis is on inculcating skills through an optimum blend, self-discipline, guidance, and supervision. The students become well versed in analysing, designing, and developing applications to solve computer science-related problems. The learning outcome of this program delves into making learners well proficient in integrating and applying contemporary IT tools to solve problems efficiently and develop computer applications. Preparing students to function effectively both as a team leader and team member on multidisciplinary projects and enabling them to demonstrate computing and management skills are implicit learning outcomes of the UG & PG programs.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 97.94

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1239

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.8

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institute provides all necessary infrastructural facilities and a conducive environment to promote research activity in the campus. Due to limited resources, the institute may not be able to fund all the research activities taken up by the faculty and students. Faculties are encouraged to apply for various funding agencies and pursue their research. However, the institute is ready to provide seed funding or partial funding based on the merit of proposals submitted by faculty or student. The faculty and students are encouraged to present their ideas/project proposals before the research committee for getting the sanction of seed funding in accordance with institute guidelines.

The faculty and students are given the freedom to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The institute encourages the faculty by providing incentives for peer-reviewed publications, writing books, and filing patents. The institute takes care of the patent filing process, which is governed by the Research policy of the institute.

The institute gives a free hand to report research results and findings. However, a thorough review is done for all research proposals seeking funding from various funding agencies by consulting the research committee comprising the Dean, R& D, Head of the respective department, and subject expert(s) of the department. This committee also monitors the impact of research and consultancy and ensures non-violation of research & consultancy ethics, professional ethics, the privacy of the people, human rights, causing problems to health & safety of human beings, and damage of the property.

Research Centres are established in various departments of the institute with necessary software and computing facilities for carrying out research activities. Research Centres are recognized by Jawaharlal Nehru Technological University Anantapur (JNTUA) and full-time research scholars are allotted by the University to pursue their research work in these centres under the guidance of the institute faculty.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 26.67

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.39	5.21	5.52	5.15	5.40

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 0**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 41.82

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0.02

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 07

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 7.5

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 18

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Innovation and Incubation Centre is established at the institute in the academic year 2018-19. We have provided 40 high-end Computers (Intel Core i5, 7th Gen Processor, 16 GB RAM, 4 GB Graphics display, and 1 TB Hard drive capacity), UPS, LCD Projector etc., in the Innovation and Incubation Centre costing about Rs.35.00 lakhs. We have installed Dassault Systems 3 D modeling software in 35 Systems, so that the students having innovative ideas can develop 3 Dimensional models related their innovative product. We have established 2 Robots and their related GUI based software to control the robots by investing of

Rs.17.4 lakhs, so that the students can develop the programs to automate the industrial processes. A discussion room and LCD projector also provided in Incubation centre to conduct the Ideas competitions and meetings. We are organizing 2 ideas competitions and 2 workshops related to Innovations and Startups for one academic year. We are allotting mentors for the students whose ideas got selected in the ideas competitions. We are conducting motivation classes for students regularly to increase the awareness about the benefits of innovations and startups.

We have registered to the Institution Innovation Council in the year 2019 started by the central Government Ministry of Education. We have implemented the National Innovation Startup Policy in the institution which was approved by the academic council. We participate every year in the Atal Ranking of Institutions on Innovation Achievements (ARIIA) which is an initiative of Ministry of Education (MoE) by central Govt. Our institution is maintaining the Intellectual Property Rights Cell and provides awareness among the students and faculty by conducting the Guest Lectures and Webinars. Our Institution provides financial support to the faculty for registering the Patents and to establish startups. Our Institution is inked with MOU with various organizations like “National Research Development Corporation” (NRDC) of Central Govt., “Atal Incubation Centre established in Sri Krishna Devaraya University”, Ananthapuramu, Andhra Pradesh State, “THEFACTOR-Y Company based in United Kingdom” for commercializing the patents.

Our Institution faculty registered 41 patents and all these patents were published in the IPR Journal. In addition to that 28 Patents were granted to the faculty from the year 2019 onwards. Two Startups were registered by the faculty and students with the support of Institution.

The details of I/C of Innovation Incubation Centre are given below:

Dr.D.Krishna Mohan Raju, Professor in Mechanical Engineering, Email: krishnamohan.inventions@gmail.com, Mobile No.: 910023580.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**

4. Research Advisory Committee**Response:** A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2**Number of candidates registered for Ph.D per teacher during the last five years****Response:** 1.06**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 19

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

Response: 1.02**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 358

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.16**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 57

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**Response:** 6.12

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 23

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 43.88**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
23.33	6.8	3.35	0.60	9.80

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The Institute has made a noteworthy contribution to society and the environment by promoting an Institution-Neighborhood-Community network. Major emphasis is placed on student engagement, service orientation, and the holistic development of students, contributing to good citizenship.

Extension activities can be seen in the various means of disseminating the experiences and research outputs of staff and students. The institute provides platform in the form of organizing regional and national level workshops, seminars, conferences and symposia in various disciplines. Besides these, there are several other ways in which expertise available is extended to personnel in and outside the institute.

The Extension activities are carried out through NSS Wing, Special initiatives by the Institute and departments. Institute has registered NSS unit, which takes the responsibility of organizing community based activities such as

- Tree Plantation
- Cleanliness and eye checkup campaign in local villages

- Road shows highlighting National Integration
- Lake, campus cleaning
- Awareness programs on government welfare schemes like Swacch Bharat, Drug abuse, Road safety, Gender issues etc.,
- Visit to orphanages home
- Adopted the nearby villages for the development

Organizing such events creates awareness to the students about the society and their social responsibility. NSS unit has organized guest talk on topics like gender issues, women's security on different occasions.

Institute follows a mechanism for student's involvement in various social activities which promote citizenship roles. Besides this, the institute organizes other activities also as per need and availability of time without affecting academics. Awareness programs on gender equality, environmental awareness, cleanliness, tree plantation in campus are also organized by the institution. Institute encourages faculty members to organize different extension activities and workshop in other institutes also

A systematic plan and event calendar is prepared every year with an aim to extend services in the neighborhood community and sensitize students towards social issues and holistic development. These include joining hands with Local governance (Gram Panchayat), Municipal Corporation, Police Public in general adopting nearby villages, Celebration of birth anniversaries of National heroes, NGOs Camps on Blood donation, environment conservation. These activities add to overall development of the students and nurture value education. Through these, we have been able to imbibe various qualities to become a good citizen.

The spirit of voluntary work through sustained community interaction and link between campus and community is enthralled amongst students, which reflects on the personality development of students through community service. Students and faculty volunteers have contributed in the field of mass literacy, environment preservation, watershed management, health education, disaster management, food for the homeless, communal and social harmony etc. in past years.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 91

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
28	17	05	20	21

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The following adequate facilities for teaching-learning are available in AITS campus:

Academic activities:

The institute has an adequate number of classrooms and laboratories, meeting all necessary norms to support any academic activity. Each department is equipped with its own computing resources and departmental library. The departments also have specialized software for their laboratories. Additionally, the institute boasts a Central Library equipped with various national and international journals. The Digital Library is an additional advantage, and the high-end library server further benefits faculty and students by providing ample storage for learning materials and easy accessibility.

Co-curricular Activities

The institute has its own auditoriums, named the Gallery, Conference Hall, and Open Quadrangle, in addition to departmental seminar halls in nearly every department to meet various requirements.

Laboratories

All departments of the institute are fully equipped with the latest state-of-the-art technology as specified in the curriculum. Each department has its own computing facilities with the latest software to support major projects, mini projects, and research activities. Beyond the regular curriculum, students are encouraged to pursue their studies and project work in emerging research areas. The institute has established innovation center facilities in specific fields to foster research habits among the student body.

Teaching Learning Centers

- **IBM Centre of Excellence**
- **Ekalavya Center**
- **APSSDC Skill Development Centre**
- **Professional Societies**

The institution strongly believes that involving faculty and students in diversified learning processes strengthens the foundation at the formative stages. To support this vision, the above laboratories have been established.

ICT as a Learning Resource

The institute has provided more than 1,410 computers distributed across all departments for daily use by students and faculty. Each department has its own computing facilities to meet curriculum needs. Desktop computers are also provided in staff rooms and departmental libraries.

Each department is equipped with LCD projectors, laptops, and overhead projectors for computer-aided teaching. Internet access is provided to all departments and computer centers with a bandwidth of 1.0 Gbps. Computers are loaded with the necessary software as per curriculum requirements, and software for the preparation of computer-aided teaching materials by the faculty is also made available.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 37.15

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
235.70	92.54	45.59	169.73	461.46

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is the soul and knowledge resource of the Institute. It provides timely and efficient services to its users. It has a collection of Volumes 62493, 100 journals, 07 Magazine, 10 daily News Paper. Students, teachers, researchers and members of administrative staff use the library resources. Alumni of the college also use library resources- books as well as e-resources for their problem at working place. Library has sections like books, periodicals, reference. Reading hall have a capacity of 250 users. All the books have been classified with the Dewey decimal classification. Newspaper cuttings and newspapers, syllabus, previous year university exam question papers and free PDF downloads, e-books, e- textbooks are also available. The library staff organizes book exhibitions and library day celebration in order to create awareness about reading. The Library has 25 computers for students along with 1 Gbps optical cable line and Wi-Fi facilities.

Library has facilities such as Palpap Ichinichi Software and OPAC (Online Public Access Catalogue) which is used by students & faculty to search books by title/ author name etc. All the work related to issue and return has been computerized. All books are bar-coded. Palpap Ichinichi Software is a totally integrated software package encompassing all aspects of library management. This software covers all areas within the preview of the Palpap Ichinichi Software for efficient Information Management and at the same time provides a precious tool to all its members to have access to these resources at his fingertips.

Modules / Features of Palpap Ichinichi Software-

- Cataloging
- Barcode enabled Issue return
- Transactions are automated by using bar code reader.

- OPAC (Online Public Access Catalogue)

This Library Automation Software has requisition Procurement, Vendor quotes, comparative statement, supply chain order & follow-up, Invoicing & accessioning, Payment requisitions, Loss of books/missing/display, Book indexing, Department-wise transfer of books, Biometric for borrower identification, Document circulation - issue, return & renewals, Reference book issue return facilities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 3.6

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
18.03	12.21	10.74	18.68	37.68

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of update, available internet bandwidth within a maximum of 500 words

Response:

The institution regularly examines and updates its IT infrastructure to meet curriculum needs, and it has the necessary computing resources, including hardware, software, networking, scanners, and printers. The IT infrastructure must be updated to accommodate changes to the curriculum and upgraded versions of current software. The institute complies with the standards set by the appropriate authorities.

The institution upgrades its IT facilities according to the following procedures.

- As and when necessary, computer system upgrades on a periodic basis. This is made sure of by investing in the most recent technology, getting a new processor, or replacing systems whenever one is proven to be beyond repair or as per SRA guidelines. If required outdated PCs are used for hardware or networking demonstration classes, or else scraped.
- Software is updated as a result of changes and improvements.
- Increasing internet capacity as needed (1 Gbps leased-line is currently available).
- Wi-Fi facility: Cisco Wi-Fi routers with large capacities and enough speed are offered. With regard to digitization and internet bandwidth, the facility has been updated when needed
- The institute has 4-core HPC servers to efficiently handle problems of the internet scale and has updated these servers as needed.
- LCD projectors and computers with internet connectivity are provided in classrooms. These devices are upgraded based on usage and demand.
- The biometric attendance has been recently upgraded to a face recognition system integrated with ERP for automatic leave & salary management.
- The identity cards of students & staff are now printed in-house with a new advanced ID card printing machine procured in 2009-10.
- The institute premises are equipped with CCTV surveillance systems upgraded from low resolution analog systems to high resolution IP based systems with multiple access point's at all appropriate locations.
- For fast printing of question papers during university examinations, automatic photocopier machines with capacity to print 25 copies per minute have been purchased.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 3.89

4.3.2.1 Number of computers available for students' usage during the latest completed academic year:

Response: 1207

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

In the ever-evolving landscape of education, the integration of technology has become paramount in providing a dynamic and immersive learning experience. At the forefront of this educational revolution, the Institute has established an Audio-Visual Centre with state-of-the-art infrastructure, including advanced video mixing equipment, editing facilities, and cutting-edge hardware and software tailored for e-content development.

The heart of this centre lies in its commitment to fostering innovative teaching methodologies and creating digital content. Video mixing equipment forms the backbone of this initiative, allowing educators to seamlessly blend visuals and audio, capturing the attention of learners in a way that traditional methods cannot. The utilization of high-quality cinematic cameras, professional lighting techniques, and sound recording systems ensures that the produced content is not only of high quality but also highly effective for learning.

The editing facility within the centre serves as the creative hub where raw footage is transformed into quality content for an enhanced visual learning experience. Cutting-edge editing software empowers content creators to add graphics and animated content, elevating the learning experience to new heights. Faculty can explore their creativity, producing content that transcends the boundaries of traditional teaching materials.

Media studies find a natural home in this innovative space, allowing students to obtain hands-on experience in content creation, duration, and dissemination. The centre becomes a laboratory for exploring the nuances of media, providing a platform to hone their skills and understand the impact of visual communication on education.

A cornerstone of the Audio-Visual Centre is the lecture capturing system, a modern educational necessity that ensures no academic moment is lost. With the ability to record and archive lectures, seminars, and presentations, this system not only facilitates asynchronous learning but also serves as a valuable resource for future reference. Students can revisit lectures at their own pace, reinforcing their understanding of complex topics and fostering a culture of continuous learning.

The hardware and software infrastructure supporting e-content development in the centre is meticulously crafted to meet the diverse needs of educators and learners. High-end computers equipped with industry-standard software for video editing and content creation empower users to push the boundaries of conventional teaching methods. Web storage provides access to resources from anywhere, fostering a flexible and inclusive learning environment.

In conclusion, the Audio-Visual Centre stands as a beacon of educational innovation, leveraging video mixing equipment, editing facilities, and cutting-edge technology for e-content development. This facility not only transforms the way educators deliver content but also empowers students to actively participate in their learning journey. As we navigate the digital age, this centre serves as a testament to the power of technology in shaping the future of education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 7.45

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
49.42	29.36	19.75	51.56	51.57

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The Institution takes direct initiative in the maintenance and upkeep of infrastructure and support facilities. Predefined measures are implemented for the maintenance and utilization of its physical, academic, and support facilities. This establishes transparent and efficient processes that streamline operations and cultivate a culture of ownership and responsibility among stakeholders.

Maintenance Systems and Procedures

- **Budget Preparation:** The detailed budget is prepared by the maintenance engineer along with the Principal for infrastructure and physical facilities by gathering requirements and inputs from the Heads of the Departments.
- **Annual Audit and Stock-taking:** An annual audit and stock-taking of physical, academic, and support facilities are undertaken for assessment and evaluation. Based on this, a detailed report is submitted by the Head of the Department and internal auditors to the Principal for action.
- **Maintenance Staff:** The Maintenance Engineer, Electrician, and Plumber are responsible for electrical and plumbing maintenance across the campus, with major service works carried out during the end-semester vacation.
- **Gardening:** Gardeners are outsourced for the regular upkeep of plants and lawn maintenance within the Institute premises.
- **Furniture and Smart Boards:** Furniture in classrooms and smart boards are serviced or replaced as needed before the commencement of each semester.
- **Annual Maintenance Contracts (AMC):** AMCs for lifts, air-conditioners, generators, sewage treatment plants, fire extinguishers, and other equipment are regularly calibrated and maintained.
- **Cleaning:** Classrooms, seminar halls, laboratories, staff rooms, the library, and corridors are

cleaned daily by sweepers. Washrooms are regularly cleaned by scavengers.

- **Classroom Maintenance:** Includes maintenance of smart boards/smart TVs, furniture, projectors, lighting systems, and technology integration.

Maintenance of Academic Facilities

Laboratories

- **Safety Protocols:** The Institution has stringent safety protocols governing all aspects of operations. A team comprising a system manager, administrator, and technicians maintains the systems.
- **Equipment Maintenance:** Regular equipment calibration, stock management, and waste disposal procedures are in place.
- **Annual Stock-taking:** All departments conduct annual stock-taking of equipment, instruments, glassware, specimens, and computing devices.

Library

- **Annamacharya Learning Centre:** Serves as a vibrant hub of intellectual activity, supported by robust systems and procedures for cataloging, circulation, and resource management.
- **Identity Card Validation:** The unique code of the identity card validates the entry and exit of library users.
- **Annual Stock-taking:** The annual stock-taking and maintenance of library books are carried out before the summer vacation through an internal audit. A list of required books is prepared and procured for the next academic year based on departmental requests.

Sports

- **Maintenance Oversight:** All sports amenities are overseen by the Director of Physical Education.
- **Facility Maintenance:** The maintenance of Annamacharya outdoor facilities, other indoor/outdoor sports facilities, and the gym is regularly carried out with proper care.

Computer Maintenance

- **Essential Maintenance:** Ensures optimal performance, reliability, and security of computer systems.
- **Regular Procedures:** Includes regular updates, disk cleanup, disk defragmentation, hardware inspection, backup and recovery, software maintenance, and hardware upgrades.

The systematic management of physical and academic support facilities aligns with the Institution's mission of fostering academic excellence and holistic development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 68.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2987	2979	2506	2582	2790

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Since its establishment, the institute has produced numerous leaders who have made significant contributions in various fields.

Guidance for career counselling including e-counselling:

The institute primarily provides career counselling programs to its students, encompassing a wide range of disciplines such as Engineering, Management, and other science streams. These counselling programs cater to all our students. The institute also offers orientation programs for incoming students, aimed at familiarizing them with various tactics and platforms to enhance their effectiveness in learning the curriculum and securing employment opportunities in esteemed, high-paying firms.

During and after the COVID-19 pandemic, multiple departments implemented numerous online programs with the objective of enhancing students' employment prospects. The institute proactively undertook the task of arranging Technical and Motivational Talks. The institute additionally coordinated activities regarding Personality Development, Conceptual Research, Placement, and Training. The Entrepreneurship Cell (E-Cell) and Career Development Cell (CDC) have coordinated training programs focused on interview skills, current trends in job prospects, and programs aimed at enhancing soft skills.

Guidance for competitive examinations:

In today's competitive world, students are required to pass several competitive exams, such as GATE, CAT, TOEFL, GRE, GMAT, and CMAT, as well as those for Banks, Railways, Public Sectors, and Corporations. It is important to provide support and guidance to students as they prepare for these challenging tests.

Seminars and expert lectures on career guidance and counseling help students gain the knowledge, skills, and experience needed to understand opportunities, consider alternatives, and succeed in society. Through the Career Development Cell (CDC), students are trained for placement drives and higher studies. The Entrepreneurship Cell (E-Cell) also plays a vital role in this process

These activities aim to prepare students for the evolving workplace of the 2024 by:

- Developing knowledge, skills, and abilities.
- Teaching about labor market changes and the complexity of the workplace.
- Enhancing decision-making abilities.
- Boosting self-esteem and motivation
- Fostering interpersonal effectiveness
- Maximizing career opportunities
- Enhancing employment marketability and opportunities
- Encouraging effective job placement.
- Strengthening employer relations
- Organizing a career opportunity conclave.

Additionally, the institute aims to improve students' general reading, observation, and reasoning skills, as well as their confidence in taking various competitive exams.

These activities include:

- Sensitizing and motivating students to pursue future careers in the public and private sectors by conducting special expert sessions on a range of subjects to disseminate information about contemporary pressing issues and current affairs helpful for exam preparation.

- Mentoring through Mentor-Mentee scheme.
- Assisting students in interview and group discussion preparation by conducting replacement talk
- Organizing workshops and seminars on professional development.
- Conducting sessions on communication and personality development.
- Organizing various sports activities to help the students to make their career in the field of sports.

File Description	Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for 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:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression**5.2.1****Percentage of placement of outgoing students and students progressing to higher education during the last five years****Response:** 64.43**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
912	848	599	485	529

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.76

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	5	2	14

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities**5.3.1**

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	11	0	2	30

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Institute has a student council constituted with academically strong students as its body. It operates with a sense of responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enable them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students' perception. Institute puts efforts for the all-round development of a student. They take part in various professional society chapters like IEEE, ISTE, IE(I), CSI, and ACM. Also student members are involved in several Institute and Department level committees with active participation. They are explained below.

Internal Quality Assurance Cell (IQAC): Student representatives are nominated for this cell, who participates in the decisions regarding the quality initiatives of the institute.

Women Empowerment Cell: The girl students are part of the committee to address issues on women welfare.

Hostel Committee: They play major role regarding food quality, hygiene and other general facilities. They voluntarily monitor day to day activities and bring to the notice of the warden immediately.

Class Review Committee (CRC): It consists of HOD, faculty handling the particular section and student representatives in each class. They discuss the conduct of class work, delivery of lecture and overall discipline. Based on the minutes of the CRC meeting, action is initiated to improve the academic performance of the class.

The National Cadet Corps (NCC) is encouraged in the institute aiming at the development of leadership, character, comradeship, and spirit of sportsmanship and the ideal of service, among the youth.

NSS is also encouraged in the institute enabling the student to participate in service activities like organizing blood donation, rural health & sanitation, adult education, and environmental awareness camps in the neighboring areas as a social responsibility.

In addition to the above, the students are involved in organizing Technical fest, Cultural fest and National Level Sports fest. Student members of all professional societies and student clubs actively take part in hosting their respective events.

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 52.96

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
15.87	12.50	7.58	6.75	10.26

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The Institute has a registered Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance and placement. The Alumni Association of the Institute is called as Annamacharya Institute of Technology and Sciences Alumni Association. This was registered under Societies Act XXI of 1860 with Society No. 140 in 2002. The office headquarters of Annamacharya Alumni Association is in the premises of Annamacharya Institute of Technology and Sciences, Rajampet, Annamayya District, Andhra Pradesh. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni meet is arranged on second Saturday of December of every year.

Objectives of the Alumni association:

- To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.
- To promote and encourage friendly relations between all members of the alumni body, an interest

in the affairs and well-being of the Institution.

- To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni.
- To assist and supporting the efforts of the Institution in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
- To organize and co-ordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Matter.
- To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.

Activities and Contributions:

- Alumni have donated funds to assist the Poor & Merit students of the Institution.
- Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.
- Few Alumni gave Guest lecturers to the existing students on some contemporary technological developments and career guiding focuses.

File Description	Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The governance structure of Annamacharya Institute of Technology and Sciences, Rajampet reflects successful leadership aligned with the institution's vision and mission, engaging all stakeholders. Emphasizing transparency, quality, participative leadership, and decentralization of power, the institute fosters a culture of participative management across academic and non-academic realms.

To ensure participative management and decentralized governance, the institute adopts a committee system for the implementation of decisions. The following components contribute to this governance framework:

1. **Institution Vision and Mission:** Clearly defined and disseminated to all stakeholders, guiding the institution's strategic direction. <https://aitsrajampet.ac.in/about>
2. **Dissemination of Vision and Mission:** Ensures that the vision and mission statements are effectively communicated throughout the institution.
3. **Institute Organogram:** Illustrates the hierarchical structure and reporting lines within the institution, facilitating clarity and accountability.
4. **Constitution of Governing Body during the Last Five Years:** Provides insights into the composition and evolution of the governing body, highlighting continuity and leadership stability.
5. **Various Bodies/Cells/Committees:** Includes committees tasked with specific functions such as academic planning, student welfare, research oversight, etc., ensuring comprehensive governance coverage.
6. **Institution Policy Manual:** Documents institutional policies and procedures, guiding decision-making and operations across all levels. <https://aitsrajampet.ac.in/images/pdf/ServiceRules-min.pdf>
7. **Short-Term and Long-Term Plans of the Institution:** Outlines strategic objectives and action plans for both immediate and future initiatives, aligning with the institution's vision and mission. - <https://aitsrajampet.ac.in/strategic-developement>

By integrating these elements, the institute establishes a robust governance framework that promotes

collaboration, accountability, and effective decision-making, ultimately driving towards the achievement of its overarching goals.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The statutory entities, including the Governing Body (GB), Academic Council (AC), Board of Studies (BOS), Finance Committee, and Departmental Advisory Board (DAB), are well-organized, with clearly defined roles for everyone from senior administrators to external experts. The functioning of these institutional bodies is characterized by effectiveness and efficiency, as evidenced by the formulation and implementation of policies, administrative procedures, admission processes, examination protocols, appointment and service regulations, as well as internal audits conducted by the IQAC cell. Feedback from various stakeholders, including students, parents, industrialists, alumni, and faculty, further attests to the institution's commitment to continuous improvement and stakeholder satisfaction.

Effective execution of institutional perspective plan:

The institute has established an Institute Academic Committee comprising the Principal, Dean of Academics, Heads of Departments (HODs), and senior professors from various departments. This committee plays a crucial role in strategic planning and decision-making, particularly regarding the introduction of new undergraduate/postgraduate programs and potential expansions of existing programs. Additionally, it oversees the development of campus infrastructure and facilities essential for student welfare and academic advancement. Through its collaborative efforts and comprehensive oversight, the Institute Academic Committee plays a critical role in shaping the institution's academic landscape and ensuring the realization of its strategic objectives.

The Governing Body convenes periodic meetings of institute officials to oversee their progress in implementing the strategic plan and offer solutions if they encounter any obstacles. Academic regulations are established to maintain decorum and ensure impactful operation of the institute. Policies and regulations covering research, internal quality management, examinations, women's development, student welfare, and hostels underscore the institute's commitment to transparent and efficient functioning. Human resource policies, including conduct, discipline, service, appeal rules, and welfare measures, are developed and followed.

The institute adheres to established appointment and service norms for employees, guided by HR and welfare regulations. As a testament to successful planning execution, the institute conducts Green audits focusing on optimal resource utilization and maintaining a sustainable campus environment. This includes the installation of solar power plants in many buildings and the utilization of treated wastewater for irrigation purposes, demonstrating the institute's dedication to renewable energy sources and water sustainability

Following actions were planned between 2018 to 2023, many of which became a reality even before time:

- Academic blocks developed.
- Hi-tech Laboratories and instruments added.
- ICT-enabled teaching-learning resources
- Career Development Cell
- Modern Central Library the Strategic Plan (Road map) covers the spirit of NEP-2020 which is reflected in the following important points
- Liberalization of policies to develop and modify courses as per industries requirement.
- Flexible credit transfer of credits at national and international levels.
- Introduction of more research-based PG courses to enhance research atmosphere.
- To increase the participation of industries/corporates in different courses and release incentives/benefits for research publication/patents to enhance invention/research.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The Institute has practice of annual performance appraisal system is followed for all the teaching and non-teaching staff. The filled in self-appraisal forms will be received from all faculty members at the end of every year for assessment. The appraisal form deals to measure the faculty competency includes the teaching, course delivery, publications, Research and Development, various participations and coordination of the faculty members for the departments and institution's development. A report is generated by the Head of the department in various perspective measures at each semester and the same is forwarded to the Principal for further action. Appraisal interviews are conducted periodically to evaluate the teaching skills and their professional growth. The assessment report and concluding remarks are considered for the promotion, increment, recognition, etc. From the outcomes of the appraisal measures, the competency level of the staff is increased and the academic performance can be improved. Based on appraisal committee suggestions, improvement programs are arranged to strengthen their performance. The performance appraisal facilitates the promotion/increment process in a transparent manner. This practice helps in maintaining a consistent development of the institute. The report from the Head of the Department is considered for the performance appraisal of non-teaching staff members.

1. Best Faculty award
2. Best Researcher award
3. Best Placement Co-coordinators
4. Best Mentor

Effective Welfare Measures for Teaching and Non-Teaching Staff:

The effective Welfare measures of the Institute for teaching and non-teaching members are not only for the development of faculty and Staff but also for the organizational development. The institute offers various schemes such as Leave On Duty, Maternity Leave and Support to staff for higher education/research and for attending workshops/conferences, Incentive Policy for Research & Publications, Revenue sharing in consultancy. The welfare measures are offered by the institute to all the employees with the motive to promote the efficacy. The following are the welfare measures extended to the teaching and non-teaching staff of the Institute:

1. Group Insurance
2. Leaves
3. Sponsorship for Higher Studies – Ph.D. Full Time / Part Time, PDF
4. Sponsorship to attend Seminar / Paper Presentation / Conference
5. Sponsorship to attend Quality Improvement and Faculty Development Programme
6. Revenue sharing with faculty in Consultancy / Testing
7. Cash incentive for Paper Publications

R&D work Career Development/Progression:

Career growth is a major aspect that decides how satisfied the faculty members are about their career. The institute emphasizes the importance of career growth of our faculty members as it is directly linked with better learning of the students. The improvement in the skill, knowledge and expertise of an academician that directly impacts a student's life. The career growth in teaching profession also involves the promotions to better posts in institution hierarchy.

1. Sponsoring for Online Courses
2. Promotion Schemes as per hierarchy
3. Recommending registering for MOOC
4. Supporting for higher studies
5. Sponsoring for skill enhancement schemes
6. Motivating for industrial training etc.,

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 58.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	117	133	126	149

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 63.18**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
159	157	137	119	140

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The Annamacharya Institute of Technology and Sciences, Rajampet is a self-financing private Institution run by Annamacharya Educational Trust. The primary source of income to the Institution is the tuition fees remitted by the students and contribution by the trust. In addition, the Institution has strategies in place to obtain funds from various Government and Non-Government agencies. The Research Advisory Board (RAB) meetings are conducted twice a year. The RAB guides the Institution to apply for research grants and these funds are used for improving the laboratory infrastructure. The memorandum of understandings (MoUs) signed with various industries pave the way for consultancy projects. The alumni funds are utilized for student welfare activities and laboratory infrastructure development.

Mobilization of Funds

The Institution mobilizes the funds required for the routine academic activities and infrastructure development through the following means

- Fees received from the students as prescribed by State Government
- Funds supported by the Management.
- Research and Development grants received from various funding agencies such as Department of Science and Technology (DST), All India Council for Technical Education (AICTE), Defense Research and Development Organization (DRDO) and UGC etc.,

- Funds generated from consulting services rendered to Industries and other organizations.
- Fees collected for organizing value-added activities.
- Corporate and private sponsorship received to conduct events.
- Contributions from philanthropists and alumni to the Institution.

Utilization of Funds

The Institution has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for up-scaling the academic processes and for infrastructure development. The Finance Committee oversees the financial planning as well as the utilization of the funds of the Institution. The process of financial planning is given below

- Annual budget is prepared based on a thorough analysis of need that conforms to the Institution's budgetary guidelines and processes. Accordingly, all the administrative and academic heads are requested to submit the budgets required for the subsequent financial year.
- Adequate funds are allocated for effective teaching-learning practices that include orientation programmes, workshops, interdisciplinary activities and training programmes. Expenditure under different heads is made as per the budget provision approved by the Finance Committee.
- The required equipment's are procured for the academic, research and development activities. The Infrastructure is also developed as per the budget provision.
- Periodic financial audits are performed to ensure continued compliance with the Institution's financial policies.

Optimal Utilization of Resources

- The available physical infrastructure is optimally utilized beyond regular working hours to conduct remedial classes, co-curricular activities, extracurricular activities, academic review meetings and consultancy activities.
- Effective utilization of laboratory infrastructure is ensured through the appointment of adequate and well-qualified lab technicians and system administrators.
- The infrastructure of the Institution is utilized as an examination centre for conducting various Government and University Examinations.
- Library functions beyond the regular working hours for the benefit of students and faculty.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 48.61

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
4.97	8.83	6.65834	19.45	8.7

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3**Institution regularly conducts internal and external financial audits regularly**

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The institute conducts internal and external financial audits regularly. It has a full-time accounts department and in house internal audit team since inception to ensure proper and timely maintenance of accounts and audit compliances.

The External Financial Audit of AITS is carried out by the appointed independent auditors. For each financial year they check and establish the accuracy of the financial statements and related accounting policies/standards are as per statutory requirements. They also give an opinion on maintenance of proper books of accounts and agreement of the certified financial statements with the books of accounts. All Utilization Certificates to various grant giving agencies, annual Financials are also certified by the external auditor time to time. Since inception, till the financial year ending 2023-24, all the annual financial statements has been certified by the external auditors.

The Internal audit of AITS is conducted on concurrent basis by its internal audit team, consisting of employees at the Institute. The team visits the office and departments as per the approved annual audit plan and check for operational efficiency and effectiveness of internal control mechanisms with respect

to the financial transactions throughout the organization established by standard operating procedures. The internal audit mainly engages in concurrent audit of all major receipts and payments of the departments and the Institution. Apart from this, the internal audit team is also involved in verification of working sheets of payroll, statutory compliances, fraud detection etc. The Internal audit team also conducts special audits time to time as per the requirement of board. The team is responsible for review of internal policies/procedures and gives recommendations to the board for modification of existing policies or implementation of new policies time to time.

Process of settling audit objections:

- The audit objections of external audit and internal audit with all the material facts, findings are communicated to the audit committee through a formal report after completion of the assignment.
- The audit objections could be in the nature of – Recovery, Rectification, Action -oriented, Non-production of evidences, Misappropriation, misutilisation of funds, procedural lapses, Non compliances of statutory provisions etc.
- These communications were examined by the audit compliance committee consisting of – Principal, Head of Internal Audit, Concerned Dean / Department heads and any other expert members nominated by the board of trustees.
- The audit compliance committee reviews the observations in detail along with all available justification notes/supporting and exercised its power to verify the facts in detail.
- The committee meets separately with the auditors for any further clarification/discussions before issuance of the compliance report.
- Draft report is submitted to the Principal for review and consent.
- The committee issues the final compliance report along with the reason of disagreement if any, in order to closure of the audit.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

- The IQAC of the institute was established in 2012.
- AQAR of the institute appropriately captures the quality policy of the institute, strategies adopted, tools and methods followed to implement and institutionalize the quality policies.
- The IQAC of the institute is involved in drawing the quality policies for Teaching-Learning, Research, Curriculum planning and implementation, Student activities, innovation and all the extra- curricular and co-curricular activities.

Quality parameters developed for various academic / administrative activities of the institute;

- Assessing the quality parameters and providing required suggestions for the improvement.
- Arranging training on pedagogy every semester for all newly admitted faculty
- Conducting seminars / workshops, FDPs on emerging technologies for faculty.
- Conducting Guest Lectures from Industry/Experts
- Arranging regular training / certification Programmes for students and supporting staff.
- Encouraging R&D and Consultancy
- Action plan for enhancing quality of student projects (outcome based approach)
- Action plan for improving the API (Academic Performance Index of faculty members)

Teaching and Learning:

IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- Feedback from the stakeholders (students, alumni, industry experts, research organizations and parents).
- Monitoring of course files, lecture Schedules, course plans by random sampling
- Verification of cycle test analysis, question papers
- Arrangement of special classes for weak students during evening hours.
- Identifying the new processes and recommending the same for improving the quality.

Initiatives of the IQAC in Sensitizing/Promoting Research Climate in The institution:

Autonomy to the principal investigator

The Principal investigators who were sanctioned projects from various funding agencies such as DST, UGC, AICTE, MHRD etc., are given full autonomy in executing the project as per the guidelines of the funding organizations.

Timely availability or release of resources

Principal maintains and provides all facilities like timely release of project funds for completion of the

funded project.

Adequate infrastructure and human resources

The departments have established a common computer centre with necessary software and computing facilities to carryout research projects. Central library facilities are enhanced to update with online national and International reputed journals etc.

Time-off, reduced teaching load, special leave etc. to teachers

Faculty members working on major research projects are given the facility of reduced teaching work-load in addition to sanctioning academic leave for attending the workshops/seminars relevant to their research projects and associated works

Budget allocation for Research & Development

The institute makes budget provisions to procure necessary equipment for experimental projects, travel support for faculty attending conferences, internal funding, subscribing research journals up to date to strengthen the library, reference books and text books.

Support in terms of technology and information needs

The institute/department encourages the students and faculty to utilize the advanced research laboratories, library, computer center and software tools for carrying out their academic/research projects.

Facilitate timely auditing and submission of utilization certificate to the funding authorities

The institute invites scientists, eminent professors and reputed researchers to share their experiences with faculty which enhance the research culture in the campus.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The contribution of IQAC comprises not only unveiling the initiatives for institutionalization but also actively involved in periodic review of systems, structures and processes of the institution so as to facilitate the progressive reforms.

IQAC of Annamacharya Institute of Technology and Science, Rajampet, regularly takes part in the institutional review processes undertaken at periodic intervals and provides positive guidance and policy inputs for the proposed reforms.

1) IQAC has taken active part in mid-term review of CBCS and come out with useful suggestions for shaping the academic structure at Annamacharya Institute of Technology and Science.

Annamacharya Institute of Technology and Science introduced CBCS during 2019-20 through R19 regulations. IQAC took note of this deficiency during the institutional review undertaken during December 2019. It suggested steps for mainstreaming these programmes under CBCS pattern.

IQAC has impressed upon the adoption of CBCS curriculum of B.Tech, MBA and MCA programmes for implementation. Similarly, IQAC has taken note of the practical difficulties being encountered in the introduction of CBCS in the M.Tech programme. After taking into consideration the experience of established autonomous institutions, IQAC has suggested the adoption of CBCS pattern for all the programmes offered at the institution.

The respective boards of studies in these programmes have followed up the matter. The fruits of this vigorous pursuing have led to the introduction of CBCS in B.Tech, MBA and MCA programme during 2019-20.

2) IQAC has demonstrated its commitment for the promotion of academic excellence through a critical focus on learning outcomes in the diverse academic programmes being offered at Annamacharya Institute of Technology and Science.

IQAC has taken note of the missing focus on learning outcomes in the curriculum design and teaching-learning processes. It has brought home the critical significance of learning outcomes and emphasized on the formulation of programme outcomes in consonance with the vision and mission of the University.

In pursuance of this process, it has worked closely with all the departments at Annamacharya Institute of Technology and Science. As a result of this collaborative endeavor, the institute has formulated programme outcomes which focus on generic skills that are transferable, preparing students for study, employment and citizenship while still capturing the discipline-specific skills a programme cultivates. The key role played by IQAC has been instrumental in this positive development at Annamacharya Institute of Technology and Science, Rajampet.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equity involves raising awareness that it is everyone's responsibility to ensure that women are given equal rights and opportunities in life. Our institute takes numerous measures to provide our female students with equal opportunities in all areas, including academic, co-curricular, and extracurricular activities. Students of all genders are given equal opportunities to grow and develop into capable, responsible citizens of the future. The institute also strives to maintain gender balance among faculty members, as well as in the administrative and housekeeping departments.

The recent increase in incidents of violence against women has highlighted the need for enhanced safety and security for our female students. In response, we have implemented measures to tighten security on our campus. The institute has separate hostels for boys and girls. Day scholars who travel by the institute bus are segregated by gender. Female students are provided with a separate common room where they can relax during break hours or rest if they are unwell.

In addition to these infrastructural and academic facilities, the institute has established various clubs and committees to address the needs of female students. These include the Women Empowerment Cell (WEC), Guidance and Counseling Cell, Grievance and Redressal Cell, and Anti-Ragging Cell. These entities ensure that student issues are addressed promptly and effectively. International Women's Day is celebrated annually, featuring sessions with eminent women personalities, qualified doctors, and psychologists who educate our female students on managing mixed-gender classrooms and workplaces. A suggestion box is placed on the premises to ensure the Redressal of grievances and to facilitate a proactive response to students' needs. Additionally, first aid boxes are available in each department, and fire extinguishers are placed in prominent locations for emergencies

National identities and symbols:

The students are encouraged to celebrate the greatness of our nation and its cultural diversity at every opportunity. These celebrations and awareness programs ensure that students learn their civic duties and exercise their rights properly without disturbing others. Additionally, the birth and death anniversaries of great leaders are observed to remind our students of their achievements and contributions to society.

The fundamental rights in our constitution include the Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Right to Cultural and Educational Rights, Right to Constitutional Remedies, and the Right to Vote. Students are made aware of these basic constitutional rights and their right to use the college campus for acquiring academic knowledge

Independence Day: Independence Day is celebrated every year to create a pride for our nation.

Republic Day: Republic Day another important National festival is celebrated by flag hoisting and parade by the NSS and NCC students in the college campus

Pongal: Pongal is the Festival of Harvest is celebrated every year so that students understand the importance of agriculture and protecting our environment

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

1. The Solid Waste Management

The institute is dedicated to minimizing waste generation on campus. Solid waste is segregated into biodegradable and non-biodegradable categories and handed over to the Rajampet Municipal Office as part of the Swachh Bharat initiative and Clean and Green Rajampet. All corridors are equipped with dustbins for dry waste disposal. Waste is segregated into dry and wet categories using separately allocated dustbins in strategic locations, thus maintaining a clean and eco-friendly campus. The use of plastic carry bags, cups, and laminated paper plates is prohibited on campus. Students and staff are encouraged to bring cloth bags.

2. Liquid Waste Management

Next to air, water is the most important element for the preservation of life. Water is a finite resource which, if not managed properly, will result in shortages in the near future. Water conservation can go a long way in alleviating these impending shortages. Students are made aware that conserving water is equivalent to conserving their future. At AITS, one of the best practices followed is drinking water from the tap and refilling bottles as often as needed. Disposable bottles are not allowed on campus. Sustainable liquid waste treatment is adopted through bioremediation using microorganism metabolism, which helps minimize the chemical and biological load of domestic sewage and is beneficial for gardening purposes.

3. Biomedical Waste Management

There is no biomedical waste on the institute campus.

4. E-Waste Management

The institute has an efficient mechanism for disposing of e-waste generated from various sources. E-waste is produced from computer laboratories, electronic labs, physics labs, chemistry labs, and academic and administrative offices. This e-waste includes out-of-order or obsolete items such as lab instruments, circuits, desktops, laptops and accessories, printers, charging and network cables, Wi-Fi devices, cartridges, sound systems, display units, UPS units, biometric machines, and scientific instruments.

All such equipment that cannot be reused or recycled is disposed of through authorized vendors. Instead of new procurement, a buy-back option is preferred for technology upgrades. The institute is grappling with ways to efficiently and cost-effectively handle the issue of electronic waste on campus. It is normal for people to discard products due to wear and tear, but technological advancements have accelerated e-waste growth as students, faculty, and administrators frequently upgrade to better gadgets. This surge has forced institute administrators to carefully examine and address the environmentally responsible disposal of these products on a campus-wide scale.

5. Waste Recycling System

Degradable solid waste collected from the cafeteria, boys' and girls' hostels, guest houses, and residential quarters are dumped into the Vermi Compost Unit to produce organic fertilizer. This fertilizer is then used for gardening purposes on campus.

6. Hazardous Chemicals and Radioactive Waste Management

Campus is free from any kind of hazardous waste. All stakeholders, especially from Academic departments and laboratories are responsible for disseminating information on hazardous materials being used in the facility. Various types of chemicals are used in chemistry labs for number of experiments in the institute. Some of the dangerous chemicals in lab are handled with care.

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

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: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Students and Staff of AITS Use:

- a) Bicycles: Unluckily, there is no provision for bicycles on the institute campus.
- b) Public Transport: The institute operates a full-fledged Transport Department with three buses to facilitate transportation for students and staff from various locations.
- c) Pedestrian-Friendly Roads: The aim of creating pedestrian-friendly roads is to preserve and enhance pedestrian access, promoting walking as an attractive mode of transportation, as well as for leisure, recreation, and health.
- d) Plastic-Free Campus: The institute actively discourages the use of plastic bags among students and staff. Security guards ensure that no one enters the campus with polythene bags. Students receive education on the harmful effects of plastics, and management conducts awareness programs accordingly.
- e) Paperless Office: To achieve a paperless office, faculty members utilize hard drive servers for data sharing. Documents are shared via official or personal emails and WhatsApp messages to minimize paper usage.
- f) Green Landscaping with Trees and Plants: Environmental consciousness is integral to the institute's objectives, with tree plantation being a major focus of management to maintain the purity and beauty of the campus environment. When a tree is felled for construction purposes, it is replaced by planting several trees. The campus undergoes regular green audits, with staff overseeing the maintenance of existing trees and identifying areas for new plantings. NSS volunteers and departments are assigned tasks such as planting, watering, weeding, and maintaining the campus greenery.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environmental audit
2. Energy audit
3. Clean and green campus recognitions/awards
4. Beyond the campus environmental promotion and sustainability activities

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

The institute ensures that the persons with disability enjoy the right to equality, life with dignity and respect for his or her integrity with others. The institute takes steps to utilize the capacity of persons with disability by providing appropriate environment. The institute has a policy of extending special care and

maintaining hassle free environment for all the differently abled persons. The institute has provided adequate infrastructure facilities such as ramps, wheel chairs and lifts for easy access the online resources and computers and also institute provides scribes during the examination.

1. Ramps / Lifts Facilities

The institute has a special facility of ramp and rails the differently abled students. The ramp facility is provided at each and every building for each access to different departments and it can accommodate wheelchair users and battery operated vehicles

2. Disabled Friendly Washrooms

Separate toilets are available for people with disabilities. They are clearly identifiable and accessible. The doors are wide enough and lockable from inside and releasable from outside. There is enough maneuvering space inside. All floor surfaces are slip resistant. In institute every building ground floor, both male and female wash room facility available for physically challenged people with appropriate sign boards.

3. Provision for enquiry and information: Scribe and screen reading:

Divyangjan (differently abled) persons who appear for examination are allowed to avail concessions such as services of scribes at examination, extra time to complete the examination as per the guidelines stipulated.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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 such other diversities (within 500 words).

Response:

To foster a generation of morally upright and socially responsible youth, the institute organizes and conducts various activities aimed at cultivating an environment steeped in ethical, cultural, and spiritual values among both students and staff. Commemorative days are celebrated on campus, supported by the management, not only for leisure and entertainment but also to foster a sense of unity and social harmony among students and faculty. The institution upholds the equality of all cultures and traditions, evident in the inclusive environment where students from diverse backgrounds, including different castes, religions, and regions, study without discrimination. Despite the institution's diverse socio-cultural and linguistic backgrounds, there is no tolerance for intolerance towards cultural, regional, linguistic, communal,

socioeconomic, or other diversities. The college community, including teachers and staff, collectively celebrates cultural and regional festivals such as New Year's Day, Teacher's Day, orientation and farewell programs, induction ceremonies, oath-taking ceremonies, plantation drives, Women's Day, Yoga Day, as well as religious festivals like Ayudh Pooja and Ganesha Festival. Motivational lectures by renowned figures in various fields are organized to facilitate the all-round development and personality growth of students, encouraging them to become responsible citizens who uphold national values of social and communal harmony and integration. In addition to academic and cultural pursuits, the institute has established robust infrastructure to support a wide range of sports activities, promoting the physical development of students. Through these efforts, the institute endeavors to create an inclusive environment characterized by tolerance and harmony towards all forms of diversity, be it cultural, regional, linguistic, communal, socioeconomic, or otherwise.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

At the institute, we prioritize providing holistic and comprehensive education to our students. Sensitizing them about our constitutional rights, values, duties, and responsibilities stands as a cornerstone of our educational approach, implemented through various channels. The curriculum integrates topics that raise awareness about constitutional obligations across many subjects. Additionally, we've mandated a compulsory course on the Constitution of India at the degree level across all engineering disciplines to enhance awareness and sensitivity among students and staff. This initiative aligns with our commitment to bolster democratic values.

Furthermore, all students undertake a course on Environmental Studies in their first year, aimed at fostering an understanding of environmental laws, wildlife protection regulations, forest conservation, and global environmental concerns. To empower women, the Institute Innovation Council (IIC) organizes regular programs focusing on women's rights, alongside seminars and workshops on national observance days dedicated to highlighting citizens' rights, duties, and responsibilities. Periodic seminars on topics such as Right to Information, Sexual Harassment, and Gender Equity further enrich the educational experience.

As part of our efforts, students from all branches at AITS study the Constitution of India as a mandatory subject, which significantly contributes to their understanding of constitutional obligations. Moreover, we celebrate Republic Day on 26th January each year with various activities aimed at emphasizing the significance of the Indian Constitution. Similarly, Independence Day is commemorated annually to honor the struggles for freedom and underscore the importance of our nation's constitution.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

Title of the Practices:

Inculcating the spirit of research among faculty for a progressive technological growth

Objectives of the Practice

- To improve quality in the teaching-learning process
- To enhance quality in UG and PG students projects
- To publish papers in referred Journals and Conferences
- To undertake collaborative projects and consultancy for long term interaction with the academia and industry
- To attain Intellectual Properties Rights (IPRs)
- To get research projects from several funding agencies

The Context

Research is a never ending quest for knowledge, which can be used for the development of the society. Today's world is rapidly developing, giving way and scope for new research initiatives to improve the living standards of the society. To keep up with the development, the growing needs and demands have become the most essential parameters in the academic institutions. To meet such demands, continuous research and development of new products and projects has become the need of the hour. To become a building block for the development of the society has motivated the institution to strengthen Research & Development activities that focus on various independent domains and encourages multi-disciplinary research.

The Practice

Teaching and research must go together. With this objective, research is promoted by the institution in the followings ways:

- Providing high end computing facilities with internet, Wi-Fi and other facilities
- The institute sponsoring for Conferences / Seminars / Workshops / Refreshers courses such as STTPS, FDPs etc., by providing financial assistance to a maximum of Rs. 3,000/- and considering the absence on all such cases as on duty.
- Institute encourages faculty members to publish their research papers in UGC
- Group-1 and Group-II journals by paying a minimum amount of Rs. 3,000/- and a maximum of Rs. 15, 000/- (Based on Impact factor of journals)
- Institute sponsoring financial assistance up to a maximum of Rs. 15,000/- to the faculty members who authors books for international publishers
- The institute offers Rs. 20,000/- grant to faculty as an incentive for obtaining a patent's
- The institute also offers 20% and 80 % share for their consultancy contribution among teacher and institution respectively.
- The institute also offers financial incentive of 15% of the research grant received by the faculty
- Exposure to international expertise by organizing invited lectures, workshops, seminars and conferences etc.,

Evidence of Success

The hard work done our faculty members, the following achievements have taken place in the institute for last three years.

SNo	Description	2020-21	2021-22	2022-23	2023-24
1.	Number of teachers availed the facilities provided by the institute and obtained their PhD	08			
1.	Number of teachers availing	49			

	the faculty and pursuing their Ph.D.				
1.	Number of international publications by the faculty (Scopus and Web of Science only)	111			
1.	Number of funded projects / Research Grants , sanctioned	05			

There is a tremendous improvement in teaching learning process as the faculty is exposed to latest areas of their topic of research. Further, they are able to help the faculty who are fresh to initiate research. Student's publications have increased and quality of student projects both UG and PG has been enhanced.

Problems encountered and Resources required

- The major problem encountered is the limited interaction with industry. The institute has tie –up with some industries to improve quality in research
- Necessary steps are taken up to get qualified and experienced teachers to fill the gaps
- It is essential to minimize the teaching load on teachers for performing research activities.

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:

The institute's performance in a domain distinctive to its vision:

Situated in the economically backward and rural Annamyya district of Andhra Pradesh, the institute stands as a beacon of hope for aspiring youths by offering undergraduate programs in engineering. Despite the challenges posed by the rural setting, the institute consistently attracts a significant number of rural students, both girls and boys, who enroll in various courses. In line with its commitment to providing equitable opportunities, the institute ensures the provision of essential facilities mandated by the institution and the State Government. Additionally, to support economically disadvantaged students, the institute has established an SC/ST Book Bank, providing free books annually to those in need.

Moreover, the institute undertakes numerous initiatives to raise awareness and promote values such as

gender equity, energy conservation, inclusiveness, and human values. Through a diverse range of programs including lectures, workshops, seminars, sports competitions, and activities led by NSS and NCC units, the institute endeavors to sensitize students and local communities to these issues. Active participation of both students and local residents in these initiatives ensures widespread awareness and engagement.

Furthermore, the institute extends its facilities to the local community, allowing access to amenities such as the playground for physical activities and the auditorium for cultural events and conferences. This inclusive approach underscores the institute's dedication to not only providing quality education to students but also fostering intellectual and emotional growth among local residents, particularly in the rural and educationally underserved areas of the region.

Performance in a priority area:

The institute prioritizes the promotion of education among underprivileged students from rural backgrounds. Recognizing the financial constraints that often hinder access to education in urban institutes, the institute creates an academic environment conducive to the aspirations of rural students. Encouraging participation in extracurricular activities such as NSS, cultural, literary, and sports events ensures that students from rural backgrounds can compete on par with their peers from mainstream institutions.

Additionally, the institute organizes talks, seminars, and workshops to familiarize students with pressing national and international issues, thereby broadening their perspectives and enriching their educational experience. By focusing on holistic development and fostering awareness of global issues, the institute empowers rural students to excel academically and contribute meaningfully to society.

5. CONCLUSION

Additional Information :

Annamacharya Institute of Technology & Sciences (Autonomous), a self-financing Institute approved by the AICTE, New Delhi and affiliated with Jawaharlal Nehru Technological University Anantapur, Anantapuramu is located in the town Rajampet, which is close to Tallapaka, the Birth place of great poet Annamacharya, who wrote 32 thousand keerthanas.

The Institute provides a vibrant academic ambience, our mission is fulfilled through implementation of industry suitable curriculum with timely changes. Up-to-date delivery methods in the class room, adequate self-learning resources, timely training for faculty, and certification programs for students and some such measures are considered as means for this purpose. Offering wide flexibility in learning process is not possible with somewhat rigid course structures. However, flexibility level in courses offered at AITS is being attempted to improve to further levels. The institution has participating in NIRF and ARIIA every year. The institution has own Institution Innovation cell (IIC).

At present we have established IBM Centre of Excellence, APSSDC Skill Development Centre, Dassault 3D Experience Centre, CM's Centre of Excellence and Innovation and incubator center at our institute. Improved industry-institution interaction is being attempted through inviting industry experts for guest lectures, industrial training of our students, internships and collaborative projects as well as many other such activities.

R&D activity is improved considerably at AITS through formulation of research groups and facilitating specialized labs. In view of improving employability level of our students we have given very high priority for skill development. Finally, we are cordially inviting the NAAC peer team to visit the campus for Accreditation and Assessment.

Concluding Remarks :

With dedicated efforts of over three decades, Annamacharya Institute of Technology and Sciences, Rajampet, has emerged into a centre of excellence in Engineering Education. Building purposive partnerships with the industry, bolstering its wherewithal continually and evolving innovative programmes consistent with changing times, Annamacharya Institute of Technology and Sciences, Rajampet, strives to maintain its pre-eminent position.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1206 Answer after DVV Verification: 1143</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1537 Answer after DVV Verification: 1537</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :205</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1185</td> <td>1087</td> <td>1050</td> <td>917</td> <td>873</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1185</td> <td>1087</td> <td>1037</td> <td>924</td> <td>869</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1620</td> <td>1606</td> <td>1590</td> <td>1623</td> <td>1662</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1185	1087	1050	917	873	2022-23	2021-22	2020-21	2019-20	2018-19	1185	1087	1037	924	869	2022-23	2021-22	2020-21	2019-20	2018-19	1620	1606	1590	1623	1662
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1620	1606	1590	1623	1662																											

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1590	1590	1590	1590	1662

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.2 Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

2.4.2.1. Number of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Answer before DVV Verification : 86

Answer after DVV Verification: 80

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Answer before DVV Verification : 35

Answer after DVV Verification: 0

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

3.4.3 Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification : 585

Answer after DVV Verification: 358

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.4 Number of books and chapters in edited volumes published per teacher during the last five years

3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years

Answer before DVV Verification : 74

Answer after DVV Verification: 57

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.6.2 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	17	07	24	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	17	05	20	21

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.7.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Answer before DVV Verification :

Answer After DVV Verification :9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2 Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
252.8	96.72	47.67	170.50	494.06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
235.70	92.54	45.59	169.73	461.46

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
222.09	123.96	97.88	124.06	287.06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49.42	29.36	19.75	51.56	51.57

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3298	3241	2897	2828	2425

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2987	2979	2506	2582	2790

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and progressed to higher education during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
924	862	612	486	536

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
912	848	599	485	529

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	5	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	5	2	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events 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 events (award for a team event should be counted as one) year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	3	18	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

17	11	0	2	30
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	160	139	122	141

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
159	157	137	119	140

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4692</td> <td>4303</td> <td>3961</td> <td>3583</td> <td>3578</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4692</td> <td>4303</td> <td>3961</td> <td>3583</td> <td>3577</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	4692	4303	3961	3583	3578	2022-23	2021-22	2020-21	2019-20	2018-19	4692	4303	3961	3583	3577
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