



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AUDISANKARA COLLEGE OF ENGINEERING AND TECHNOLOGY

**NH-5, BYPASS ROAD, GUDUR, NELLORE DISTRICT, ANDHRA
PRADESH-524101**

524101

www.audisankara.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institutions generally focus on either past or future while realizing the vision. While, Audisankara College of Engineering & Technology (ASCET) honours & takes pride in building on the legacy of its past and accustomed to think about future for a greater role to be played in the field of higher education and in the society at large. Creativity threatens the status quo and entails risk and this is being demonstrated by an attitude towards the conversion of weaknesses into strengths and threats into opportunities. Institute in nearly two decades of its journey offering quality technical education to the aspirants of the rural area like Gudur (SPSR Nellore District of Andhra Pradesh), has crossed several mile-stones. To name a few, Accreditation by NAAC, accreditation by NBA, Conferment of autonomy, Gold medals for best academic performance at university level and creation of technology enabled academic environment.

AishwaryaVignan Society established ASCET in the year **2001**. Institute came into being deriving inspiration to bring the advantage of the advanced technological learning of highest standards to the students. Situated at Gudur about 3Kms from Gudur railway station and located besides NH-5 highway and is well connected by road, rail and air. It is spread over 10.56 acres of clean, Green and serene area.

The institute is affiliated to **JNTUA Ananthapuramu**, offering five B. Tech. programs, Seven M. Tech. programs, MBA & MCA programs **with an annual intake of 984 (2018-19 Academic Year)** and maintains faculty – student ratio as per the norms. It is approved by AICTE, conferred with autonomy by UGC on 09-08-2012 & got extension 2019-20 to 2023-2024, accredited by NAAC with A grade in the year 2011 and accredited B++ in 2017. Departments of CSE, ECE and EEE are re-accredited by NBA second time in 2015. Under industry-institute interaction initiative, MoUs have been signed with corporates for academic and research collaborations. ASCET is identified as technical skill development institute in collaboration with APSSDC- SIEMENS. Institute is also recognised as Vocational Training centre under AICTE- PMKVY Scheme.

Vision

Vision

To make ASCET a center for academic excellence where 21st century innovative minds manage with novel ideas & spread out new technologies relevant in meeting the societal needs with increased employment opportunities and changed life style.

Mission

Mission

To provide the students with Technological direction and support, acclaimed in latest cutting edge technologies

with a blend of academic concepts and practical nuances in hot areas of Engineering and Technology so that they develop all the resourcefulness, competence and confidence to take on the technological challenges of tomorrow.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Enlightened, forward looking and financially sound management with a vision for bringing up the institution to the highest level of quality.
- Effective, efficient, and collective academic leadership.
- An autonomous institution permanently affiliated to JNTU Ananthapuramu and three UG programs Accredited by NBA in 2015, accredited by NAAC with A grade in the year 2011 and accredited with B++ in 2017, having UGC-Sec 2(f) & 12 (B) affiliation.
- ASCET is identified as technical skill development institute in collaboration with APSSDC-SIEMENS by Government of Andhra Pradesh.
- Institute is also recognized as Vocational Training centre under AICTE- PMKVY Scheme.
- Highly transparent governance and administration with well-defined decentralization of authority.
- Highly qualified, experienced, stable, committed and students-caring faculty.
- Hostel facility for students with amenities like Gym, sports and games facilities, medical facilities to create a work culture of utilization of resources beyond the working hours.
- Innovative facilities like Entrepreneurship development cell, Soft skill department to hone the skills of students.
- Wi-Fi facility with e-learning resources on campus LAN and round the clock web connectivity.
- Fee waiver policy for merit students at the entry based on EAMCET rank and cash prizes for encouraging the student in professional body activities like paper presentation, project exhibition etc.
- Well defined HR policy for faculty incentives for research contribution, faculty retention, consultancy, QIP and staff development programmes.
- Well defined AOP (Annual operating plan) for various capital and evenue expenditures.
- Association with professional bodies viz, ISTE, IEEE, IETE, CSI etc.
- Green and eco friendly campus.
- Best academic practices taking care cognitive levels of students with OBE philosophy.
- Merit scholarships for academic excellence.

Institutional Weakness

- Industrial consultancy is to be strengthened considerably.
- Potential of networking with other institutions is not fully explored.
- Industry-Institute Interaction needs to be strengthened.
- R&D in cutting-edge technologies needs to be enhanced.
- Students with vernacular background and its impact on the employability needs extra inputs.
- Limited scope for consultancy in the existing laboratories.
- Less interaction/collaboration with reputed universities at national/ international level in terms of specialized courses and sharing the resources.

Institutional Opportunity

- Inter-disciplinary research and collaboration with other institutes to develop effective engineering solutions for the problems in the fields of nano technology, alternate energy sources, environmental engineering, cloud computing, signal processing etc.
- Possibility of offering electives and add on courses in the emerging areas in collaboration with industries.
- Industry that is looking forward to partner in research projects, student internships, outsourcing their training programs, and extending consultancy projects to larger number of academic institutes.
- Networking and sharing of facilities with other institutions and industries.
- Leveraging the strong links with distinguished alumni to increase the interaction with industry for development projects, consultancy works etc.
- Collaboration with foreign Universities for possible exchange programmes.
- Inviting senior professor /adjunct professor/distinguished professor in the specialized areas.
- Sharing the spare capacity of the infrastructure by offering vocational training to increase the non-tuition revenue.
- Establishment of Centre of Excellence for research and training and development in collaboration with industries and research laboratories in the specialized areas.
- Approach research organizations and funding agencies to improve the funding/research.
- Academic consultancy opportunity is there to be explored.
- Moving towards deemed university/ private university status.

Institutional Challenge

- Attrition of faculty in high-demand areas to industry and other institutes.
- Placing all the students in industry internship.
- Peer Competition from other institutions located in urban areas.
- Dynamic changes in educational and recruitment policies.
- Paucity in the availability of committed and quality faculty with passion for teaching.

- Students opting engineering education by chance and not by choice because of free education policy.
- Ensuring all the students employable.
- Impact of industry slowdown on the campus placements.
- Attracting meritorious students.
- Addressing academically weak students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

There are 5 UG programs and 9 (7+2) PG programs under the Autonomous regulations (currently R-18). All the academic programs of the institute under academic autonomy are being implemented on Outcome Based Education (OBE) defining Program Educational Objectives (PEO) which are achievable and consistent with the vision and mission of the institution.

Curriculum design is made flexible and focused on content, pedagogy and technology for every course and includes defining of Program Outcomes (POs) in line with PEOs' and Course Outcomes (COs) is formulated to cover the Program Outcomes. In addition, the academic autonomy is utilized in an effective manner through implementation of the Choice Based Credit System (CBCS) model through providing a wide range of choice of courses during course registration for students. The curriculum also includes courses that identify, nurture and develop entrepreneurs. Frequent revisions in curriculum are allowed, especially introduction of elective courses, and revision in the outcomes of courses. However, changes in credit structure and overall revision in curriculum is taken up once in two to three years. The curriculum has included internship(s) to be taken up by students during semester breaks and full semester is assessed through report and seminar during the regular semester. The campus also encourages conduction of regular value-added programs for focused development of skills in core/allied domain beyond curriculum for interested students. These value added programs are usually focused on multi-disciplinary activities. Processes are in place for academic audits and feedback from stakeholders towards continuous improvements in Curriculum, design and delivery.

Teaching-learning and Evaluation

The thrust of education is "Teaching – Learning" necessary for knowledge societies to flourish. The college adopts the student – centric learning and experiential learning as its corner stone in academic process. Audisankara college of engineering & technology (ASCET) has student community from diverse geographical regions/ethnicity and provides adequate support to cater to their varied learning needs. High demand ratio indicates popularity of the ASCET in terms of its state of art infrastructure, research focus, innovative programs, quality of teaching-learning, linkages, and resources. Student-centric learning environment provides appropriate pedagogy for participative and experiential learning. To ensure the quality of teaching, learning and evaluation processes both the knowledge as well as the cognition dimension of the revised Bloom's taxonomy is referred by the college. Faculty use ICT to make teaching effective. ICT is integrated in teaching through LMS to enhance students' experience. Institute provided necessary facilities for differently abled students (Divyangjan). ASCET has fully automated examination system from generation of admit cards to declaration of results. Program Outcomes are assessed using direct/indirect methods to identify educational and operational gaps to propose action plan for further integration in the strategic planning. Teaching learning processes are continually improved based on students' results and students' satisfaction. Learning outcomes are reflected in a high pass percentage of the students, their success in GATE examination and university merit ranking. IQAC reviews the academic performance of each department.

Research, Innovations and Extension

Audisankara College of Engineering & Technology (ASCET) has separate R&D Centre chaired by Dean, Research & Development. Institution being autonomous, in the educational milieu, research activities are undertaken in right earnest with a separate R&D Centre to inculcate research culture across the college. The college has provided all necessary facilities to the faculty members to undertake sponsored/ funded as well as consultancy projects of Private, Quasigovernment and both state and Central Government sectors. Institute is always in the forefront to send the faculty members to different FDPs/ workshops/ training programs on part time basis to update and undertake research works. Quite a good number of faculty are Ph.D Degree holders and many young faculty working for their Ph.D degrees in various Universities/ Institutions.

R&D Centre has structured research committees to monitor and address the issues of research in every department and also entire college such as (i) Research Advisory Board (External Research Scientists,

Academicians/ Fellows) (ii) Board of Research Committee (Internal members), at department level (iii) Departmental Research Committee and (iv) Research groups with Head & group members having interdisciplinary specializations across the college. Deans of various academic divisions, Head of each department, members from reputed research institutions, Industry and faculty representative from concerned departments are its members. MSME, New Delhi recognized, one of our innovation center "Audisankara Innovation and Incubation Centres (ASIIC) as a separate entity.

Infrastructure and Learning Resources

The college has an extensive Infrastructure spread over 10.56 acres with a total built up Area –10033.824 SQM. The infrastructure comprises of Academic Building, Departments, State of the Art laboratories, Incubation Centre, Centre of excellence, well-furnished classrooms, Full-fledged office of Controller of Examinations, Auditoriums/Conference Halls, Health Care Centre, Roads, backup power supply systems and Water supply including mineral water plant etc. The Data Centre monitors the network connectivity throughout the campus with 100 MBPS Speed.

The Library housed in a spacious building (1200 SQM) and with a seating capacity of 450 and has the following:

- Titles -8986 & Volumes- 55423
- Printed Journals – National : 119 & International: 28
- Online access of international databases (digital library).
- Member of National Digital Library.
- NPTEL video lectures (100 Nos.) for reference
- Reprographic/Scanning/Printing facilities.
- Departmental libraries for ready reference

Separate Hostels for both Men and Women are available with all necessary facilities provided for study and recreation. The Institution has excellent Placement and Training Centre.

The ASCET website provides access to official information. ASCET also provides top notch sports, gym and cultural facilities. The dept. Civil Engineering and the department of EEE look after the construction and maintenance activities of ASCET. Adequate fire fighting facilities, telephone, extensive parking space are some of the other facilities provided. Adequate budgetary provision has ensured the proper maintenance of infrastructure and academic support facilities.

Student Support and Progression

Once admitted in the Audisankara College of Engineering and Technology, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefit from the Govt. scholarship schemes. The institution is providing scholarships/fee concession to meritorious and poor students. The institution publishes its updated prospectus, which highlights the facilities available in the college having information about different committees of the college, college annual calendar, Yoga and meditation, NSS, library facilities, sports activities and career counseling, etc. The college also publishes half yearly news letter 'Glimpses' which highlights the student's curricular, co

curricular and extra-curricular activities. The college also conducts coaching and remedial classes for aspiring students. The college has well established career counseling, entrepreneurship development and placement cells, for guiding students towards a better career and providing job opportunities through campus interviews. Important corporates which visit this institution e.g. are Mphasis, HCL, IBM, Code Mantra, ICICI, and Tech Mahindra. Students from socially and economically weaker sections of the society to get fair amount of attention in admissions, financial support, remedial coaching, transport facility and career counseling. In addition, the institute has granted membership of students in various administrative bodies of the college such as Grievance and Redressal Committee, Anti ragging committee, Departmental committee, Library Committee, Sports Committee and IQAC of the College. Audisankara Alumni Association is a registered body and it is conducting alumni meets yearly once.

Governance, Leadership and Management

In tune with the institutional vision and mission, the governance of Audisankara College of Engineering & Technology (ASCET) exhibits its effective leadership by imparting world class quality education & training to students and instil human values, ethics and environmental concern for the wellness of the country. The institution practises decentralization and participative management in the decision making process for its effectiveness and efficiency. The institution implements several welfare schemes to aid the teaching and non-teaching staff. The institution espouses effective performance appraisal system to its employees with segmented criteria for employee recognition & retention. The institution provides financial support for teachers to attend conferences, workshops and towards membership fee of professional bodies. The institution implements e-governance in the areas of planning & development, administration, finance & accounts, student admission & support and examination. The institution engages qualified Auditors and Accountants for the conduct of internal and external financial audits at regular periodical intervals. The institutional strategy to generate funds is primarily based on Quality enhancement strategy. Hence, quality enhancement of the institution is nurtured to generate funds from different sources. For institutionalizing the quality assurance, the Internal Quality Assurance Cell (IQAC) was founded in the college as quality sustenance measure. As per IQAC norms, the institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. ASCET strategic initiative is to contribute for building (Coastal Andhra region) a strong economically forward society by imparting quality education.

Institutional Values and Best Practices

Audisankara College of Engineering & Technology throws its focus on quality based technical education besides promoting values and ethics among the students of rural background. The institution makes sincere efforts to empower gender equality. Many constructive programs are conducted on the campus, keeping in view that to promote gender equality among the students. The institution shows gender sensitivity in providing facilities such as safety & security, counseling, and common rooms. ASCET considers safety and security of the girl students as paramount and has initiated many fool-proof measures. The anti-ragging committee and squads monitor and ensure that the college and hostels are free from ragging. The college also thrusts its attention on waste management steps including solid, liquid and E-Waste management. Rain water harvesting has been in place to assure an independent water supply during water restrictions. Adequate bore wells are maintained to meet the needs of water in all aspects. The campus has aesthetically designed buildings, surrounded by greenery creating good ambience for learning. Plantation drives, environmental awareness programs, energy saving initiatives are undertaken to achieve green status within the campus. The institution also takes its stand as plastic free and paperless information. The campus comprises of a good network of

cement roads with pedestrians friendly appearance. The code of conduct, hand book exists for students, teachers, governing body, administration are maintained properly. The college website displays core values to be followed by the students and teachers as well. More number of programs and activities are conducted to promote universal values in the campus. Best practices and distinctiveness of the institution make it as the most sought after in the Nellore district region.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AUDISANKARA COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	NH-5, BYPASS ROAD, GUDUR, NELLORE DISTRICT, ANDHRA PRADESH-524101
City	Gudur
State	Andhra Pradesh
Pin	524101
Website	www.audisankara.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NAGAM SESHIAH	0861-2308794	9248748418	08624-221441	director@audisankara.ac.in
IQAC / CIQA coordinator	J AMAREN DRA	-	9248748418	-	iqacordinator@audisankara.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	
Date of Establishment, Prior to the Grant of	30-08-2001

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC	22-05-2013			
University to which the college is affiliated				
State	University name	Document		
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	09-08-2012	View Document		
12B of UGC	09-08-2012	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	10-04-2019	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	NH-5, BYPASS ROAD, GUDUR, NELLORE DISTRICT, ANDHRA PRADESH-524101	Rural	10.56	38974.24

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 and APEAMCE T Rank State Level Entrance Examination conducted by APSCHE	English	120	61
UG	BTech,Electrical And Electronics Engineering	48	Intermediate and APEAMCE T Rank State Level Entrance Examination conducted by APSCHE	English	120	49
UG	BTech,Mechanical Engineering	48	Intermediate and APEAMCE T Rank State Level Entrance Examination conducted by APSCHE	English	60	60
UG	BTech,Electronics And Communications Engineering	48	Intermediate and APEAMCE T Rank State Level Entrance Examination conducted by APSCHE	English	240	209

UG	BTech,Computer Science And Engineering	48	Intermediate and APEAMCE T Rank State Level Entrance Examination conducted by APSCHE	English	180	173
PG	Mtech,Civil Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	18	9
PG	Mtech,Electrical And Electronics Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	18	4
PG	Mtech,Electrical And Electronics Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	18	1
PG	Mtech,Electronics And Communications Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	18	6
PG	Mtech,Electronics And Communications Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	18	8
PG	Mtech,Computer Science And Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	18	1
PG	Mtech,Computer Science And Engineering	24	B.Tech or BE and GATE Rank or PGECET Rank	English	36	12

			Rank			
PG	MCA, Masters In Computer Applications	36	Any UG and ICET Rank Conducted by APSCHE	English	60	0
PG	MBA, Masters In Business Administration	24	Any UG and ICET Rank Conducted by APSCHE	English	60	31

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	29				51				103			
Recruited	28	1	0	29	40	11	0	51	66	37	0	103
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				45
Recruited	26	19	0	45
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				20
Recruited	12	8	0	20
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	27	1	0	10	2	0	0	0	0	40
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	1	0	0	30	9	0	63	37	0	140

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	3	5	0	8

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	363	0	0	1	364
	Female	188	0	0	0	188
	Others	0	0	0	0	0
PG	Male	38	2	0	0	40
	Female	32	0	0	0	32
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	59	59	91	67
	Female	27	26	38	27
	Others	0	0	0	0
ST	Male	4	3	8	8
	Female	2	3	1	3
	Others	0	0	0	0
OBC	Male	187	195	180	150
	Female	73	85	71	78
	Others	0	0	0	0
General	Male	153	156	158	135
	Female	116	106	98	72
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		621	633	645	540

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communications Engineering	View Document
Masters In Business Administration	View Document
Masters In Computer Applications	View Document
Mechanical Engineering	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	13	13	13
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2427	2278	2183	2147	2179
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
507	442	474	504	530
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2401	2244	2173	2123	2158
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
30	12	28	13	5

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
643	544	544	508	508
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
183	177	217	201	189
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
183	177	217	201	189
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution**Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
321	301	294	283	280

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
492	492	483	453	453

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 57

Total number of computers in the campus for academic purpose

Response: 786

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

2018-19	2017-18	2016-17	2015-16	2014-15
1512.31	1431.39	853.65	973.70	1024.45

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The primary objective of the institute is to create techno-managerial cadres who can engage effectively the emerging globalism and contribute to national development. The institute carefully designs courses keeping in mind the needs of the nation and the region. The institute has meticulously drawn the graduate attributes and designed the Program Educational Objectives (PEO). Keeping the PEOs as a base, the Program Outcomes (PO) and Program Specific Outcomes (PSO) are charted out. The objective is always to create a technical knowledge storehouse needed for Science and Technology-enabled development. The innovative curricular design architecture by amalgamating teaching, research and outreach activities have led the institution to the present level of College with Potential for Excellence.

Curricula of all the programs developed and adopted at ASCET covers multiple facets of providing engineering knowledge, desirable attributes, professional ethics and relevant technical and non-technical skills. Along with these skills, it also encapsulates societal aspirations. To promote higher order thinking through analysing, evaluating concepts, processes, procedures and principles in education, the course outcomes are designed in line with the revised Bloom's Taxonomy.

Through these attributes, specific needs with appropriate consideration for public health and safety, societal and environmental considerations, legal and cultural issues are met, providing sustainable solutions to the society and the overall development. The courses are developed to meet the stated PEOs, POs, PSOs of the program

International Needs

The Language courses impart knowledge in global languages such as English. English is one of the widely spoken languages around the world. For an engineer and an engineering student, English language fluency is important both in studies and career. Since the curriculum has been designed with English language, it imparts good fluency and makes the students to meet the international needs.

Computer language courses such as JAVA, Python equip the students with employability skills required at the international level.

National Needs

Courses such as Environmental Studies, Environmental Engineering, Disaster Management, Ground Water Management, Professional Ethics and Human Values promote national integration and address issues of concern at the national level. Better understanding of the commonalities of all religions will go a long way in fostering national unity and integration. Values like co-operation, mutual trust, sharing of joys with one another love, fellow-feelings, honesty, sincerity, punctuality, courage etc. need to be injected into the

tender minds by means of curriculum. All core courses equip the students with employability skills required at the National level.

Local Needs

The institute provides the students of Social Work an opportunity for service learning and involve in extension activities, which is part of the curriculum. When they will grow up and become professionals, they will work for the betterment of the country. So the students should know how to interact socially, how to understand other people's problems and how to work for the social betterment of the society. Hence, here the students are constantly encouraged to take part in the social work for developing the local communities in all aspects.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 14

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 14

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 94.31

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
606	509	509	483	483

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

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

Response: 29.79

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

Response: 505

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

Response: 1695

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 100

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

Response: 14	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Courses to Address Environment and Sustainability:

Engineers are increasingly expected to play leadership roles when it comes to sustainable development, working to solve global challenges such as the depletion of resources, pollution, ecosystem damage, and the effects of rapid population growth. Today's engineering students recognize the importance of environmental issues, but the traditional engineering curriculum is weak in opportunities for students to experience the link between the practice of engineering and the ideals of environmental sustainability. To meet this need, we attempt to offer multi-disciplinary knowledge early in the institute course. Program includes core course on 'Environmental Studies' (based on the AICTE mandatory guideline). In addition to the above institute core courses, individual programs have included additional courses to address Environment and Sustainability.

For example: 'Pollution Control and Monitoring', Air Pollution and Control 'Non-conventional Energy Technology' and 'Municipal Solid Waste Management' Environmental laws and policy, Environmental Impact and Assessment, Ground Water Development & Management, Environmental Impact Assessment and Life Cycle Analysis, Disaster Management, Sustainable Engineering and Technology by Civil Engineering; Renewable Energy Sources by Electrical and Electronics Engineering.; 'Non-Conventional Energy Sources' by Mechanical Engineering.;

Courses to address Human Values and Professional Ethics:

Engineering is transforming science into useful products for human comfort. Engineering is something that engineers do, and what they do has profound effects on others. The study of ethics helps students to develop widely applicable skills in communication, reasoning and reflection. These skills enhance students' abilities and help them engage with other aspects of the engineering program such as group work and work placements.

The curriculum includes various courses to address Professional Ethics and Human Values. For example: The institute core course on 'Professional Ethics and Human Values' is included in the first year to help human values and professional ethics in all students. The curriculum also includes course on 'Communication and Soft skills Practice' to develop human values and communication skills. In addition

to the above institution core course, individual programs have included additional courses to address Professional Ethics and Human Values. For Example: Entrepreneurship Development by EEE, CSE, Professional Ethics & Human Values by CSE, Indian Constitution in third year and Essence of Indian Traditional Knowledge in final year for all branches.

The curriculum of PG programs also includes courses to address Business Ethics and Corporate, Governance and Business Law and Regulation, Entrepreneurship Development. The institute takes additional efforts through National Social Service (NSS) for making students sensitive towards societal issues; NSS organizes Tree Plantation Programs, Blood Donation Camps, teaching rural children etc. Final year students are encouraged to take projects which address interdisciplinary issues viz. Green energy, Robotics, IoT, Digital Manufacturing etc.

However, the campus ambience, the work culture provide opportunity for students to demonstrate professional behaviour. The campus is proud to have about 60% boys and 40% girls students. The Women Cell committee continuously offers various programs like Debate, seminar, panel discussions on gender sensitization. The impact of these programs is evident through the confidence portrayed by all students irrespective of their gender.

File Description	Document
Any additional information	View Document

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

Response: 55

1.3.2.1 Number of value-added courses are added within the last five years

Response: 55

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 73.23

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2389	1601	1601	1358	1326

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 75.61

1.3.4.1 Number of students undertaking field projects or internships

Response: 1835

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.05

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
292	292	287	269	269

File Description

Demand Ratio (Average of Last five years)

Any additional information

Document

[View Document](#)

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 76.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
360	352	371	389	333

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

To insure a positive beginning the college organizes orientation program for the parents and the students at the Commencement of Academic Session for newly admitted students every year. The program would help students and parents to get familiarized with the institution, curricular and co-curricular activities, facilities, College rules and regulations etc. During the course of study, the students are adequately counseled and supported by well-trained faculty. Faculty mentors monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impeding their academic success. A Set of **15** students are assigned for a faculty as mentor. Personal and academic care is completely taken by the corresponding mentor. Mentor communicates regularly with parents and sends SMS alert regarding the performance of their wards. Group counseling enables a person to sort out issues.

Student Participation in Professional bodies (like IEEE, IETE, CSI & ISTE) is considered an essential component of our best practices to enhance the knowledge and skills to achieve professional goals. Organizing student enrichment programs such as National Level Technical Symposiums, Workshops Science Forums offer ample career guidance to the students. Expert talks on Current Trends in Technology & Sciences are arranged on a regular basis. Semester toppers are encouraged with certificates and cash prizes.

Student assessment is a critical factor of the teaching and learning process. Students are assessed based on the following review:

- 1) Performance in qualifying examination
- 2) EAMCET (AP State Level Entrance Examination) rank of the student.

Weightage:

1. The score in Intermediate: 55%
2. Based on EAMCET rank: 45%

Strategies adopted to make learning easier for Slow Learners:

Based on classroom observations & assessments, Departments conduct remedial classes for slow learners varying instructional techniques to maintain their attention and supplement additional learning aids in the name of compensatory teaching. Incorporating individualized learning notes that is functional to the slow learners, encouraging oral expression through peer learning, recommending audio and visual resources for students especially who fall under low academic performance status and to those students who are at the verge of dropping out due to history of arrears.

Strategies adopted to improve student attendance

Absenteeism negatively impacts on student's learning. Students with poor attendance obviously receive a poor grade. Attendance is mandatory to improve academic outcomes. Parents & Students are informed as quickly as possible through email notifications, SMS alerts and push messages from mobile devices and encourage students to attend classes more often. Keeping parents always informed of absences, grade, and discipline issues via email and SMS alerts, to have lesser levels of avoidable absence.

Strategies adopted for student improvement:

Remedial classes are organized to clarify doubts, re-explaining of critical topics for improving performance. Apart from above measures, separate special classes are conducted for weak students for all branches of undergraduate courses. Slow learners who are not able to manage with the teaching in regular classes, are assisted revising important concepts to strengthen their learning.

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

2.2.2 Student - Full time teacher ratio

Response: 13.26

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	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 experiences

Response:

Teaching and learning is a bi-directional activity where both teacher and learner have active roles to play. The Organization encourages innovative methods to involve students in the *learning process*.

The previous Education system showcased a teacher as strict disciplinarian which proved to be unmatched in the present system. In this Process teacher has to follow various techniques to enhance the students' knowledge. We follow special lectures, case studies, Project-based methods, experimental methods and group learning methods. These methods are student centric focusing on the adaptive techniques that are easy to comprehend.

Class Room Teaching: The teacher tries to impart to the students be of task fulfillment rather than traditional class room teaching. Teachers encouraging the students to do live projects. The teaching aids that are used should be clear to the students.

The Teaching –Learning Process: It is supported by Regular Practical Sessions, utilization of Digital library, Online Courses (MOOCS, NPTEL etc.), Online Journals, Conduction online tests, Usage of LCD Projectors for workshops and Seminars.

The Institute encourages different stream of students to participate in the learning Process by well trained faculty and highly developed.

Regular assignments are conducted on every unit of syllabus to get immediate outcome of a student.

Continuous assessment of learning ability, conducting group discussions are included as a regular part of teaching.

Periodical industrial visits, Organizing Project /Working model exhibitions as well as presenting papers are supported by the Institution and also providing the internship Program for both UG and PG Courses, and it is mandatory in R16 and R18 Regulations of all Courses. Students would enhance the Learning experiences by the field trips and industrial visits.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 95.08

2.3.2.1 Number of teachers using ICT

Response: 174

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 15.17

2.3.3.1 Number of mentors

Response: 160

File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

Academic calendar will be communicated well in advance of the commencement of academic year with the integrated efforts from College Academic Council (CAC) and Controller of Examinations and Dean - Academics. The Institute acts in accordance with the academics believing fair equilibrium between academic and nonacademic activities, teaching and examination schedule.

Lesson Plan: Every faculty member prepares a 'Lesson Plan' and lecture notes for every course and is properly approved and accepted by the Head of the department. According to the credits of the course, the number of hours in the teaching plan is framed. The lesson plan is made available with every student for his/her information. This drives the faculty members to adhere to hold the academic schedules as much as possible. Adequate supervision of the lesson plan schedules is looked after by the Head of the Department and academic auditors as well.

In consonance with the lesson plan and implementation details are placed in the course file of the subject. Moreover, at the commencement of academic year, every programme coordinator prepares the calendar of academic events like Workshops, Conferences, visiting faculty lectures, Industrial visits etc., which is submitted for academic audit.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 20.84

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
40	34	48	42	38

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.31

2.4.3.1 Total experience of full-time teachers

Response: 1521.5

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from

Government recognised bodies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 11.76

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	21	29	22	18

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	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 declaration of results during the last five years

Response: 19.8

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

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

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

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

Response: 0.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	12	10	10	15

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 5.1

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	2	0	0

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Committee is constituted with Principal, Controller of Examination, all the heads of the

departments and Dean Academics. After through Discussion Committee suggested and implemented the following Recommendations/Reforms for the Regulation of R13 are

Introduced 70 marks for External and 30 marks for Internal Evaluation for both theory and lab courses and Assignment test is conducted from each unit of every theory course. Introduced 5 marks for attendance in each theory/lab course. Introduced 5 marks for attendance in each theory/lab course. The midterm marks shall be awarded giving a weightage of 80% in the midterm examination in which the student scores more marks and 20% in the remaining midterm examination. A candidate shall be declared to have passed in individual lab course if he secures a minimum of 50% aggregate marks (50 marks) (Internal & year/semester External Examination marks put together), subject to a minimum of 40% marks (28 marks) in the year/semester external examination. The question paper each theory subject for Year/Semester pattern shall be designed as per the following guidelines: Contains a total of nine questions. A total of NINE questions. Answer one Question from each Unit and The Eight questions are to be designed taking one question from each unit. In each question, one, two or more bits can be set, total 14 Marks with appropriate distribution of marks. In Lab course out of 70 marks **50** marks are allocated for experiment & conducting the experiment carries 15 marks & readings, calculation and result-35 and **15** marks for viva-voce examination with **5** marks for the record and A candidate shall be declared to have passed in individual lab course if he secures a minimum of 50% aggregate marks 50 marks (Internal & External Examination marks put together), subject to a minimum of 40% marks (28 marks) in the year/semester external examination.

For R16 regulation, Introduced 60 marks for External and 40 marks for Internal Evaluation for theory courses and 50 marks for External and 25 marks for Internal Evaluation for lab courses. Question paper contains 2 sections & the distribution of marks for sections I and II will be 12 & 48 respectively for both the UG and PG programs. Section-I contains 6 short answer questions and Section-II Contains 4 questions which are compulsory and each full question carries 12 marks covering entire syllabus uniformly. CRT courses like Quantitative Aptitude, Technical Aptitude courses are conducted external examination with 1 credit & Professional society Activity is also a 1 credit course.

For R18 Regulation, Introduced 70 marks for External and 30 marks for Internal Evaluation for theory courses & 50 marks for External and 25 marks for Internal Evaluation for lab courses. Introduced Bloom's Taxonomy for assessment design & Improving Question paper structure and Quality Assessment introduced 2 marks questions in each unit. Improving internal quality assessment, introduced 10 marks for day-to-day evaluation, 10 marks for internal examination and 5 marks for viva-voce in lab courses. In Mid-term examinations question paper, introduced unit wise either or type questions for covering complete syllabus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program Specific Outcomes (PSOs)/Program Outcomes (POs) exhibits what students are expected to do or learn by the time of their graduation. These are evolved through consultation process with the stake holders keeping these Graduate attributes as basis.

Course outcomes are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course.

Program outcomes (PO's), Course outcomes (CO's), Program specific outcomes (PSO's) are well framed with the help of subject experts and published in the syllabus book. Program Specific Outcomes (PSOs) are written after thorough discussions & deliberations with stakeholders. The PSOs are also displayed in the prominent places in all the respective departments & also on the website.

The COs form the basis for achieving the POs/PSOs and Mission and Vision of the Institute. They are made accessible to all the stakeholders of the program through education, faculty workshops, student awareness workshops, student induction programs and faculty meetings.

Each course defines course outcomes that are linked to the program outcomes and a set of performance

criteria that are used to provide quantitative measurement of how well course outcomes are achieved. The course outcomes are thus directly and quantitatively assessed, and are tied to the program outcomes and program specific outcomes.

Therefore if the course outcomes are attained, that provides direct quantitative evidence that program outcomes are attained. The course outcomes of each course are mapped to the Program Outcomes with a level of emphasis: being strongly correlated (3) moderately correlated (2) and lightly correlated (1).

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The Program Outcomes (POs) / Program Specific Outcomes (PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their program. At the end of each program, the PO/PSO assessment is done from the CO attainment of all curriculum components.

The method of course outcome attainment calculation is based in CIE (Cumulative internal examination), SEE (Semester End Examination).

Each question in assignment/Midterm exam/semester end exam are mapped to the corresponding CO's and the overall attainment of that CO is based on target mark set earlier for the final attainment.

The method used for attainment calculation is as follows:

INTERNAL EXAMINATION:

Assignment test, Midterm exam is conducted twice a semester focusing co attainment; question papers are set in line with department and institute vision, mission.

SEMESTER END EXAMINATION:

Students performance in the semester end examination is also considered for attainment calculation, after completion of examinations course coordinator will calculate attainment for the course.

In attainment calculation allocation of weightage for marks as follows

Parentage of attainment = 60% of SEE+40% CIE

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 85.07

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 507

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 596

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 24.41

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
30.00	28.00	25.00	21.06	17.98

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

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

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry,

corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

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

File Description	Document
List of project and grant details	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 0

3.2.2.1 Number of research centres recognised by University and National/ International Bodies

File Description	Document
Names of research centres	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 0.52

3.2.3.1 Number of teachers recognised as research guides

Response: 5

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 967

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.03

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

Response: 5	
File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Aishwarya Vignan Educational Society through Audisankara Group of Institutions has started “**Audisankara Incubation and Innovation Center (ASIIC)**” in the year 2017 with five floored building with minimum capacity to provide space 3010.05 Sq. Meters, to inculcate the R&D environment across the campus. It consists of Andhra Pradesh Skill development Centre (APSSDC) to provide to our students, the students from nearby colleges and also the unemployed youth more skillful in order to meet the needs of the industry. It also consist APSSDC-SEIMENS skill development center, DASSAULT-3D experience lab, Two, Four wheeler lab along with agro lab. It provides sufficient working space and network for students and faculty having zeal of innovation and creativity for making variety of technological products for contemporary needs of the society. ASIIC has passion of encouraging students, faculty members to come out regularly and also organizing several programs including project exhibition called “**PROJECTRA – A successful innovators and creators exhibition cum talent meet**” conducting for last 10 Years to inculcate innovative eco system across the colleges and also inviting local, regional and national level students, entrepreneurs and faculties meet every year as a grand event to share their scientific ideas, innovations and creativities on currently existing problems of the society and nation.

Core strengths of ‘Audisankara Innovation and Incubation Centre’:

1. Knowledge rich and hands – on – trained teaching faculty as mentors and Huge number of student community with innovative and creative ideas. Already **FIVE** startups are available, out of which three launched their products in to the market.
2. College do have functionally active R&D Centre to monitor all activities of Research and Development including funded projects, innovation cell, Entrepreneur Cell, Ideology Cell, MIC innovation cell and State Govt. of A.P recognized **MakeInAP** cell. Govt. of Andhra Pradesh supported (through APSSDC) **Siemens Training Center** for training the local public as well as student community for undergoing training and execution of ideas to convert into startups in the following sectors: (a) Skill Improvement Program (SIP) (b) FDP, (c) Campus Recruitment Training (CRT), (d) Financial Literacy Program (FLP), (e) Digital Literacy Program (DLP) etc.
3. In and around Industrial HUBs and nearby technology hubs like Sri City, Krishnapatnam Port with 50 berths for export and import processes. This college is very close (80 Km) to “Sri City” an **INTEGRATED BUSINESS CITY** having innovative & creative opportunities, a special economic zone for export oriented industry and domestic tariff zone for domestic industry.

4. **Satish Dhawan Space Centre (SDSC) SHAR - ISRO-SRIHARIKOTA** is located in Sriharikota in, SPSR Nellore District, Andhra Pradesh. This space center is only 80 KM away from the ASCET.
5. This location is very close to Chennai and Bangalore and well connected. College existing with successful academic career as autonomous college on National Highway (NH-16 formerly NH-5) and easily accessible to three different Air Ports i.e, Chennai; Tirupati National Air Port, Tirupati; Kadapa National Air Port, Dr. YSR District..

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

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 20

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

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

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 17

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	1	0	2	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 5

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the Institution for the start ups on campus	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 3

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

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

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 2

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 10

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.5

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
27	3	15	20	32

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 0.07

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	3	2	0

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response:

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 5.53

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.157	1.2895	1.1705	1.085	0.831

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 13.5

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
4.2	2.8	2.8	2.7	1

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The National Service scheme (NSS) provides the students with Scheme opportunities to devote their leisure in the service of the nation and develops in them sense of participation in the reconstruction of the country, exists in the college for both boys and girls. NSS organizes one camp annually in some backward village. Students may contact programme officer for membership.

AIMS AND OBJECTIVES

- Understand the community in which they work
- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in problem solving process
- Develop among them a sense of social and civic responsibility
- Utilize their knowledge in finding practical solutions to individual and community problems
- Develop competence required for group living and sharing of responsibilities.
- Gain skills in mobilizing community participation
- Acquire leadership qualities and democratic attitude.
- Develop capacity to meet emergencies and natural disasters practice national integration and social harmony.

Blood donation camps:

we the “Audisankara College of Engineering & Technology” organizing Blood Donation Camp in our Campus for every semester. Blood Donation is an important and foremost sense of duty of every human being which saves the life of many humans who needs it in urgent situation.

The team who supports us for Blood donation camp is, **Red Cross Society, Nellore & D.S.R.Hospital,Gudur.** During Blood Donation all NSS volunteers and college staff supports very well throughout the whole activity.

The Camp starts exactly at 10.00 am and continues until the 2.00 pm. The students as well as Staff gave an excellent response for the Blood Donation Camp. It is pleasure to work for such an activity to all of us.

AIDS awareness program

AIDS awareness program in the campus, adopted villages and slum areas are being organized by the unit throughout the academic year. NSS volunteers participate in Aids Awareness rally in the Nellore city on 1st December of every year. This event was conducted to create awareness about HIV/AIDS its causes as well as to make people know as to how it can be prevented. This rally was also intended in demolishing the various myths that go around in the society about the spreading of this disease. The volunteers carried posters and yell out slogans in the local language. The residents of the area had some queries regarding this rally which the volunteers heed to and clear all their doubts with patience and understanding.

Swacch Bharat :

Pledge was administered at college by students and staff. Posters were put up on the notice boards and camps to aware students about cleanliness. Class to class awareness programmes were organized to aware students. With this motive all the volunteers of NSS unit spread across our college campus and neighborhood areas to clean up all the plastic wrappers, bottle, etc.,. They also make sure that no wrappers are lying in and around the campus. Door to Door campaign conducted by the students in villages to aware children about cleanliness is helpful.

File Description	Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	4	3	3

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 52

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	8	8	7	10

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 95.04

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2235	2117	2050	2100	2145

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 0

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

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

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 1135

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1000	33	57	24	21

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 35

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
11	6	5	7	6

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

Audisankara College of Engineering & Technology (ASCET) is committed to provide high quality education through classroom teaching, practical training, and by providing excellent infrastructure and experience. The Institute fulfils all the norms specified by the statutory bodies in terms of land requirement, instructional, administrative and amenities area.

ASCET is spread over 10.56 acres with a total built up Area –38974.24 Sq.Mts. The college houses spacious and sufficient classrooms, seminar halls state of the art auditorium and conclaves. The high performance buildings in the campus are thermally, visually and acoustically comfortable; energy, material and water efficient; safe and secure; easy to maintain and operate. The entire campus is under CCTV surveillance for safety and security purpose.

There is an abundance of infrastructural resources such as Lecture Halls: 54, Drawing Halls: 03, Seminar Halls: 03, Laboratory: 44, Library: 01, TPO Office: 01, First Aid Room:01, Office: 01, Exam Cell: 01, IQAC cell: 01, Workshop: 01, Auditorium: 02 (Seating capacity 1000), Research and Incubation centre: 01, Store Room: 01, Photocopy Centre:01 and other adequate facilities including HOD Rooms, Faculty Rooms, Boys & Girls Common Rooms. All classrooms are equipped with ICT facilities which render content delivery for lectures at an elevated platform for disseminating data, videos, demonstrations and simulations. Each departments has one smart class room.

ASCET has over 35 state of the art teaching laboratories fully equipped for enhanced teaching and learning experience for its students. The laboratories are well equipped with latest equipments like CNC machines, and softwares/simulation tools like IBM Rational Architect, Oracle, MATLAB, LABView, AUTOCAD, etc., to give hands on experience to satisfy industry needs. ASCET has a fully fledged language lab available with the latest language tools that students can use to improve their English speaking and writing skills and learn a new languages.

There are 13 computer labs with 786 computers. It also has access to a state of the art server room where the college hosts its own applications for the digital library and academic monitoring as well as its own learning management system.

In addition, the college has campus wide Wi Fi access, free email accounts for its faculty and staff with unlimited cloud storage and many more facilities. A high speed internet connectivity of bandwidth leased 100 Mbps with WiFi access across the campus.

In the library, No. of Titles, No. of volumes, National Journals, International Journals available are 7254, 48714, 119 and 38 respectively. Also, the Reprographic Facility, Facilities for viewing e-content from NPTEL/SWAYAM etc, Library is a member of JNTU Consortium, Taylor and Francis and E-Shodhsindhu

where in all our students and faculties are allowed to utilize the resources of library for their professional and personal growth.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

- The institution has established department of physical education with well qualified and proficient Physical Directors to cater training the students and to make them participate in events conducted by the State/University.
- The institution has Indoor and Outdoor sporting facilities spreading around an area of 4 acres, suitable to facilitate National level sports events. Physical Directors coach the students in both indoor and outdoor games.
- The students and staff members of ASCET have access to a full-fledged 2 Station Gym on the campus with a professional trainer to guide the physical work-outs.
- The gym features latest equipment including: Multi Functional Thread Mills Sit up Benches, Elliptical Cross Trainer etc. A weight lifting set is also provided.
- Students are encouraged to take part in sports activities after the college hours. College teams are formed to take part in state level and University level competitions and other intercollegiate competitions.
- Sports event competitions are conducted in the inter departmental level in an academic year and the winners are awarded.
- The outdoor games such as ball and badminton, volley ball, throw ball, cricket and hand ball etc. are available.
- A separate indoor games facility for playing table-tennis, caroms and chess is provided and it is being used by the students regularly.

The following Indoor and Outdoor facilities are available in Sports Complex.

Indoor Games

S.No	Name of the Sport	Number
1	Table Tennis	1
2	Gym	1
3	Chess	20

4	Carroms	4
---	---------	---

Outdoor Games

S.No	Name of the Sport	Number	Area/Size
1	Basket Ball	1	480 Sq.mts
2	Volley Ball	2	360 Sq.mts
3	Cricket Field	1	8092 Sq.mts
4	Cricket Nets	2	26.68 Sq.mts
5	Throw Ball	3	432 Sq.mts
6	Hand Ball	1	800 Sq.mts
7	Ball badminton	1	288 Sq.mts
8	Badminton	1	82.35 Sq.mts
9	Gym	1	450 Sq.mts

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 57

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 36.89

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
600	550	310	340	360

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The library plays a very critical role in supporting academic programmes of ASCET. It provides access to information resources like books, journals, newspapers and other resources such as e-books, e-journals, Videos, CDs and DVDs which furthers the knowledge and thought process of the users.

ASCET library has 8000 plus collection of Text Books and Reference books comprising of Computer Engineering, Electronic and Communication Engineering, Electrical & Electronics Engineering, Mechanical Engineering, Civil Engineering, Master of Business Administration and Master of Computer Applications and Humanities etc.

The central library is strategically placed in an area of 1200 sq mts. It consists of one floor in the building i.e.

- Audio/Video Room - 115 sq mts,
- Reading Room – 928.18 sq mts,
- Digital Library - 113 sq mts,
- Project discussion Room - 25.82 sq mts,
- Binding room – 18 sq mts.

ASCET Library is automated by using Auto Lib software in the year of 2008. ASCET Library is automated in the areas like circulation, cataloging, report generation, user management and serials control using Auto Lib software.

Library is a member of JNTU Consortium, Taylor and Francis and E-Shodhsindhu where in all our students and faculties are allowed to utilize the resources of library for their professional and personal growth.

A total of 400 students can sit at a time for reading and reference purpose in all the rooms of library.

Library is providing a very comfortable environment for the students for their reading purpose.

Apart from Central Library the departmental Libraries are provided for immediate reference and easy access at the departmental levels. All Engineering Departments are having separate libraries at the department level to cater to the students.

Library Acquisition system followed is as below :

1. Faculties submits book requisition form duly signed by HOD and Principal
2. Librarian makes a consolidated list of Requested books and send it to identified Vendors for price quotations.
3. Price quotations along with the supplementing documents like syllabus copy. Requisition form etc are put in front of library committee to decide the vendor and relevant terms and conditions.
4. Received books are cross verified by Librarian as per the placed order and invoice bill and requests for payment release, if order found correct. Book is then entered into Accession register.

Computer Systems:

50 Computer systems are available in the library. Two are kept in the library stack area, one is kept in Audio/Video room and rests are in the Digital Library Room. Internet access is available to all these systems.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The central library together with the Department Libraries maintain a sizeable collection of rare books and other knowledge resources such as standards, Masters and doctoral theses, conference proceedings etc.

Dissertation reports of post graduate degrees (M.Tech, M.B.A and M.C.A) are stacked in respective departments.

Conference proceedings of those conferences held within the campus as well as those acquired individually are also placed in the respective department libraries. A small set of standards, can be considered as gem of our collection, is available in the central library.

The library is a member of DELNET where in all our students and faculties are allowed to utilize the Rare Books, Manuscripts and Special reports for their professional and personal growth.

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

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 14.9

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
24.10	15.01	12.13	13.00	10.28

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 26.67

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

Response: 696

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The infrastructural development together with its IT facilities including WiFi are given top priority as we understand the correlation between adequate infrastructure and successful teaching – learning process.

The campus Network Control Centre has been established at a cost of Rs.1.5 crores and maintained by the Department of CSE. The old network has been upgraded and replaced with 80 extreme switches, MSDN Academic Alliance Pack, IBM Rational Architect, MAT Lab, Multi Sim, Xilinx, National Instruments, CC Studio are available and 2 high end servers for College Automation and Online Exams. Students are encouraged to work on open source software. The present wired and wireless network infrastructure has been established with priority on reliability, performance and cost efficiency. The campus has internet connection of 100 Mbps bandwidth, providing anytime anywhere access to knowledge and learning resources. The activities in the institute are under video surveillance with 88 CC cameras. Digital Signages are placed at the major junctions in the institute that continuously displays information regarding any upcoming events, photographs of the completed events, campus news and awardees photographs. These systems will be continuously running during the working hours.

There are Auditorium's and Seminar Halls which are equipped with E Learning Solutions to support Computer, Internet access, training to teachers and students and any other programme for technology upgradation. The Classrooms, seminar halls, Auditoriums are equipped with LCD Projectors with all accessories. The college has an equipped Lecture Capture System. Video-conferencing and A-View facility is also available within the institute. The periodical updates and maintenance is done by the qualified in-house personnel.

During non academic period assessment for replacement / upgradation / addition of the existing infrastructure is carried out based on the suggestions from HoDs, faculty, lab technicians and system administrator after reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also students grievances.

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

4.3.2 Student - Computer ratio

Response: 3.09

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 42.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
636.46	642.43	407.05	377.78	390.67

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Audisankara college of Engineering & Technology(ASCET) has clear policies and procedures for managing its resources all of which are outlined in the ASCET handbooks. These resources include classrooms, laboratories, seminar halls, workshops, staff rooms, libraries, sports facilities. These also include IT resources such as computers, laptops, portable projectors, fabrication tools and equipment, scientific instruments, local servers, cloud servers and storage and many others. Each resource has a designated resource in charge who ensures that

- Resources are ready and made available whenever required.
- Resources are repaired, calibrated, maintained and upgraded at optimal levels.
- Resource utilisation is tracked and records maintained.
- The availability of the resource is made known to ASCET and campus community.

- Notify the Principal or Head of Department in case a resource is under utilised or not utilised.

The utilization of each resource is also tracked using a standard documentation procedure depending on the type of resource being monitored. In general, time tables, accession registers, schedules, dead stock registers, issue registers are maintained by the resource in charge. There are also procedures in place to repair or upgrade any resource. The resource in charge first notifies the HOD of the nature and reason for the resource to be repaired or upgraded. They will also compile the cost of upgrading / repairing / replacing the resource and notify the HOD. Depending upon the cost of equipment and its maintenance requirement the quotations are invited and the detailed procedure is followed through finance committee, if this cost exceeds more than Rs. 10,000/-. The authority approves the bill for payment and payment is released only after satisfactory remark by the concerned about maintenance of particular resource

All classrooms and laboratories are well furnished and well equipped with LCDs, whiteboards, WiFi and soft board to display the course/learning objectives and outcomes and some classrooms are also having smart board facility. Seminar rooms in addition to these facilities are provided with recording facilities and also fitted with CCTV. There are CCTV for surveillance fitted in the campus, common area, computer laboratories, classrooms etc. Civil, mechanical and electrical maintenance of entire campus is carried out with proper planning, without disturbing any academic activities by the institute's dedicated team. Annual Maintenance Contract is signed for Generator, UPS, Water Purifier, Air conditioners etc. General cleanliness of entire campus is maintained by housekeeping team.

Safety of personnel, buildings and equipment is ensured by periodic testing and maintenance of the fire protection system and equipment. Utilization and maintenance of gymnasium, playground and all sports related equipment and its servicing are carried out under the supervision of Physical Director. Laboratory in charges, along with their respective laboratory assistants, ensure proper working of all equipments at the beginning of each semester. Repair and maintenance of equipments and instruments is initiated by Laboratory In charges as and when required and the same is communicated to the respective HoD for further action.

Library updates its books repository on regular basis. Requisitions from the faculty members are collected in the prescribed format for books to be procured. Library committee discusses and approves the procurement of these books.

All the classrooms in the institute are ICT enabled. Exclusive personnel from hardware maintenance department are available to constantly monitor, repair and keep up the usage of the systems.

Additional portable projectors are available in each department in case of failure of any classroom projector to enable smooth classroom delivery without causing disturbance to the lecture. Computers are upgraded based on the compatibility required for softwares and academic requirement. Stipulated procedures are documented and executed for the maintenance of the systems.

All the classrooms, laboratories are utilized optimally during college hours and even kept open beyond college hours and on Sundays when required by students and faculty for project work.

Classrooms and computer laboratories are utilized for various competitive examinations which usually conducted on Sundays. Library facility is available from 9 am to 6.30 pm on Monday to Saturday, which is extended to 8pm during examination period. Students are allowed to use sports facilities and gym after college hours and during non academic period.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.17

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1798	1689	1585	1485	1435

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 20.08

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
451	458	448	470	420

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 71.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
1521	1670	1613	1681	1528

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 82.71**5.1.5.1 Number of students attending VET year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2010	1570	1752	1785	2145

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 75.17**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
412	332	352	361	390

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 56.07

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	9	6	2

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	6	14	11	4

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 31

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	2	7	4	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

The Institute has constituted the following academic and administrative Committees for effective functioning.

- 1. Class Review Committee:** Every section of the UG Program shall have a Class Review Committee, consisting of Faculty members as class teacher and counselors and Students as representatives. Class Review Committee assists in the process of academic plan implementation and progress of every course in a semester.

2. Students' professional Clubs: Institute encourages students to form clubs to bring likeminded students under one umbrella. Most of these clubs are maintained completely by students under the guidance of faculty members. Various clubs are

CSE	Innovative House of Universal Brilliants, iHUB
ECE	Centre for innovative Developments in Electronics & Communication, CIDEC
EEE	Power Engineers Confederacy, PECon
Civil	Association of Royal Civils, ARC
MBA	Association of Innovative management professional, AIMPs
MCA	Master presenting advanced computer technology, Mpact
ALL DEPT	Audisankara Agog Alliance - A3

- 1. Library Committee:** Student members of the library committee will assist in the procurement of text books, journals and other learning material.
- 2. Alumni Association:** Every department attends to the coordination and liaison activity with alumni through the appointed students.
- 3. Anti-Ragging committee:** Student members assist the institution in implementing rigid anti-ragging measures so that the institution becomes ragging-free campus.
- 4. Grievance and Redressal Committee:** The matters of harassment and suppression of any single individual is being handled by Grievance and Redressal Committee. Student members can help other students to present the grievance in case the sufferers want the representation in absentia.
- 5. Cultural Committee:** All the cultural and discipline activities during the occasions of College day, Fresher's day, youth fest etc are coordinated by this committee.
- 6. NSS:** To inculcate awareness of social problems by the students, NSS activities are coordinated with large participation by students every year.
- 7. IQAC** Student members of IQAC help to propagate quality policies adopted by the institution among the student fraternity and also help in projecting the student view point while taking any quality policy decision.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 25

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	24	27	21	27

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

About Alumni

Audisankara College of Engineering and Technology Alumni Association were inaugurated in 2005 with the first batch of graduates from this college as its members. All the graduates from this college are inducted as life members of the association. The main objective of the association is creating a forum to bring together and facilitate the exchange of information amongst its members and to give opportunities for its members to have a forum link between almatmater and its members. An Executive Committee manages the business and affairs of the association. The principal and the management are very glad at the outstanding performance of the alumni. The association appreciates all the alumni who have taken their efforts for serving the placement cell of our college. The association also provides opportunities for interaction between past & present graduates and faculty of the college. The alumni of our college have found and will keep on finding positions in institutions of National & International repute and the association being a platform for mutual awareness among all. The association is thankful to them and others who have helped the college flag fly high by visiting the almatmater for campus interviews and seminars.

Aims & Objectives

- To foster the feeling of ASCET fraternity among college alumni through interaction by promoting and propagating the achievements of the members and the Alma Mater through exhibitions, newsletters, media, e-mails etc.
- Promoting academic and professional excellence by organizing or sponsoring seminars/ conferences/ guest lecturers / publications etc for benefit of society at large.
- Providing career guidance in both academic and extracurricular field to the public at large and students of the Alma Mater and creating opportunity for transfer of technology/ knowledge amongst the members and the Alma Mater.
- Propagating ideas of the association through establishment of Chapters within and outside India.
- Encouraging advancement of Science & Technology through Industry- Academia interaction and sponsored project.
- Interacting with similar Alumni Associations on common issues.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs**

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

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

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision

To make ASCET a center for academic excellence where 21st century innovative minds manage with novel ideas & spread out new technologies relevant in meeting the societal needs with increased employment opportunities and changed life style.

Mission

To provide the students with Technological direction and support, acclaimed in latest cutting edge technologies with a blend of academic concepts and practical nuances in hot areas of Engineering and Technology so that they develop all the resourcefulness, competence and confidence to take on the technological challenges of tomorrow.

The governance and leadership of Audisankara College of Engineering & Technology (ASCET) in tune with its vision and mission.

Governance: Audisankara College of Engineering and Technology has listed its governance plan by keeping in view of the mentioned above vision and mission. The institution strives to achieve its vision by working through its mission with key factors such as good governance, quality academic processes and infrastructure. A good governance brings the best out of the management, employees, parents, students and alumni. In order to have better governance every stakeholder of the institution is given an opportunity to contribute through various administrative and academic committees. Good governance requires dissemination of information to students, faculty, parents and potential employers on all aspects of institutional activity related to academic performance and management.

The institution has an academic council, chaired by principal, comprising members from affiliating university, industry, eminent people in academia and heads of all the departments. It provides expert advice in formulating academic policies, regulations, goals and objectives to promote career opportunities of the students.

Board of Studies (BoS) is formulated in each department by the external subject experts from affiliating university, other premier institutions, industry expert, alumni and experienced faculty members in the department with HOD as chairman. Its objective is to design and envision curricular development that can keep up with changing industry needs, research and cutting edge technologies by giving due emphasis to feedback of the stakeholders.

Internal Quality Assurance Cell (IQAC) has been established as per the guidelines with a view to promote quality academic standards. It helps in effective and efficient usage of the resources available and to safe guard the assets of the institution. The IQAC conducts a self-review to examine the impact of its

governance from time to time.

Perspective Plan: The perspective plan of ASCET for next five years (2016-21) focuses on Academic Excellence, Learning - Teaching and Assessment, Research, Strategic alliances with Industries, Learning Resources and E-Learning, Quality Enhancement and Assurance and Support for Students. Perspective plan also concentrates on continuing the status of accreditations, permanent affiliation to JNTUA, UGC autonomy, founding incubation centers, consultancy, startups and collaborations for higher studies and placements.

Participation of the teachers: Through participative management system, the faculty are involved in various decision making bodies like governing body, academic council, board of studies, institute advisory committee, disciplinary committee etc. of the institution.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Case study exhibiting institutional practices of decentralization and participative management.

Participative management in organization of YOUTH FEST-2K18 on 18th& 19th October, 2018.

The Institute practices the decentralization participative management in organization of YOUTH FEST-2K19 on 18th & 19th October, 2018 as under.

- With the objective to provide special opportunity and a platform to youngsters to connect with cultural activities and polish their talents, all the faculty members, principal and the director together discussed to conduct the YOUTH FEST-2K19 on 18th & 19th October, 2018.
- The academic and cultural committee convened the meeting of faculty members and student representatives to decide the planning and implementation of YOUTH FEST-2K19 national conference at ASCET.
- The proposal for the YOUTH FEST-2K19 was submitted to the ASCET for the approval of budget.
- After accepting, the various committees have been constituted at the institute level and further activities were planned by faculty members as below.

1. **Brochure Preparation, Papers Inviting, Acceptance Committee:** The committee role and responsibility involves preparing brochure and sending the invitation to the research scholar, faculty members and institute for participation in the national conference and sending them a throughemail
2. **Papers Scrutiny and Printing & Distribution of the conference proceedings committee:** This committee Scrutinized research papers and approves them. It also involved in Printing of conference proceedings, Brochure, banner, poster, certificates & any other print material and distribution of conferenceproceeding.
3. **Registration & Kit Committee:**This committee maintained the records of registration, operating registration desk, maintaining record of total registered participants & kitinventory.
4. **Guest & Speaker Invitation and escorting Committee:** The committee members have given autonomy in selecting the guest speaker from relevant sector for the conference. The student's volunteers have been given a task of escorting the guest and providing the hospitality in the conference.
5. **Stage & Seating Arrangement Committee & Aesthetics/Ambience Management & Decoration:** All non-teaching staff along with the faculty members have actively participated in preparation of conference stage, technical arrangement, purchase of necessary material, plan seating arrangement, display of banner, felicitation of the guest, maintaining the overall discipline, management of aesthetics and overall ambience of theconference.
6. **Hospitality and catering committee:** This committee involves teaching and non-teaching staff for deciding the menu-breakfast and lunch for the conferences and preparing and sanctioning the budget and providing hospitalityservices.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

As a measure to technological advancement and digital optimization, the college initiates to launch e-CAP interface in the web-portal to provide open source software to institutional staff and students for accessing information on domain areas of academics & administration.

Successfully implemented strategic plan

With reference to the minutes of the academic council body meeting held in the year 2016, "e-CAP software interface" was launched in the year 2017 and is in functioning till the date to provide open source software to institutional staff and students for accessing information on domain areas of academics & administration.

- 1.Admin
- 2.Examination
- 3.Academics
- 4.Correspondence
- 5.Employee
- 6.Library
- 7.General

e-CAP is a software interface that allows a network application, such as an HTTP proxy server, to outsource content analysis and adaptation to a loadable module. For each applicable protocol message being processed, an e-CAP-enabled host application supplies the message details to the adaptation module and gets back an adapted message, a "not interested" response, or a "block this message now!" instruction. These exchanges often include message bodies.

The adaptation module can also exchange meta-information with the host application to supply additional details such as configuration options, a reason behind the decision to ignore a message, or a detected virus name.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college has a well framed internal organizational structure for decision making processes and developed efficient internal coordinating and monitoring mechanisms. In cognizance with the educational needs and demands of the nation in general and beneficiaries of the college in particular, the goals are set through collaborative and collective efforts of various components of the institution. Thereafter, the responsibilities are assigned to individual faculty and departments. The governing body is the apex body, which defines academic and administrative policies. It discusses and approves the annual budget. Minutes of the meetings are recorded and are available to the staff and students. Governing body communicates decisions to the faculty and staff through principal. Faculty members and experts of the BoS frame the curriculum. Other committees such as Institution Advisory Committee, College Academic Committee, Grievances Redressal Cell, Finance Committee, IQAC, Library Committee, Placement Committee, Anti-ragging committee etc., work under the guidance of the head of the institution. Effectiveness of the organizational structure is monitored through feedback from stake holders.

The powers and the functions of each authority are well defined to ensure administrative decentralization. The proposals are generated at the department level and after careful consideration and deliberations, the proposals prepared by head of the departments are submitted to the Secretary & Correspondent through

Principal. The proposals are finalized in the management committee meeting. The decisions of the governing body are implemented through principal by various departments and other sections (Administrative, Academic and Finance) without any interference or hindrance. The governing body frames and approves the service rules, recruitment and promotional policies.

Finally, all the administrative, academic, and the financial activities are reviewed by the governing body to ensure administrative and academic accountability of the institution through IQAC. The resources of the college, both intellectual and infrastructural are readily made available for the head of the department and the teachers concerned to carry out the programme successfully. The college has a democratic set-up, where each unit is given freedom to innovate and plan its perspectives of development, yet it operates through a structured organization for disciplined and smooth functioning of the system. The line of hierarchy is maintained and the code of conduct is implemented to bring harmony and unity.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The various committees are designed for various functions to perform based on minutes of the respective committees in the institution. Each committee has very clear objective to perform in a particular time frame. The staff members are assigned duties as Coordinator/ Convener/ Member to the committees for the academic year 2014-15. They are requested to extend their full co-operation for successful completion of the academic year and quality improvement of the college in all respects. Every minute of the meetings of the respective committees are considered important to have outcome on various time frames.

Activity successfully implemented based on the Minutes of the meetings of Governing Body

With reference to the minutes of governing body meeting held in the year 2014, “Women Protection and Empowerment Cell” was founded in the same year and is in functioning till date, to shield the women staff and students associated with the college from any sort of injustice or sexual harassment of any nature directly and indirectly.

Document enclosed through attachment

“Women Protection and Empowerment Cell”

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Welfare measures for teaching and non-teaching members are not only for the development of staff but also for the organization development. Audisankara College of Engineering Technology offers various schemes to all the employees with the motive to promote the efficiency and efficacy.

Following are the welfare measures provided to teaching and non-teaching staff by the institution:

Maternity Leave

A pregnant woman employee in our college is entitled to avail a maximum of 90 days' full paid maternity leave. The employees will be normally paid on the same date as their salary would be paid.

Fee concession policy to staff children

This policy aims to promote education of wards of the staff. Tuition fee concession will be given to the wards of staff who are studying in this institution.

Free Bus Transportation for staff

Fee concession scheme is being implemented for the staff travelling in college buses. The scheme is applicable to all teaching and non-teaching staff.

Support to staff for higher education /research

Sponsorship is provided to the faculty members to pursue research degrees and leave will be granted to pursue research, to ensure and encourage the faculty in knowledge up gradation.

Support to staff for attending workshops /conferences

Faculty members are encouraged to participate in Conferences / Workshops to enhance their quality in academics and to help pursue their research by giving the sponsorships from the institution every year.

Awards

Cash awards are given to faculty in recognition to outstanding contributions of paper publications in reputed journals.

Subsidized food facility

Institution offers subsidized food facility to the staff with a reasonable charge that covers the cost of food, its preparation and service.

Subsidized accommodation

Subsidized accommodation is provided to both teaching and non-teaching staff of the institution in the hostels.

Leave on Duty

Leave on duty is provided to teaching staff of the institute to attend guest lectures, Conferences& FDP programs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 45.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
105	116	107	69	39

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 20.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	24	22	17	14

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 62.19

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
144	112	100	129	111

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has performance based appraisal system for the assessment of teaching and non-teaching staff. The appraisal report is based on the annual performance of the employees on the basis of their academic, research and other extra- curricular activities.

Performance appraisal system for teaching staff

The teacher, as a person and teacher as performer, is also one of the mandatory assessment for his/her performance is appraised through his/her implementation of innovative methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting and evaluation, updating of materials etc. Besides, student feedback and pass percentage of the course are also considered.

The performance of the faculty is evaluated based on professional contribution to academics, contribution to short term training courses, performing invigilation duties, contribution to College administrative bodies.

Financial support to the faculty is rendered with the motive to enhance or upgrade their knowledge through their participation in conferences, workshops, publications in Scopus indexed journals, book publication, sponsored projects, consultancy, research supervision, awards, honors, fellowships etc.

The above set performance appraisal report is filled by employee in a given prescribed proforma which includes all the above set related to points and sub points. Filled in the prescribed format is revised by HOD to assess the attitudinal / behavioral / professional aspects of the faculty concerned.

Performance appraisal system for non- teaching staff:

A few strategies are observed in appraising non-teaching staff's performance. This includes technical contribution of individuals such as subject knowledge, awareness, productivity, quality, innovation willingness to learn, diligence etc. besides they also assess the behavioral aspects like group behavior, acceptability, punctuality etc.

Enclosure:

Format for appraisal for both Teaching and Non-Teaching.

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through principal. External audit is conducted once in every year by an external agency.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

1. Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management.
2. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.
3. The expenses will be monitored by the accounts department as per the budget allocated by the management.
4. The depreciation costs of various things purchased in the preceding years are also worked out.

Process of the internal audit:

All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process is being followed for the last five years.

Process of the external audit:

The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution did not come across with any major audit objection during the preceding years.

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 22.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.5	5.0	3.0	5.0	4.0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

As a part of Outcome Based Education system, this institution has given utmost importance for the generation and utilization of funds to meet the objectives of the institution. The Institution is a self-financed institution, where the funds are generated through tuition fee, admission fee, refundable caution deposits and accreditation fee paid by the students. The institutional strategy to generate funds is primarily based on Quality enhancement strategy. This strategy is essential in teaching learning and scientific work environment. By quality enhancement, the scope for increasing consultancy widens which leads to generation of more funds. By providing quality enhancement, a better fee structure can be claimed by the college that can be sanctioned by the government. This also leads to improved funding. Hence, quality enhancement of the institution is nurtured to generate funds from different sources. The institution has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development

Optimal utilization of funds is ensured through the following:

- Adequate funds are allocated for effective teaching-learning practices that include conduct of FDPs, orientation programs, workshops, conferences, inter-disciplinary activities, training programs that ensure quality education.
- Adequate remuneration based on the performance-quotient of the teaching professionals is provided.
- The budget will be utilised to meet day-to-day operational and administrative expenses and Maintenance of the fixed assets.
- The grants received from the external funding agencies are effectively utilized in implementation of projects by procuring the suitable equipment. This equipment is further utilized in the established advanced laboratories of the institute. Availability of such equipment has further improved the research methodology interest of the faculty and students.
- Enhancement of library facilities leads to novel learning practices and accordingly requisite funds are utilized for every year.
- Adequate funds are utilized for development and maintenance of very good infrastructure for the institute.
- Some funds are allocated for social service activities as a part of social responsibility.

Funding resources and management of finance

- Depend mainly on fundraising for capital expenses and infrastructure.
- Depend on fees for running expenses, maintenance and normal development and expansion.
- Provisions made for cross subsidy of non-viable but socially relevant courses.
- Finance Committee Monitors Internally generated funds.
- Finance Officer and Development Officer handle day to day transactions.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

The objectives of the IQAC are:

- To ensure continuous improvement in the entire functioning of the Institution.
- To ensure stakeholders connected with Education, namely parents, teachers, staff, employers, funding agencies, society in general, of its own quality and probity.
- To develop a quality system for conscious, consistent and programmed action to improve the academic and administrative performance of the institution.
- To promote measures for driving institutional functioning towards quality enhancement and institutionalization of best practices.

Benefits

IQAC will facilitate / contribute:

- To ensure a heightened level of clarity and focus in institutional functioning towards quality enhancement and internalization of the quality culture NAAC for Quality and Excellence in Higher Education.
- To promote measures for the functioning of the Institution towards quality enhancement through initialization of quality culture and Institutionalization of best practices.
- To provide a sound basis for decision making to improve Institutional functioning.
- To act as a dynamic system for quality changes in the Institution.
- To build a better internal communication.

Functions

- Development and application of quality benchmarks/ parameters for the various academic and administrative activities of the Institution.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the institution.
- Dissemination of information on the various quality parameters of higher education.
- Documentation of the various programs/activities leading to quality improvement.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

Strategies of IQAC

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
2. The relevance and quality of academic and research programmes.
3. Equitable access to and affordability of academic programmes for various sections of society.
4. Optimization and integration of modern methods of teaching and learning.
5. The credibility of evaluation procedures.
6. Ensuring the adequacy, maintenance and functioning of the support structure and services.
7. Research sharing and networking with other institutions in India and abroad.

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes, the following two practices are the results of IQAC initiatives

1. Study Hours

Audisankara College of Engineering and Technology (ASCET) has started conducting study hours by which the students can improve their academics. Individual attention is paid to the students to clarify their doubts in difficult subjects. More emphasis is given to solve the numerical problems and experts are invited for further acquisition of knowledge.

2. Collaborative Learning

The institution implements the process of collaborative learning to impart quality technical education to the students. It involves groups of students working together to solve a problem, complete a task, or create a product. It is based on the idea that learning is a natural and social act in which the participants talk among themselves.

File Description	Document
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

Response:

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

- The IQAC organizes regular academic audits to ensure effective implementation of teaching learning process and maintenance of course files.
- Verification of internal test analysis, question papers.
- Arrangement of special classes for weak students during evening hours.
- Identifying the new processes/delivery method and recommending the same for improving the quality.
- Analysing the deviations from the benchmarks and reporting.

- Feedback from the stakeholders (students, alumni, industry experts, research organizations and parents).
- Encouraging faculty for online certification Courses (NPTEL, MOOCS, Etc.)
- Faculty development Programs and Skill Development Training Programs are organized every year.

Reviews and Implementations of Teaching-Learning Reforms through IQAC:

1. Guest lectures on advanced topics by the eminent academicians and industry experts.
2. Practice of emerging technologies through mini projects and term papers.
3. Faculty development through workshops, orientation programs, seminars and conferences.
4. Corrective action measures on CO and PO analysis.

The teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals of the institute are as per IQAC set up norms. The two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.

Example 1: Faculty Conclave

Once in every semester, the faculty come together for the faculty conclave. In this meeting, they share their experience to promote mutual growth. The faculty discuss their course planning, delivery and assessment. Each subject teacher writes course objectives in the beginning of the year and schedules a 50 to 60 hours plan to deliver it. He/she also makes a day wise schedule to plan which topic is taught on which exact day, what methodology will be used, pedagogies and what is expected out of that lesson. They also collect necessary feedback from the students, measure the extent of their implementation and assess the impact of their activities. All teachers come up with extracts of what went well and what went wrong with their teaching methods. Industry experts are invited to assess and give their valuable feedback.

Example 2: Course files

Course files of every course are prepared and used to bring objectivity and strategize the course of teaching and learning for every topic. The teachers go through the syllabus and ensure that all the registered students fulfill the pre-requisites of the course. Upon cross-checking pre-requisites, the teachers start their event schedule that they plan in the beginning of the year. A proper plan for each topic and its delivery is made by the teacher. At the end of every topic, the teacher conducts a pre-planned revision. Mapping of the course outcome is done along with the program outcome. Course files have proven to be great guiding tools that provide the teacher direction and a sense of clarity while teaching. It is a document containing the basic details of all units in the prescribed syllabus of a course, teaching plan, teaching pedagogies and handouts, revision questions papers, tutorial materials, course beyond syllabus, attainment sheets, mid question banks, internal and external model question papers.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 5

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	5	4	5

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of Institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

Post Accreditation Quality Initiatives

The institution practices decentralization and participative management in the decision making process for its effectiveness and efficiency. The institution espouses an effective performance appraisal system to its employees with segmented criteria for employee recognition & retention. The institution provides financial support for teachers to attend conferences, workshops and towards membership fee of professional bodies. The institution implements e-governance in the areas of planning & development, administration, finance & accounts, student admission & support and examination.

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. The primary task of ASCET is to develop a system for conscious, consistent and catalytic improvement in overall performance of the institution. ASCET envisions to establish a benchmark in portraying the quality in engineering and technology through quality assessment in instructing, learning, research & development. ASCET ensures heightened level of clarity in institutional functioning for quality enhancement & culture and builds qualitative strategic and perspective plan model for successive years for its implementation

As a quality measure, the institution has conducted workshops, FDPs, Seminars, Training & Certification programs. In view of quality conscious, the institution invites renowned academicians and industry experts and conduct Guest lectures on contemporary & emerging topics to benefit the students and staff.

ASCET faculty were trained to attain proficiency in the use of ICT based tools and enhance the teaching-learning process. The institution unwaveringly strives for developing a quality system for conscious, consistent and programmed action to improve the academic and administrative performance of the institution. ASCET channelizes all efforts and measures of the entire institution towards promoting its academic excellence.

With regard to Curricular Aspects:

1. Faculty with diverse specialization were appointed for effective implementation of choice based credit system.
2. Effective feedback mechanism is applied for analysis and to initiate corrective measures.

With regard to Teaching-Learning & Evaluation:

- 1.Intensive efforts were taken to attract quality students.
- 2.Slow learners were provided with extra coaching.
- 3.ASCET initiates faculty exchange programmes.
- 4.Students learning outcomes were further enhanced through better industry institute interaction.

With regard to Research & Development:

- 1.Advanced research labs have been initiated.
- 2.Progressively increasing number of proposals submitted to various funding agencies.
- 3.Peerreviewed journals with good impact factor has been increased.
- 4.MSME host institution recognition.

With regard to Infrastructure and Learning Resources

- 1.New academic blocks, classrooms, labs, staff cabins and seminar halls have been arranged.
- 2.The internet bandwidth has been increased along with Wi-Fi.
- 3.NPTEL, e-journals, Spoken Tutorials are effectively being used
- 4.A number of advanced software tools. (MATLAB, NI Lab VIEW, Auto-CAD, Tally, SPSS and etc..) have been purchased.

With regard to MoU's

- 1.A total of 18functional MoU's are made with institutions of national importance, other universities, industries, corporate houses after post accreditation in 2017.

With regard to Placements

The institution has made a progressiveand considerable improvement in the placements of ASCET from 75% to 80% during the years 2017-19.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 29

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	6	5	4	5

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

Safety and Security:

ASCET ensures safety and security of the girl students as chief responsibility and has initiated many perfect measures. CCTV cameras are installed at the entrance gate, library, cafeteria, laboratories, entrance of academic building, exam room, floor open areas, entrance of hostel buildings. Total of 35 cameras are installed and movement of students, faculty, and staff members is monitored. Separate server space is allocated for back-up of CCTV camera recording. This ensures safety and security of students as well as staff members.

The Hostels are fixed with CCTV encloses the building to watch the movements. The hostels are fenced and gated appropriately. Further, the inward and outward movements of outsiders are recorded and monitored by professional Security personnel. Apart from this, students are mandated to wear their IDs and monitored by the full time vigilant security personnel guarding the gates. In order to facilitate more security, entry and exit timings of the students in to are made mandatory. Lady Wardens keep watching the activities of the hostel 24/7.

To enlighten the students concerning safety, the institute organizes various programs related to safety and security of girl students.

Counselling

The institution puts ardent efforts to enable women faculty and students greater safety. ASCET Women Empowerment Cell is working with regard to women empowerment. Members are invariably working towards organizing events for the betterment of the society and ladies in particular. The women cell interacts with students on various gender problems and personal distress, so as to develop the stimulation of students and solve the social issues. Two ladies common rooms facility are made available. The Women Cell observes international women's day every year.

The college Anti-Sexual Harassment Committee (ASHC) conducts several interactions with the students and faculty during academic and non-academic activities of the college.

Student counselors have been working enthusiastically and sessions have been conducted very often. Joint sessions with parents are also conducted whenever it is felt necessary. The issues addressed are maladjustment, academic performance anxiety, decision making, under achievement, peer pressure, relationship handling, women issues, absenteeism, mal practice, low self-esteem, emotional instability etc. Students who attended sessions felt comfortable and emotionally secured at the end of the sessions.

The Anti-ragging committee and squads monitor and ensure that the campus and hostels become ragging-free. Anti-Ragging Helpline is established in the college. The Women Hostel is monitored and is under the constant vigil of Women Warden and staff. An entry register is maintained in all hostel blocks to monitor the movement of the students. The college takes all necessary measures to ensure girl student safety.

Common Room

The institute has owed separate common rooms for boys and girls in the institute. Students can stay there with their friends during the free time period. Facilities to rest and study are made available in those common rooms.

File Description	Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 50.91

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 49520

7.1.3.2 Total annual power requirement (in KWH)

Response: 97262

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 51.24

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 12358

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 24120

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:

Solid Waste Management:

Different approaches can be employed for the management of the solid waste, depending upon the factors such as varying composition and quantity. The management of solid waste becomes further more necessary with increasing pollution and other hazardous consequences due to the generation of waste. Waste is growing at an exponential rate in India due to the rapid urbanization and the industrialization. Comprehensive and efficient waste management plan can be buildup so as to effectively manage this waste and explore the potential of resource recovery from this waste.

A collection gulf is placed in the campus where in the dry solid waste is dumped by each department. With the help of sweepers and maintenance in-charge, dry solid waste is clustered in the morning of everyday. Thus collected solid waste is transported to the nearby land and disposal of the same is done according to the norms of pollution board. Adequate number of dustbins, exclusively for this purpose are placed at

various places within the campus for the students to place the dry and wet waste.

Our young technocrats of Mechanical Engineering have developed “Go-Cart”, a vehicle like object using the solid waste and presented in the project expo of other colleges. Their initiation has packed huge adulation from the distinguished guests.

Liquid Waste Management:

The water demand to this building is taken care from 07 bore wells situated in the campus. The daily water demand for the educational building is approximately about 2,22,100 liters, which would include 1,22,100 liters for general use and 1,00,000 liters for gardening purpose. The bore well water is pumped to overhead tanks. The gravity flow from the tank is distributed to different units of educational building to cater the daily water demand. The water for drinking is treated with **RO** situated in the different units of the educational building.

The rejected water from RO units is used for Guest House, Buses and Gardening. The hostel comprises four floors, which include hostel and mess . The water source for the institution is from 07 bore wells. The total demand of water would be approximately 2,22,100 liters/day. The distribution of consumption would be:

DETAILS OF WATER PURIFIERS

S.NO	DESCRIPTION	CAPACITY	REMARK
1.	MOKSHAGUNDAM VISVESVARAYYA BLOCK	1000 LPH	Centralized RO Plant
2.	MAIN BLOCK	2000 LPH	Centralized RO Plant
3.	AUDISANKARA WOMEN'S HOSTEL BUILDING	500 LPH	Centralized RO Plant
4.	D BLOCK (1st Floor to 4th Floor)	250LPH	Centralized RO Plant

E-waste Management:

Computers, mobile devices, televisions, sound systems, chargers and even household appliances are all recyclable, yet they can also be the most dangerous materials dumped inside a landfill, according to the Environmental Protection Agency. When improperly disposed of, the heavy metals, plastics and glass in e-waste can pollute the air or seep into waterways. Recycling e-waste can significantly decrease the demand for mining heavy metals and reduce the greenhouse gas emissions from manufacturing virgin materials.

E-waste is also disposed through proper channel. The institute is aware of environmental problem concerns with e-waste. In recent years, computers and peripherals are purchased under buy back scheme. The building section is proposed to collection, segregation, and disposal of e-Waste generated in the institute. Earlier, an alternative method of outsourcing through vendors as scrap material was followed as a green initiative. The management of the institute delegates the heads of the department as the committee, wherein they have to find out the e-waste in the college from all the departments and find a purchaser. The E-waste was sold to Sri Aiswarya Scrap Dealer, Chennai. At times, the waste is reused for other purposes in the institute itself.

Sewage Management:

- ASCET maintains a very good network of underground sewage system. A man-hole outside is dug and it is well connected with the sewer lines for disposal purpose.
- The toilets of ASCET are always kept bright, clean and hygiene and they are approachable through covered corridors. The water that is used, flow through the sewage system. A roof top rain water harvesting system with a pit is implemented.

Chemical Waste:

The slightest quantity of chemical waste is caused. In order to simplify the perception of the diffused particles, some coagnants are added, the treated efficiency is drained into the pit, dug outside the campus.

The usage of chemicals in the laboratory is minimized. Liquid waste chemicals are Hcl, NaoH, EDTA, KoH, AgNo3, Buffer (Base) and indicators found in the laboratory. The waste of these chemicals are properly managed and disposed through COD, Total suspended solids, and Total dissolved solids and PH. The required apparatus for testing chemicals are kept in the laboratories.

Carbon Neutrality

Necessary steps several plantations across the campus. The vehicle traffic is restricted witharbnh in the campus in view to reduce carbon emission. Well grown plants around the campus are maintained to reduce the effect of pollution. The greenery initiation has been implemented in a phased manner.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting structures and utilization:

This inventiveness took form when Nellore district faced dearth of water for the duration of summer. Cost of buying water was becoming a monetary load. The lone choice to the water emergency was to use the available water more efficiently. During rainy season, there is plentiful water available and the tanks store that water which is then used for gardens, lawns and other trees.

With a view to persuade freewheeling water supply in the campus, rain water harvesting has been made available. The rain water harvesting system of the institute holds the volume of 87.36 cumm. ASCET, known for its green lavish look, the rain water is also being used for the purpose of gardening. The process of rain water harvesting has also been adopted in the college hostels. The requisite plumbing work has been enforced to bag the rain water from the roof top of the college buildings and hostels as well. Thus, the collected water is filtered and pumped to a catch basin of 50000 litres capacity. The stored water is primarily used for all the basic needs like gardening, bathrooms and toilets. The harvested rain water is let through a filter system directly into the open well.

Bore Well Water Consumption And Rainwater Harvesting:

The college campus comprises 7 bore wells. All these bore wells are properly maintained. They give a production of 2,22,100 litres. These bore wells assure an adequate water supply to all the bath rooms and common areas including the hostels. There are two numbers of underground sumps of capacities 50000 litres and 1 Lakh litres for rain water harvesting. The water harvested from rains and bore wells are used for gardening. The RO's of 1000 LPH, 2000 LPH, 500 LPH and 250 LPH are used for drinking at ASCET Campus including Hostel and Dining Hall.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Audit and Energy Audit of the campus are made. Effective measurable steps concerning carbon neutrality, e-waste & hazardous managements, conservation of energy and water are embarked.

GREEN PRACTICES:

The campus has been gorgeously architected with buildings, fenced by foliage establishing wonderful environment for teaching and learning. The campus also administers separate hostels for both men and women. Litter baskets have been arranged adjacent at all major hallways for collection and demolition of

scrap. Water services have been supplied both for landscaping and drinking. Fire fighting services have been instituted all around the campus as per the regulatory norms recommended in the time of the approval for the building plans. A separate engineering division (Building Section) in the institute establishes up keeping of the campus with plentiful human resources. The campus has taken up Rain Water Harvesting and has lavish green gardens and well grown trees, thus executing the institute, eco-friendly.

Students and staff using public transport:-

Most of the outstation students (around 30%) stay in hostel buildings and many day scholar students also prefer to stay in hostel to evade every day travelling. Hence, in short around 50% of the student population stay in hostels. To supply for lingering day scholar students, institute has facilitated and outsourced bus services from Tada, Sullurpet, Naidupet, Gudur, Varagali, Venkatagiri, Vendodu, Rapur, Nellore(all areas), and Buchi. Around 30% students make use of public transport.

CARBON NEUTRALITY:

Plantation drives, environmental awareness programs, energy saving initiatives are initiated to bring about green status within the campus. The vehicle traffic is curbed inside the campus with an objective to curtail carbon emission. Well grown plants around the campus are maintained to reduce the effect of pollution. The greenery initiation has been implemented in a phased manner. The institute has planted tree saplings on the occasion of Republic Day Celebrations on 26/01/2019.

PLASTIC FREE AND PAPERLESS OFFICE:

Gesture boards expressing “Plastic Free Zone” in each block are placed for abandonment of plastics in ASCET premises. Awareness programs on ill-effects of usage of plastics and other environmental hazards are conducted by the College. Mails and other social media apps are widely used to assure that the office is paperless to a large magnitude. Most of the official communications like notices, programme communications, minutes are shared through emails. Most of the office files are shared through softcopies on computers.

PEDESTRIAN FRIENDLY ROADS:

The campus contains a good coherence of concrete roads. An aptly noted divider on the roads confirms lane discipline and walker friendly roads. The NSS Unit of the college presides over many eco-friendly and go-green initiatives. The NSS unit also brings in awareness among the students against adverse sound effects with an aim to make campus honk free. Institution is affording many approachable facilities to look after the physically challenged students and elderly persons viz., Ramps/Rails, Special Toilets, Wheelchair Facility etc. The Differently Abled Service Cell of the college endeavors to empower the Differently abled students in view to nurture equal accessibility to all amenities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 2.33

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
36.54	32.84	24.56	21.56	19.15

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 28

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	7	6	6	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 35

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	6	8	7	7

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 25

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	4	4	5

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Audisankara College of Engineering & Technology (Autonomous) organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with great ecstasy on regular basis. Our students are on an objective towards better India by breaking the restrictions of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices ethnic diversity towards all religion functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

Teachers Day: 5th September is the birth anniversary of a great teacher **Dr Sarvepalli Radhakrishnan**, who was a staunch believer of education and was a well-known diplomat, scholar, the President of India and above all, a teacher. ASCET celebrates Teacher's in its campus Every year with enormous pride.

National Mathematics Day: National Mathematics Day is celebrated on 22 December every year to mark the birth anniversary of legendary Indian mathematician, Srinivasa Ramanujan and his contributions in the field of mathematics. Audisankara feels privilege in organizing National Mathematics Day every year in the campus with loads of fervor.

Engineer's Day: 15th September is the birthday of the great Engineer of India Sir M Visveswaraya. The day is celebrated as Engineers day in India in order to honor his achievements. He was the 19th Diwan of Mysore, the chief Engineer of the construction of the Krishna Raja Sagar dam of Karnataka and also for the flood management system in Hyderabad. Engineer's Day is observed every year in ASCET as an exceptional tribute to Bharata Ratna Mokshagundam Visvesvarayya.

Ambedkar Jayanthi: Ambedkar Jayanti is a red letter day for Indian officials and citizens. It is an annual festival observed every year in Audisankara with boundless delight. The staff and students pay accolades to Dr. B.R. Ambedkar who is an Indian jurist, politician, philosopher and architect of the constitution of India.

National Science Day: National Science Day is celebrated in India on 28 February each year to mark the discovery of the Raman Effect by Indian physicist Sir C. V. Raman. ASCET celebrates the National Science Day to mark and highlight the discovery of Sir CV Raman. Students prepare their working models and display in the exhibition with great zeal.

Independence Day: It is celebrated every year on a grand scale making students, staff involved.

Republic Day: Republic Day is celebrated on January 26 to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized and which are followed by "constitution awareness program" in which students and staff members got information of their duties towards our nation and rights given to them by our constitution.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Administrative Functions

The Board of Governors (BOG) plays a crucial role in supervising the administration. The BOG is generally constituted with two senior faculty members on rotation basis, besides students representatives are also included in the BOG whose views are duly acknowledged. Governing Body is conducted in open manner. In order to encourage the faculty and the students and with a view to improve the standards of the institution, the BOG members take their effective role. The governance mechanism of BOG lasts transparent ever.

Financial Functions

A Finance Committee appraises the BOG in all matters that are linked to the college finances. The institute's website also holds the audited financial statements for the information of all concerned. The HODs stand as the representative of the financial /academic power.

Curriculum Design

With the support of stakeholders, the elementary version of the curriculum is prepared. It is then put forward for the discussion/approval by the department level body, DAB (Department Advisory Board) and/or a BOS (Board of Studies), which is constituted as per established norms with academic experts, industry experts and faculty as the members. The suggestion made by the BOS taken into consideration and then the curriculum is changed accordingly. The curriculum is sent for approval of Academic Council. Thus, the final curriculum gets its origin.

Academic Functions

The complete details related to academics are displayed in institution's website, which is a perfect example for transparency. Autonomous rules and regulations, code of conduct of the students and faculty members as well, are clearly discussed with the BOG and the same is circulated among the teachers & students and displayed in the website for the information of all concerned. ASCET firmly maintains transparency even in the evaluation system. Both the internal and external sheets are being evaluated with the help of software, so that students can have the accessibility to view their booklets by logging into the website. To add to this, we are keen transparent in awarding the attendance to the students through E-Cap system which is open accessible to all. Students can log in to the portal and check their attendance, marks etc.,.

Financial Functions

A Financial Committee was constituted by the BOG on 01.08.2001. It is constituted as an Advisory Body to help the BOG in the columns of finances related to college. The proceedings are reviewed by the BOG regularly. The institute follows a methodology for audit of both internal and external to ensure financial compliance. Regular audit is ensured for the institutional accounts.

E-Governance

The institution established several e-governance initiatives to ensure candid, efficient and cost effective services for its stakeholders. In order to advance administration and management in the terms of registration, admission, student's information, calendar of events, classes and reports, e-governance is introduced. Admissions, Course Registration, Registration for Institutional Electives, Online Payments, Notifications/Academic Activities, Generation of Hall Tickets etc are some of the student support activities implemented through e-governance.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

AUDISANKARA COLLEGE OF ENGINEERING & TECHNOLOGY

(AUTONOMOUS)

Accredited by NAAC , ISO 9001: 2015 Certified Institution

Approved by AICTE, New Delhi and Affiliated to JNTUA, Anantapuramu

NH-5 Bypass, Aravinda Nagar, Gudur, SPSR Nellore Dist., Andhra Pradesh, India

Internal Quality Assurance Cell (IQAC)

Best Practices during the Academic Year 2018-2019

Best Practice –I

1) Title of the Practice: Employability and Skilling Enhancement

2) Objectives of the Practice:

ASCET is used to achieve the following objectives to

- Prepare the students for the next stages i.e Group Discussion (GD) and Personal Interview(PI).
- Improve logical thinking to solve various questions and puzzles in Reasoning.
- Enhance the Programming Skills to hit the placements from various global standard companies.
- Impart knowledge on Resume Writing and Informative Sessions.
- Adopt Student approach oriented training.
- Increase employability skills among the students so as to increase no. of placements year by year.

3) The Context:

Getting a good job in a reputed organization is a dream for most students of Engineering. Today, there are lots of opportunities for good and qualified engineers. The opportunities are amplifying day by day for qualified and skilled engineering graduates. Best companies hire good number of fresh engineers every year by using meticulous selection processes to choose fitting candidates from the large number of aspirants. With more engineers passing out of engineering colleges across India every year, competition for these jobs is also increasing. In addition, every student hopes to get the best possible job for his/her capabilities and knowledge. This is possible only if the student performs well in the selection process adopted by the company he/she aspires to join. Companies today use various techniques like Aptitude and technical written tests , JAM, Group Discussions, personal interviews etc. to evaluate candidates. To face these challenging Interviews we prepare our students right from the first year of their joining the B.Tech. course through our well designed Employability & Skilling Enhancement program. To ensure a good performance in these selection processes and thus get a good job, we train the students in several like soft skills, resume preparation, Group Discussion, Programming Skills, FAQs, JAM, and training on the latest trends in each programme through APSSDC etc. This will help students to cross each of the various levels of interviews that companies conduct.

4) The Practice:

A good personality and proper attitude is essential for a student to achieve their successful career. The

foundation for a professional carrier is laid in student life itself. ASCET provides Campus Recruitment Training and Skills enhancement programmes for its technocrats with an objective to enhance employability skill among them. These programmes help the students in better way to achieve better placements in the globally recognized MNCs with ease. These programmes also create an opportunity for the students laid a path for they also help the students to clear the entrance exams like GRE, TOEFL, IELTS, and CAT etc. Student will have an ample scope of improvement in coding and programming skills.

Computer programming is an essential and integral part of any engineering program. Engineering students in their junior and senior years face the task of solving problems by using numerical approaches. Good programming skills will enable them to tackle these problems easily and help them to crack the technical interview effortlessly. Since, the institute selects the best coding and Programming trainers from the reputed MNCs, they train our students coding and programming skills with a prospective of Software industries. The latest emerging technologies are also taught to our students under the programme. The trainers make our students as ready men to attend the placement process.

Conduct of Group Discussions, Mock Interviews, sessions on Resume preparation, skills enhancement through APSSDC are constant happenings in the institute. Besides this, the trainers give live assignments to the students regarding Coding and Programming Skills which students have to develop and execute in the laboratory in their presence. The trainers assist the students whenever they have any doubts. This approach enables the students to be thorough with the skills of all sorts required for employability.

Under the skills enhancement, ASCET has a unique pool of laboratories such as **SIEMENS, DASSAULTS, 4 Wheelers Lab, 2 Wheelers Lab, CNC Machine, Agro-Lab, Solid Edge Modeling, Computer Based Training (CBC), NI LabView, CISCO Networking, Auto Cad, Revit Structures, E-Tabs, Python Training and Staad.Pro**. These labs and training programmes are to encourage students with interests in various fields to develop a gamut of apps, ranging from technology, agriculture, governance, beauty, fashion to emergency services, among others, the release said.

5) Evidence of Success:

The campus placements in ASCET have gradually been improved. Students are better trained and prepared for interviews and expressed their deep sense of satisfaction. The complete details of placement rate of ASCET are given in the following table, which speak the volumes of Enhancement programmes in bring success among the students. The Employability and Skilling Program enabled the students to get very good placements. Through SEIMENS skilling labs students can acquire practice in 2 Wheeler, 4 Wheeler Servicing, Part Assembling, Wheel alignment, CNC Coding and Processing, Tig welding, Mig

welding and Spot welding, Catia Software and many other to consider. Not only had the in-house students, ASCET provided meticulous guidance to more than five thousand students of the locality. This automatically enables them to attain employability at ease. The placement record of ASCET displays the percentage as follows:

S.No	Academic Year	No.of Students Eligible	No.of Students Placed	Percent
1	2018-2019	515	412	80.00
2	2017-2018	442	332	75.11
3	2016-2017	475	352	74.10
4	2015-2016	504	363	72.02
5	2014-2015	528	370	70.07

6) Problems Encountered and Resources Required:

The management is committed to perceive their students improving some logical skills which facilitate them to settle in their lives, there are so countless obstacles faced by both students and the staff members. For Example, the Management has to find out the best trainers from the metropolitan cities. While choosing the trainers, the management has to ensure whether the trainers will come down to the comprehension level of the students during training and if they have good terms with MNCs. Adjustment of the time table from curriculum aspects is also one of the problems encountered by the staff. Motivating the students and turning up them to the classes remains a tough task, as many students do not realize the value of the training. Students find difficulty in understanding the colloquial language of the trainers since many students are of rural background and they slightly feel tough to comprehend the high standards of the trainers at once in the beginning.

Best Practice-II

1. Title of the Practice : Social Empowerment through Students Projects

1. Objectives of the Practice:

ASCET is used to achieve the following objectives to

- To promote academic-industry interaction and foster collaboration.
- To expose students to state of the art technologies.
- To encourage students to become Entrepreneurs.
- To encourage students to takeup Research and Development as career options.
- To enhance teaching learning process in Engineering Education.
- To promote Societal Empowerment and responsibility through social service.

1. The Context

Project work enables graduate students to think out of the box solutions with to the creative levels of imagination .Right from choosing a topic from an area of interest, project work involves finding creative solutions to various project-related problems and other technical challenges. Project works always make advancements to the existing system, and therefore, it ultimately enables graduates to think socially with an innovative technical mindset and thought.

Innovation and creativity are the vital parameters for development of state-of-art technologies to meet challenges of globalization. In today's Knowledge Based Economy, role of upcoming engineering graduates will become utmost importance. There is urgent need to motivate engineering graduates to opt their career with Research and Development bent of mind to accelerate the economic development of the country. Right from first year of engineering, students need to be exposed to recent technological developments and to be encouraged to solve day to day problems of industry and society. There is a need to provide more emphasis on project based learning and situation based learning. Audisankara College of Engineering & Technology (Autonomous) conducts a National -Project Exhibition every year in a grand fervor. It is organized by all departments of the institute and is intended to give students a stepping-stone for entering into the engineering industry. The Requirement of the student community is looking into the industry needs.

Home and the educational institution of a student are the places where he/she imbibes the spirit of social-service. These days social service is becoming important part of the school activities. Great things are expected of students as they are the citizens of tomorrow. On their shoulders lie the responsibility of reducing illiteracy and ignorance and uplifting the society. Apart from encouraging the students to be interested in technical projects, Audisankara, also gives much priority for social service. The institute has its own NSS team, who keep helping the people around them in all aspects.

1. Practice:

The Institute embarked on an innovative initiative that would allow multiple benefits from a resilient service infrastructure across its campus by the way of providing a high-quality, interactive collaborative facility in keeping with the times. Project Exhibition in the institute is open for engineering students of all disciplines across the country. It is a platform that allows interaction between industry professionals and students as well as offers the corporate sector a chance to assess the potential of engineering students. The practice offers the student community a better platform showcasing the efforts and expertise in creating innovative solutions to real-world problems by engineering students from all over India. The students exhibit their working models along with posters and presentations.

Industry experts are invited as judges. They use structured evaluation methodology to avoid any bias in their judgment. Many multinational companies showcase their state of art technology products during National Level Exhibition in addition to expert sessions. In addition to this, NSS team of ASCET identify remote village in the region. The NSS Coordinator and volunteers create awareness to the villagers about the importance of education, cleanliness, plantation of saplings and development of self employment. The volunteers even give them better ideas about their own professions. During natural calamities, our institute volunteers stand by the people and help them voluntarily in all possible ways.

1. Evidence of Success:

The Project Expo enhanced the seamless College wise collaboration between leadership, faculty group and students. Students have developed their consciousness about the Society and its social needs. Our Civil Engineering department students have actively performed many government social projects like **Smart Ward Survey at Nellore City by Using Total Station, ASGI Survey Using Total Station, Roosanoor Survey Camp for Alignment of Hill Road at Roosanoor Village, Chennur is declared as model Village in a survey conducted by Government of A.P.** These projects not only develop technical aspects among the students but the societal empowerment as well, which in turn may help in the development of the nation.

As a part of Social Service, the students often visit orphanage homes, old age homes, remote villages with a view to serve them better as the institute and students firmly believe its social responsibility to keep assisting their fellow citizens. Besides these remarkable initiations, the institute also encourages its technocrats to do in-house projects like Agricultural, Generation of Power from Plastic, Blind Stick for Blind People, Manhole Cover by Using Geo-Polymer, No Fines Concrete, Go-cart and many more to consider.

1. Problems Encountered and Resources Required:

Being a rural engineering college and that too of Project Exhibition and Societal empowerment had quite a few difficulties and problems which needed to be taken care of. Bringing people across the country together to be able to see the value and significance of the Exhibition of projects and initiating students to work for societal development, more so since it was a high-cost proposition. Bringing down the costs and time without compromising onto the effective quality of the outcome by the way of careful design and implementation choices also remained as a problem for the institute and students as well. Coordinating amongst multiple high-level (involving the Institute Leadership and Alumni Leadership) and on-ground teams (faculty colleagues, technical staff, civil and electrical work staff, system integrator teams and vendors) was a time-consuming effort. Understanding the needs of the remote villagers and acting accordingly by staying back in the colonies in late hours and providing them everything they need though it is a really little expensive.

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7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Strategies for Student's Empowerment

The inception of ASCET betokens the preeminence of precedence of acquisition of academic excellence, in dissemination of quality education from scholastic level by Aishwarya Vignan Educational Society, located at Gudur, by the towering personality Dr. Vanki Penchalaiah. Audisankara College of

Engineering & Technology is dedicated to carpet socio - economic transformation by providing inclusive innovative quality education of cosmopolitan standards to plentifully meet the expectations of the stake holders as initiated by the founder. Recruiting and retaining well qualified and motivated faculty, providing sufficing infrastructure, equipment and machinery, accommodating amenities and sports facilities in amity with nature, industry institute interaction to provide adequate exposure to the students to the world of work, Enrich library and supplying latest teaching apparatus and process to contribute effective teaching & learning, catering integrated value based education and instill entrepreneur abilities so that the students are groomed in knowledge, skills and values to have the ability to face the challenges of the corporate world and real life are the salient features of Audisanakara.

The Vision of the Institute spotlights on four features essentially: Global Standards, Value-based Education, Interdisciplinary Research, and Sustainable Development. The Institute has codified its distinctive approach towards this comprehensive Vision by modeling it in result driven institute. The institute always adopts uniqueness in imparting the knowledge among its students by following its own Distinctiveness, Christened as “**Strategies for Student Empowerment**”. The process includes the following features:

- **Mentorship**
- **Internships**
- **Academic Excellence**

Mentorship:

In order to resolve day to day academic problems of the students, mentors are appointed for a batch of 15 students, and they will regularly counsel the respective students once in a week, to solve the problems come across during their course of study. This is a continuous process till the end of academic career of the student. During the last semesters students are advised to go for higher studies along with proper career guidance. Reasonable numbers of students have secured admissions for their higher studies and they in turn guide their juniors for their prospective admissions. The main objectives of Mentorship are given below:

- To monitor the students regularity & discipline
- To enable the parents know about the performance & regularity of their wards.
- Improvement of teacher-student –Parent relationship by Conducting Meetings very often.
- Counselling students for solving their problems and provide confidence to improve their quality of life.

- Guiding students to choose right career path for job, higher studies, Entrepreneurship, etc.

- If a student is absent for 3 days continuously then Mentor calls the parents of the student, enquires the reason and advises them to take care of their ward. The same report is put forward to the HOD.

- Every section has four mentors and each mentor will get 15 students and they maintain all details of the concerned students.
- The Mentors prepare the fortnight attendance of every student for each section and send the information to the parents through proper channel.

- The Mentors meet the students associated with them once in a week.

- The Parents/Guardians of poor attendee/performance students are called to meet the mentors and corrective and preventive measures are implemented for further improvement.
- Each mentor maintains the entire student's information, which is examined by the HOD and others concerned when necessary.

The mentorship in the institute has brought remarkable outcome, especially in monitoring the punctuality and regularity of students. It has increased the continuity of students to attend the college to some appreciated extent. As a result of that, attendance percentage of students increased and the rate of detention of students has decreased considerably. The relationship between teacher and students has got well established and the same effected in attaining a better academic performance.

Internships:

Present day industry is expecting the good technical and managerial skills from engineering graduates. In the context of vernacular background of the students, making the students more employable is a matter of challenge through a regular teaching- learning process. Hence, Learning through more from hand's on experience always leads to more exposure towards latest practical trends of the industry spending time in the industry and dealing with its processes is really a supplement to the regular Teaching learning process.

ASCET, Gudur is located on the industry hub that includes SHAR, Sri City, Menakur Sez, Krishnapatnam Port and very near to Chennai based industries. The institute maintains a good raport with all the industries around the area and sends the students for internships as per the students' wish and company requirements as well. Since, the institute is very near to all these industries, we can make this practice possible and we are able to get good number of internships every year.

As it is a part of Curriculum in ASCET, the internship is made mandatory for the students. The rate of success in obtaining internships has been gradually increased to a great extent from the last academic years. Around 80% of the students of ASCET attended the internship programme during the Academic Year 2018-2019.

Academic Excellence:

During the long run in the education sector, the management of ASCET has created an excellent academic coordination methodology by conducting 3 BoS meetings since 2013 (R13, R16 & R18) by constituting BoS Committee with eminent subject experts from IIT, NIT, Central Universities, State Universities, Alumni and Industry Experts. The BoS Committee suggested the latest technologies in the thrust areas and logical and employability skilling subjects to be incorporated in the curriculum. Incorporating the subjects suggested by the Committee eventually help students in obtaining the employment in this present competitive world.

As per the teaching and learning method, each of the departments focus on continuous assessment of students throughout the semester and year through internal tests, assignments, model tests and several other academic related activities. They also organize Guest Lectures by experts from the industry and academia to address the students on the subjects to supplement the curriculum and create awareness on the recent trends in the respective subject. Hence, the results of the students have been gradually increased.

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5. CONCLUSION

Additional Information :

A detailed SWOC analysis was carried out in a structured manner involving all the staff members and this analysis together with the core values of ASCET formed the basis for developing a strategic plan to evolve with the Vision of the Institution.

Concluding Remarks :

The results of the SWOC analysis together with the core values, vision and mission of the institute as well as the institute's perceptions about its social responsibilities formed the basis for developing the strategic plan. The institute is firm in its maintenance of financial stability to renew, upgrade or induct afresh infrastructure to meet the growing needs of the institution apart from attracting well qualified faculty who are willing to go that extra mile within the given facilities for the growth of the institution.