



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**ADITYA INSTITUTE OF TECHNOLOGY AND
MANAGEMENT**

K. KOTTURU, TEKKALI, SRIKAKULAM (DIST)

532201

www.adityatekkali.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Aditya Educational Society, established in 2000, inaugurated Aditya Institute of Technology and Management (AITAM) in 2001, situated in K. Kotturu, Tekkali, Srikakulam District, Andhra Pradesh. Spanning 26 acres of picturesque land, it embodies the essence of a modern-day Gurukul, nestled alongside the Vamsadhara River and an hour's journey from the sea, offering a pleasant coastal climate.

Under the adept leadership of Chairman Rtn (PHF) Dr. K. Someswara Rao, a dedicated Paediatrician committed to societal welfare through technical education, and with unwavering support from Secretary Sri. L.L. Naidu, Director Prof. V.V. Nageswara Rao, and other esteemed members of Sri Aditya Educational Society, AITAM has evolved over the past twenty three years. Initially offering three B Tech programs (ECE, CSE, & IT) with 180 students, it has burgeoned into a premier institution in the State, presently intake of 1560 students across eight B.Tech programs, five M Tech programs, and MBA&MCA programs.

Boasting top-notch infrastructure, exceptional academic outcomes, and accolades in arts and sports, AITAM has earned recognition as the preferred educational destination for aspiring engineers and managers. Accredited by NBA under Tier-I format for all eligible B.Tech programs and by NAAC with A+ grade and permanently affiliated to JNTUGV, Vizianagaram, AITAM attained autonomous status (UGC) in 2013, solidifying its stature as one of the finest engineering colleges in Andhra Pradesh. Actively engaged in various prestigious initiatives like TEQIP Phase-II, UGC Paramarsh. It secured approval from JNTUGV Vizianagaram to establish Nine Research Centres.

AITAM's commitment extends beyond academics, with its Training and Placement Department facilitating distinguished methodologies for both on-campus and off-campus placements. The Career Guidance Cell assists students in charting their professional paths, while the Entrepreneurship Development Cell nurtures entrepreneurial aspirations, bolstered by support from the Ministry of Small Medium Enterprises, Govt. of India, which sanctioned a Business Incubation Centre to foster entrepreneurship in the region. Further enhancing industry-academia collaboration, the Industry Institute Interaction Cell has signed 40 MOUs with esteemed institutions and companies, fostering practical exposure and fruitful partnerships.

Vision

To evolve into a premier engineering institute in the country by continuously enhancing the range of our competencies, expanding the gamut of our activities and extending the frontiers of our operations.

Mission

Synergizing knowledge, technology and human resource, we impart the best quality education in Technology and Management. In the process, we make education more objective so that the efficiency for employability increases on a continued basis

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Faculty: Our institution boasts highly qualified faculty with extensive experience.
- Proactive Management: Our management provides exemplary leadership, motivation, and support for the institution's expansion and development.
- Campus: Situated amidst lush greenery, our campus offers excellent infrastructure and academic facilities equipped with ICT.
- Curriculum: Our curriculum framework aligns with current technologies, featuring state-of-the-art physical and virtual labs.
- Staff Expertise: Approximately 47% of our teaching staff hold Ph.D. degrees, and we effectively utilized online teaching and learning during the Covid19 pandemic.
- Recognitions: We hold recognition from DSIR, UGC 12B, and 2f.
- Quality Assurance: Our Internal Quality Assurance Cell (IQAC) ensures quality in education through various sustenance and enhancement measures.
- Performance Enhancement: We continuously strive to upgrade the performance of both students and faculty.
- Programs: We introduce new programs to meet industry needs, offering credits for internships and online courses.
- Mentoring: Our Mentoring Cell addresses psychological and emotional issues faced by students and staff.
- Infrastructure: We have a strong infrastructure base, including well-equipped laboratories and an excellent central library with a digital section.
- Networking: Our campus is Wi-Fi enabled with campus-wide networking, including hostels.
- Research: Offering PG and Ph.D. programs, we emphasize research activities, supported by seed funds and enabling research grants.
- Innovation: We introduce initiatives like MOOCs, mandatory non-credit courses, and internship programs.
- Placements: We achieve excellent placements in both IT and core companies.
- Centers of Excellence: We establish centers of excellence in thrust areas.
- Accreditation: All eligible B.Tech programs have been accredited by NBA under Tier_I format and accredited by NAAC with A+ grade

Institutional Weakness

- Locational Disadvantage: The primary challenge lies in our geographical positioning, which hampers the establishment of fruitful partnerships with industry, research bodies, and international collaborations with foreign universities.
- Socio-Economic Background: A considerable proportion of our student body hails from socio-economically backward communities.
- Rural Student Background: Many students come from rural backgrounds, often lacking in communication skills.
- Low Interest in Higher Education: There is a lower tendency among students to pursue higher education immediately after graduation.
- Low Postgraduate Intake: The intake for postgraduate programs, relative to sanctioned strength, remains low.

Institutional Opportunity

- **Enhanced Infrastructure:** Opportunities abound in providing improved infrastructure and working environments for faculty, staff, and students.
- **Curriculum Enhancements:** Implementation of skill-based courses, minor degrees, honors programs, and various electives offers avenues for faculty and students to leverage their expertise for mutual benefit.
- **External Relationships:** Leveraging existing rapport and credibility with external agencies can foster increased interaction and collaboration.
- **Technological Advancements:** Further integration of technology into operations can streamline processes and enhance efficiency.
- **Expansion of Offerings:** Modernizing infrastructure creates opportunities to introduce unconventional courses addressing emerging societal needs.
- **Collaborations:** Potential for national and international collaborations with universities and industries presents avenues for growth.
- **Industry Engagement:** Collaboration with industry can provide valuable insights into professional skills and foster an entrepreneurial culture among students.
- **Faculty Development:** Organizing training sessions and workshops can contribute to the professional and academic development of faculty.
- **Academic Partnerships:** Collaboration with professional institutes and universities can introduce new courses and certificate programs.
- **IT Integration:** Embracing IT and ITES can play a pivotal role in the teaching-learning process.
- **Program Diversification:** Introduction of time-specific and need-specific new programs and skill development initiatives widens the institution's scope.
- **Student Development:** Tapping into the hidden potential of students through mentoring and support for entrepreneurship fosters personal and professional growth.
- **Research Expansion:** Establishment of more centers of excellence and interdisciplinary research centers, funded by external agencies, can enhance students' skill sets.
- **Value-Added Courses:** Introduction of additional courses improves students' employability and enhances their academic experience.
- **Consultancy Services:** Departments can explore opportunities for industrial consultancy services.
- **Entrepreneurship Promotion:** Encouraging start-ups among students contributes to innovation and economic development.
- **Academic Excellence:** Encouraging faculty to publish in high-impact indexed journals elevates the institution's academic standing.
- **Certification Programs:** Offering certification courses to students through online platforms enhances their skill set and credentials.
- **Alumni Engagement:** Strengthening alumni engagement contributes to both student and institutional development.

Institutional Challenge

- **Infrastructure Constraints:** Operating within current infrastructure limitations while accommodating expansion until a new master plan is devised presents a significant challenge.
- **Maintenance and Funding:** Managing maintenance costs for aging equipment and ensuring a steady source of funds for new procurements and replacements is essential.
- **Research Support:** Finding additional infrastructural and systemic support mechanisms to facilitate

research and knowledge creation within current operational constraints is crucial.

- **Cultivating Values:** Upholding the institution's obligation to foster a compassionate outlook among students and instill professional and human values requires continuous vigilance.
- **Critical Thinking:** Motivating students to develop critical and analytical thinking skills and nurturing their moral and social consciousness pose challenges.
- **Research Culture:** Encouraging a research-oriented mindset among students and fostering an inclination towards innovation is paramount.
- **Alumni Engagement:** Strengthening the alumni forum to maintain regular contact and gather valuable feedback presents a challenge.
- **Integration of Knowledge:** Establishing meaningful connections between information, knowledge, and wisdom and integrating them into conventional teaching methods requires careful consideration.
- **Aesthetic Evolution:** Evolving the institution's aesthetic appearance to enhance its appeal is an ongoing challenge.
- **Competitive Positioning:** Striving to improve and become one of the premier technical institutions in the state and compete with renowned universities in the future is a formidable task.
- **Equipment Refurbishment:** Refurbishing existing equipment and tools to maintain their functionality is an important challenge to address.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an autonomous institution since 2001, AITAM has continuously evolved its curricula to align with the dynamic needs of the Local, National, Regional, and Global contexts. The institution has adapted regulations in 2013, 2016, 2018, 2020, 2023(B.Tech programs), 2013,2016,2019,2022(M.Tech programs) and 2113,2016,2017,2019,2022(M.B.A programs) focusing on Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to ensure relevance and effectiveness. Regular syllabus revisions are conducted across all programs, guided by departmental Boards of Studies comprising industry, alumni, and academic experts.

Incorporating mandatory courses recommended by AICTE and introducing open electives, AITAM promotes cross-disciplinary learning. The curriculum prioritizes employability, entrepreneurship, and skill development and integrating courses on Professional Ethics, Human Values, Environment, and Sustainability.

Credit opportunities for industry internships incentivize students to engage in field projects, while partnerships with various organizations facilitate industry-oriented certificate programs. The introduction of concepts like Minor Degree, and Honours enhances student options for academic enrichment. Additional Extra Academic Activities contribute to holistic student development.

A robust feedback mechanism informs continuous curriculum improvement, complemented by outcome assessment results. AITAM has introduced numerous value-added courses across engineering branches to enhance student employability and fosters participation in community development projects.

Over the past five years, AITAM has demonstrated its commitment to curriculum enhancement with a 100% syllabus revision across all 14 programs, introducing 854 new courses and offering 304 value-added courses for transferable and life skills. Enrollment in value-added courses has seen substantial participation, with 90% of students taking advantage of these offerings. Furthermore, thousands of students have successfully completed

internships and projects, indicating the institution's dedication to practical learning and skill development.

Teaching-learning and Evaluation

The institution meticulously prepares an academic calendar for each semester, providing a clear schedule of all academic events well in advance. With a highly qualified and dedicated faculty team, course assignments are carefully allocated based on individual competencies and preferences. Faculty undergo Faculty Preparation Programs (FPP) to organize teaching materials, lesson plans, and question banks before the start of each semester. Furthermore, induction programs are conducted for newly appointed faculty to facilitate their integration into the teaching community.

A variety of teaching methods, including lectures, practical sessions, tutorials, projects, industry visits, internships, and value-added courses, are employed to cater to diverse learning styles. Departmental academic committees monitor program-specific outcomes, program outcomes, and course outcomes in alignment with Outcome-Based Education (OBE) principles. Regular monitoring of student performance and grievances is conducted by class in-charges, with support from counsellors for necessary interventions.

Internal and external examinations are scheduled and conducted by the examination section in accordance with the academic calendar, with results processed promptly using software. Provisions for retotaling, re-evaluation, and well-defined rules regarding malpractice are implemented. Remedial classes and bridge courses are offered to support students with academic needs.

The institution maintains a student-teacher ratio of 18:1 and utilizes lecture capture systems and internet-connected video-display panels in classrooms. Effective mentoring support is provided with a ratio of one faculty member for every 18 students, with 240 faculties serving as mentors (faculty counsellors). 114 faculties hold Ph.D. degrees, while 78 are pursuing doctoral studies.

Outcome-based education is implemented across all programs, contributing to a graduation success rate of 91% in the latest academic year. Periodic feedback on various aspects, including curriculum, teaching, learning, grievances, and facilities, is collected and analyzed to inform continuous improvement initiatives. The institution's NPTEL Local Chapter holds a valuable rating of A, underscoring its commitment to quality education

Research, Innovations and Extension

From its inception, AITAM has been committed to fostering a culture of research, innovation, and extension activities among both faculty and students. Faculty members receive support in the form of seed funding to initiate and establish research endeavors, with incentives provided for publications. Internal Hackathons are organized to inspire idea generation among students, who are also encouraged to participate in state and central government-sponsored coding contests through the Student Activity centre (SAC).

Over the past five years, notable achievements include:

- Seed funding totalling Rs.20.6 lakh for faculty research.
- External granting from various funding agencies like UGC, AICTE, DST SERB, etc., amounting to Rs. 1.19 crores.

- Acquisition of 41 patents Published and 5 Patents are granted.
- Establishment of nine research centres offering doctoral programs recognized by JNTUGV.
- Recognition of 66 faculty members as research guides by universities.
- Registration of 51 scholars for PhD programs through research centres.
- Revenue generation of Rs. 164.92 lakhs since last five years from consultancy services and corporate training
- Active MoUs with 40 companies.
- Provided financial support of 25.40 lacks for the faculty to attend conferences/workshops
- Publication of 532 papers in Scopus/WoS/UGC CARE journals and authoring of 93 books/book chapters since 2018.
- Attainment of an h-index of 30 for AITAM in between 2018-2023.
- We excels in fostering research and development, emphasizing innovation and startups
- Alumni have successfully launched three buzzing startups, gaining recognition nationwide.
- Our commitment to excellence is evident through diverse innovation accolades, and we recently announced funding for six MSME projects
- Active participation in socially relevant activities through NSS and clubs, including blood donation camps, tree planting, pond cleaning, etc. Recognition with eight awards received by college for extension activities. Conducting 98 extension activities through various clubs and units.

Infrastructure and Learning Resources

AITAM boasts a robust infrastructure comprising well-equipped laboratories and physical facilities that enrich the teaching-learning process. With ample classrooms, labs, and seminar/conference halls, the institution also houses CM skill centres aimed at imparting industry-oriented technical skills to both organized and unorganized sector individuals. The central library offers an extensive collection of titles, volumes, journals, and e-learning resources. Adequate sports facilities, cultural amenities, and a gymnasium further enhance student life, with all equipment and facilities managed in accordance with standard operating procedures (SOPs).

Key features of AITAM's infrastructure and learning resources include:

- 70 well-ventilated classrooms and 7 seminar halls, 80% of which are equipped with LCD/Lecture Capturing System/Interactive Panels.
- Wi-Fi-enabled campus with 1200 Mbps bandwidth, covering classrooms, laboratories, hostels, cafeteria, and seminar halls.
- Availability of 1363 computers for student use, maintaining a ratio of 1:3.
- Average expenditure of Rs. 1385.49 lakhs (35.63%) over the last 5 years for infrastructure development and augmentation
- Centralized library with 53077 books, 3337 e-books and subscriptions to 205 e-journals, 132 print Journals facilitated by an automated system – KOHA with RFID Technology.
- Annual expenditure of approximately Rs. 26.77 lakhs on library resources.
- E-content development facilities, including recording, editing, and hosting capabilities.
- Average expenditure of Rs. 1385.49 lakhs (60.92%) over the last 5 years for maintenance of physical facilities and academic support facilities
- Promotion of sports activities, coordinated by the Department of Physical Education, with facilities for various sports such as throw ball, basketball, badminton, tennis, football, volleyball, cricket, table tennis, and chess, alongside gymnasiums.

- Additional amenities include a health center, qualified counsellor, ATM, canteen, purified RO water, photocopying outlets, and a stationery shop.
- Transportation department with a fleet of 43 buses providing concessional travel options for faculty and students within the district and certain areas of Odisha.

Installation of a 500 KW Solar PV System and 320KVA,125KVA and 63KVA generators, emphasizing AITAM's commitment to sustainable energy solutions

Student Support and Progression

AITAM is dedicated to providing comprehensive support and guidance for the academic and overall development of its students. Through capacity-building training programs, students are equipped with the skills demanded by today's industry, enhancing their employability prospects.

Numerous higher education awareness programs are conducted to keep students informed, and any concerns or grievances they may have are promptly addressed through feedback analysis. The placement cell works tirelessly to increase the number of companies conducting placement drives on campus, resulting in commendable placement records in both IT and core sectors.

The Physical Education Department organizes various tournaments and fosters a spirit of sportsmanship on campus . Alumni actively support and guide juniors through inspirational seminars and workshops. A counseling and mentoring system is in place to provide guidance and support to students. Ethical and human values are instilled through motivational talks by eminent personalities in society.

- Over the past five years, approximately 13,446 students, accounting for 72.5% of the total, have benefited from scholarships and freeships provided by both the Government and the institution.
- A total of 109 capacity development and skills enhancement activities, focusing on soft skills, language and communication skills, and life skills (such as yoga, physical fitness, and health and hygiene), have been conducted to improve student competence.
- Career counseling and guidance for competitive examinations have benefited 10.8% of students.
- Various committees have been established to address student grievances, including those related to sexual harassment and ragging, with zero tolerance policies in place.
- On an average, 80% of students have been successfully placed or went for higher education, over the last five years.
- Students have achieved remarkable success in sports and cultural activities, winning a total of 60 awards and medals at various levels, including inter-university, state, national, and international competitions.
- Sixty three sports and cultural events/competitions have been organized in the past five years.

The registered alumni association, boasting over 11,078 members, actively contributes financially and conducts seminars to inspire current students.

Governance, Leadership and Management

The governance structure of the institution provides effective and supportive leadership that aligns well with the institution's vision and mission. Decentralization and participative decision-making processes are in place to

ensure transparency and inclusivity. The institutional Strategic Perspective Plan, developed with broad participation, emphasizes key performance factors and quality standards. Regular reviews of the Strategic Plan are conducted, with measures implemented to achieve set targets.

E-governance systems are seamlessly integrated into administrative, financial, and academic processes, including student admissions and examination procedures. The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and processes. Periodic audits provide valuable feedback for continual improvement, with IQAC recommendations contributing significantly to enhancing the quality of academic activities.

The institution prioritizes the welfare and career development of its employees, offering various support measures and avenues for progress.

Notable initiatives include:

- Financial support of 30.03 Lakhs to faculty members to attend conferences/workshops and cover membership fees of professional bodies over the last five years.
- Skilling programs designed to enhance faculty knowledge in recent trends and technologies, subsequently benefiting students.
- Organizing 64 professional development and administrative training programs for teaching and non-teaching staff over the past five years.
- An average of 61% of faculty members participating annually in professional development and administrative training programs.
- Regular review of teaching-learning processes, operational structures, and learning outcomes by the IQAC.
- Achievements in quality improvement under IQAC's guidance, including an increase in patents, enhanced publication quality and quantity, introduction of new undergraduate and postgraduate programs, improved ICT facilities, establishment of Centers of Excellence, and participation in annual Academic and Administrative Audits (AAA) to monitor progress towards strategic goals.
- Support for quality accreditations by prominent bodies such as NBA, NAAC, and NIRF.
- We have trained 6 NAAC non accredited institutions for NAAC accreditation under UGC Paramarsh scheme

Institutional Values and Best Practices

AITAM cultivates a vibrant campus life by fostering a harmonious blend of cultural festivities and commemorative occasions within an enriching learning environment. Our overarching vision is to nurture responsible individuals who actively contribute to society and the nation.

The campus is committed to promoting environmentally sustainable practices, including waste management, energy conservation, and eco-conscious extension programs and activities. Gender equity is actively promoted, with International Women's Day celebrated annually to encourage discussions on the pivotal role of women in fostering societal progress.

Ensuring the safety and security of all members, the campus is equipped with 246 CCTV cameras strategically

placed to maintain surveillance while respecting the privacy of female staff and students. Internal Complaints Committee (ICC) and the Women Empowerment Centre (WEC) provide avenues for addressing and preventing sexual harassment in the workplace.

A range of commemorative days, including Republic Day, International Yoga Day, Independence Day, Teachers' Day, National Voters Day, AIDS Awareness Day, and Engineers Day, are celebrated, underscoring their significance to both faculty and students. AITAM's hallmark lies in its commitment to holistic education, encapsulated by the mantra of "Knowledge-Skill Behavior" under the Outcome-Based Education (OBE) framework.

Additional institutional values and best practices include:

- Providing boys' and girls' hostels within the campus.
- Operating a health center staffed with qualified medical professionals.
- Proactively disseminating awareness and information to discourage the use of plastics.
- Enforcing a code of conduct to foster accountability among all members.
- Embracing alternative energy sources with a 500 kW solar energy system.
- Implementing energy conservation measures such as LED lighting and solar-powered lights.
- Installing rainwater harvesting facilities across all blocks and buildings.
- Utilizing treated water for gardening and hardscape cleaning to promote water conservation.
- Conducting regular audits encompassing green, environment, and energy aspects.
- Establishing facilities for managing solid, liquid, e-waste, and chemical waste.
- Maintaining a green campus adorned with over trees and plants.
- Offering battery-operated vehicles to enhance sustainability in transportation.
- Ensuring disabled-friendly campus infrastructure and facilities.
- AITAM campus has constructed 3 cubic meter capacity bio-digester to use the organic kitchen waste in order to produce bio-gas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADITYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT
Address	K. Kotturu, Tekkali, Srikakulam (Dist)
City	TEKKALI
State	Andhra Pradesh
Pin	532201
Website	www.adityatekkali.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	V.V. Nageswara Rao	08945-245666	9247858288	08945-245266	adityaitamtekkali@gmail.com
IQAC / CIQA coordinator	Ch. Ramesh	08945-245506	9246657904	-	chappa.ramesh01@gmail.com

Status of the Institution	
Institution Status	Private and 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	19-07-2001

'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 Gurajada Vizianagaram	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	09-01-2012	View Document
12B of UGC	14-12-2012	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	10-06-2023	12	
AICTE	View Document	10-06-2023	12	
AICTE	View Document	10-06-2023	12	
AICTE	View Document	10-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	K. Kotturu, Tekkali, Srikakulam (Dist)	Rural	25.52	45950

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,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate	English	240	240
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Intermediate	English	240	240
UG	BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	Intermediate	English	120	120
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate	English	120	112
UG	BTech,Information Tech	48	Intermediate	English	180	180

	nology,Information Technology					
UG	BTech,Civil Engineering, Civil Engineering	48	Intermediate	English	120	105
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,Computer Science and Engineering Artificial Intelligence and Machine Learning	48	Intermediate	English	120	120
UG	BTech,Computer Science And Engineering Data Science, Computer Science and Engineering Data Science	48	Intermediate	English	60	60
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	B.Tech	English	12	12
PG	Mtech,Electronics And Communication Engineering, VLSI System Design	24	B.Tech	English	12	8

PG	Mtech,Electrical And Electronics Engineering,Power Electronics and Drives	24	B.Tech	English	12	11
PG	Mtech,Mechanical Engineering,Thermal Engineering	24	B.Tech	English	12	7
PG	Mtech,Civil Engineering,Structural Engineering	24	B.Tech	English	12	12
PG	MBA,Mba,	24	Any Degree	English	60	60

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	31				44				155			
Recruited	30	1	0	31	40	4	0	44	119	36	0	155
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				66
Recruited	54	12	0	66
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				66
Recruited	56	10	0	66
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	29	1	0	29	4	0	21	3	0	87
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	10	0	0	99	33	0	143
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		15	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
UG	Male	2812	20	0	28	2860
	Female	1487	14	0	2	1503
	Others	0	0	0	0	0
PG	Male	62	0	0	1	63
	Female	28	0	0	2	30
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	130	130	95	40
	Female	50	32	16	12
	Others	0	0	0	0
ST	Male	59	28	32	16
	Female	13	20	7	5
	Others	0	0	0	0
OBC	Male	230	180	60	190
	Female	118	133	242	97
	Others	0	0	0	0
General	Male	389	330	424	290
	Female	121	129	14	131
	Others	0	0	0	0
Others	Male	90	28	58	7
	Female	35	26	18	10
	Others	0	0	0	0
Total		1235	1036	966	798

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Artificial Intelligence And Machine Learning	View Document
Computer Science And Engineering Data Science	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Mba	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Multidisciplinary/interdisciplinary education is an approach, to learn at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. At AITAM (Autonomous), the curriculum is designed enough to inculcate multidisciplinary education. Apart from the regular credit courses, students have mandatory, non credit courses like Constitution of India, Environmental studies, and Human Values; and also interdisciplinary elective credit courses. Nearly 30 different value added course are offered beyond the curriculum, Seminars/ workshops/ training programs are also conducted for students regularly by experts in multiple disciplines enabling the integration of humanities and science. Moreover for the award of B. Tech degree with Honors/Minor courses, Minor degree is with additional 20 credits, shall be earned by taking the inter-disciplinary courses offered preferably from the new emerging areas by other departments. These additional courses offered by the program may change from time to time based on the demand and resources availability. By providing students, exposure to multiple disciplines, help them understand their chosen field better and also develop an appreciation for diverse knowledge systems and become more well-rounded citizens.</p>

2. Academic bank of credits (ABC):	The UGC released the regulations for establishment and operation of ABC scheme in HEIs as part of the National Education Policy (NEP). The ABC will function like a commercial bank where students can accumulate, transfer, redeem their credits. The JNTU University has initiated towards creating awareness on academic bank of credits. The institution has not registered under ABC. We have decided to roll out this in a phased manner. We will have to make a roadmap for the next few years. Credits for each discipline are different and hence we need to chalk out a detailed plan on how it will be implemented
3. Skill development:	AITAM possess skill development cell, namely, APSSDC, Andhra Pradesh state Skill Development Cooperation, that trains the Students in offline mode on productivity enhancement tools, AutoCAD, cloud computing, advanced python, embedded systems basics and advanced and many other skill oriented workshops are conducted to enrich and enhance the student's skills. Additionally, soft skills training are provided under the guidance of Placement Cell; English Communication Skills are developed with the help of laboratory courses. Other technical skills like Internet of Things and Robotics, App Development Course, Python and R Programming, Artificial Intelligence and Machine Learning, etc are developed either in the form of a training program, workshop, competitions, etc by the departments as well as Students activity centre(SAC). Skill oriented Value-added courses are offered in online and offline mode. So, in order to provide value based education, the institution provides courses and conducts events on professional skills, life-skills also.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In view of intellectual enlightenment, it is necessary to incorporate Indian Knowledge Systems. This includes indigenous and traditional ways of learning, included in learning of mathematics, engineering, linguistics, literature, sports, games, as well as in yoga. The institute commemorates Hindi Divas, Mother tongue day, Tourism Day, Yoga Day and festivals like Sankranti, Holi, Dasahara, Christmas, etc as an act of reverence towards Indian culture. The promotion of Indian languages, arts and traditions is also facilitated through competitions organized during the annual fest, competitions such as essay writing, poetry, folk song, folk dance and skit, which encourage students to stay connected with the rich

	<p>Indian culture. Under Ek bharaat shreshtha bharaat, a student exchange program initiated by Indian government, our young generation acquired information on Indian culture, like visit to Amritsar group of colleges, Warangal and nearby heritage sites. To promote Hindi language, different type of word games are organised.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>In AITAM, the IQAC organized a number of multiple FDPs on Outcome based Education (OBE) in collaboration with various premier Industries Institutes like NITTTRs, NIT Raipur, etc. All faculty of AITAM have got trained in OBE. AITAM being autonomous, all courses are designed under OBE paradigm with Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO) specified. The integration of OBE in curriculum has been introduced in 2013. During the induction program, students are given an orientation on Outcome Based Education paradigm; Program Outcomes are explained to the students. The curriculum clearly states Program Outcomes, Program Specific Outcomes and Course Outcomes. Teaching-learning pedagogy adapted at the institute ensures implementation of OBE to transform the youth into responsible citizens. The outcomes have been articulated in the college website. Every faculty explains the course outcomes (COs) of each course before the commencement of the same. The integration of OBE with Internal and External Question Papers was introduced in 2013 and was a notable initiative for preparation of OBE in line with bloom's taxonomy</p>
<p>6. Distance education/online education:</p>	<p>In the modern era, the online educational technology has gained popularity. Online education allows students to attend classes from any location of their choice, instead of being restricted by geographical boundaries. AITAM also introduced the process of acquiring credits by taking MOOCs /NPTEL courses. Online education was the only platform during the pandemic, when the students were taught online, got exposed to virtual labs, online exams were conducted using Google forms, etc; using the digital tools such as Moodle, Google Tools, Online Whiteboards, YouTube to develop and deliver e-content, short videos, interactive power point presentations and other online content. With offline classes being pursued at present, the faculty and students at the</p>

	<p>institute are looking forward towards blended learning as it integrates the learning experience with a humane aspect. Therefore, the students can gain from the benefit of online teaching along with face-to-face interaction with tutor and fellow pupils. Learning material are provided on college student portal. Students as well as faculty are also encouraged to engage in courses offered by online portals such as Swayam, Coursera etc. to widen their sphere of knowledge and understanding and sharpen their skills. The college is an active Local Chapter of NPTEL courses.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes The aim of setting up Electoral Literacy Club at Aditya Institute of Technology and Management (AITAM) is to make the students sensitive regarding democratic rights i.e., participating in elections by casting their votes. For understanding about the democratic system, the institute conducts activities on mock polling. The events like essay writing competitions, debates, elocution, poster presentations and several programs about electoral methods are organized</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The institute has setup the ELC with following members as the functional authority: 1. V Gopala krishna, Assistant Professor, ELC Coordinator 2. Dr.B Balaram, Associate Professor, NSS Coordinator & Additional Coordinator ELC 3. Mr. S Rohith, Student Representative 4. Mrs. S Ragasree, Student Council President, Student Representative 5. Mr. J Suresh, Student Activity Centre Head,</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The AITAM ELCs run the following initiative programs: 1. Voter Awareness Campaigns: These events take place in neighborhood communities to educate the public about the significance of casting a ballot. 2. The institute's faculty and students participate in workshops whose main goal is to educate them on the value of voting. 3. By putting up the makeshift voting booths, the ELC took the initiative to teach the public about voter registration, the electoral process, and other relevant topics.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC started a number of socially relevant surveys, awareness campaigns, and content and publication creation projects pertaining to electoral matters. These programs emphasize the contributions made to the growth of democratic ideals and voter engagement. 1. To raise awareness among the target audience of the value of voting by encouraging morally upright use of one's right to vote. 2. To increase the target candidates' ethical voting participation in order to uphold the notions of "Every vote counts" and "No voter to be left behind."</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All the students that are eligible for enrolling in the voting process with above 18 years of age are educated with the knowledge about the democratic rights emphasizing on participating in elections by casting votes. Mock polling activities are organized by ELC at the institute for providing the students a practical experience about the voting procedure. The ELC organizes events like essay writing competitions, debates, elocution, poster presentations and several programs to create awareness about the electoral process.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4360	3918	3593	3334	3339
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
852	808	714	758	768
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	234	218	202	214
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 293

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1254.17	674.95	526.67	786.72	895.42
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Curriculum is a torch bearing aspect which runs the higher education for betterment of the society. In this context, the vision of AITAM is to serve the community to meet the Educational, Social, Cultural and Economic needs of the region and the nation, to create a Humane Society, which is reflected in the curriculum. AITAM programmes are formulated and structured to provide a solid basis in Humanities, Sciences, Engineering, and Technology & Management by focusing and orienting on transdisciplinary and comprehensive learning.

At the present juncture, AITAM imparts education in major branches of Engineering such as, Civil Engineering , Mechanical Engineering, Electrical & Electronics Engineering, Electronics & Communication Engineering, Computer Science & Engineering, Information Technology, Computer Science & Engineering (AI&ML), Computer science& Engineering (Data Science) along with Management vertical. Humanities, Mathematics and Basic Sciences are supporting studies. During the last five years, new centers/ chairs were established to start new courses in the front-line areas of knowledge which are in tune with the local needs. As per Autonomous institutions regulations, major revision of the curriculum takes place at every three years in the light of regulatory requirements, industry/ Institutional requirements and to incorporate the swift transitions/transformations across the societal, regional, national and global echelon. Core values governing the AITAM curriculum are human dignity, skills, employability and competency building, creativity/innovation and open thinking, cultural diversity, gender equality, respect for nature and environmental consciousness, democratic, participatory and ethical approach and team building through improved interpersonal communication.

Several new programmes/courses are in place, based on the feedback of students, alumni, employers and experts from academia and industry. AITAM offers some of the unique specialization courses in Artificial Intelligence and Machine Learning, Big Data Analytics, Data Science, Cyber Security, Internet of Things (IoT), Electrical Vehicles, VLSI Design and Verification, Robotics, Smart Cities, helping the learners in digital era to cope up with the rapid rise in digital footprints of the humanities.

PG programs (M.Tech) offered by Departments of core engineering and Technology are nurturing human resource interdisciplinary domain. These significant courses in the technological sector are gaining global visibility and are being tracked for emerging investment opportunities and skilled human sources. Contemporary gender issues and women empowerment are dealt by the Institution. The institution has adopted OBE with good number of electives as well as POs/PSOs/COs designed for all programs and are published on the web site as well as placed in the respective departments and the

awareness has been created among the students.

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

1.1.2

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

Response:

Aditya Institute of Technology and Management (AITAM) place a strong emphasis on employability, entrepreneurship, and skill development to prepare students for the rapidly evolving professional landscape. The college recognizes the importance of equipping students with the necessary knowledge, competencies, and entrepreneurial mindset to succeed in their careers or pursue entrepreneurial ventures. To achieve this, AITAM consistently revises its course syllabi to incorporate contemporary requirements and industry demands.

The college regularly reviews and updates the syllabi of its courses to align with emerging trends, technological advancements, and changing industry requirements. AITAM understands that employability goes beyond technical proficiency. Therefore, the college focuses on developing a comprehensive skill set among its students. The curriculum is designed with courses to foster critical thinking, problem-solving abilities, communication skills, teamwork, and leadership qualities. By emphasizing these skills, AITAM prepares students to excel not only in technical roles but also in managerial and leadership positions.

Entrepreneurship is another key aspect of AITAM's educational approach. The college recognizes the importance of fostering an entrepreneurial mindset and providing students with the necessary tools and resources to explore their entrepreneurial aspirations. The Institution Innovation Council of the college provides ample resources such as awareness programmes on Entrepreneurship, IPR and startups etc. to guide and support aspiring students.

To further enhance the employability and entrepreneurial capabilities of its students, AITAM incorporates practical learning experiences into the curriculum.

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

1.2 Academic Flexibility

1.2.1

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

Response: 56.67

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

Response: 854

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

Response: 1507

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The AITAM curriculum effectively incorporates topics that are pertinent to gender, sustainability and the environment, human values, and professional ethics. This results in a solid, comprehensive, value-based education for students. As part of the curriculum, a variety of events are planned all year long to aid in this endeavour. Aditya Institute of Technology and Management seeks to develop ethical and responsible professionals who are aware of their social and environmental obligations by harmonizing with the National Education Policy (NEP) of 2020 and the Sustainable Development Goals (SDGs).

Professional Ethics:

The institution integrates ethical principles throughout the curriculum honesty, trustworthiness, transparency, accountability, confidentiality, objectivity, respect, obedience to the law, and loyalty thus preparing students to become ethically conscious professionals.

Gender: Promoting gender equality is not only a fundamental human right but also essential for achieving sustainable development. AITAM recognizes the need to eliminate gender disparities and biases. Many initiatives, taken for girls like hemoglobin check up camps, Women's Empowerment, Laws for Women, Women's Day are organised. Through these initiatives, students develop a broader understanding of gender issues, challenge stereotypes, and contribute to building an inclusive and equitable society.

Human Values: In addition to technical skills, AITAM understands the significance of imparting human values to its students. The curriculum includes courses and activities that emphasize empathy, compassion, integrity, and social responsibility. These initiatives cultivate well-rounded individuals who not only excel in their professional pursuits but also contribute positively to their communities. By promoting human values, the institution aims to nurture ethical leaders who prioritize the welfare of others.

Environment and Sustainability: AITAM has strong community orientated work culture that involves integration of water quality, air quality, education and healthcare, innovation and human values. AITAM has pioneered vocational and skill development education by introducing UG/PG programmes in Water, Sanitation and Waste Management, Renewable Energy, and Green Technology. A compulsory core course on Environment studies is included in all UG programmes. Environment awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day and Water Day are annually celebrated. AITAM accords great importance to research in inter-disciplinary areas focused on renewable energy, environmental pollution.

Alignment with Sustainable Development Goals: The Aditya Institute of Technology and Management's curriculum integrates cross-cutting themes that are closely connected with the United Nations' Sustainable Development Goals. The organization acknowledges that the SDGs provide a comprehensive framework for tackling global issues and fostering a more sustainable and equitable future. By incorporating SDG-related topics and activities into numerous courses, AITAM ensures that students grasp the interdependence of social, economic, and environmental concerns. This comprehensive approach equips individuals to make a significant contribution to the attainment of the SDGs during their future professions.

National Education Policy – 2020: Aditya Institute of Technology and Management embraces the objective of the 2020 National Education Policy (NEP), which stresses interdisciplinary and comprehensive education. The institution's curriculum is designed to promote critical thinking, creativity, and ethical reasoning, as outlined in the NEP. By incorporating cross-cutting topics into the curriculum, Aditya Institute of Technology and Management provides a student-centered and inclusive learning environment that stimulates creativity, problem-solving, and a thorough awareness of social difficulties. The institution also guarantees that faculty members have received the appropriate pedagogical training to properly teach the new curriculum.

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

1.3.2

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

Response: 304

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

1.3.3

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

Response: 100

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

Response: 14

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

Response: 14

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

1.4 Feedback System

<p>1.4.1</p> <p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
1231	1034	966	793	771

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1319	1187	1156	1090	990

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 91.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
397	348	320	313	351

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

2022-23	2021-22	2020-21	2019-20	2018-19
413	389	377	353	353

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The evaluation of students' performance in both mid-term and semester-end examinations serves as a

crucial determinant in identifying individuals who exhibit either academic strength or weakness. Students who attain less than 50% of the total marks in the mid-term examinations or fail to meet the passing criteria in the semester-end examinations are categorized as weak students. On the contrary, those who surpass the 50% threshold in the mid-term exams and achieve a commendable 8.5 Cumulative Grade Point Average (CGPA) are recognized as bright students.

Measures taken to handle slow learners:

In response to the varied academic needs of students, the institution has implemented a series of measures aimed at assisting those who may be considered slow learners. Remedial and extra classes are conducted, focusing specifically on the subject or topic areas where students exhibit a slower learning pace. Individual academic counselling sessions are also provided by the respective subject teachers, ensuring personalized attention and guidance

Encouragement for Advanced Learners:

Mentors play a crucial role in motivating and counselling slow learners, fostering an environment where these students feel supported and encouraged. Regular communication channels are established with parents through dedicated parent meetings, during which the performance of slow learners is discussed, and collaborative strategies are developed to enhance their academic progress. Additionally, for students entering the institution through lateral entry, specialized bridge courses are arranged to facilitate a smoother transition into the academic curriculum.

Conversely, the institution places a strong emphasis on recognizing and nurturing advanced learners. Various initiatives are in place to provide guidance and support to these students. They are encouraged to participate in competitive examinations such as the Graduate Aptitude Test in Engineering (GATE) and other relevant competitions on both national and inter-institutional levels.

Advanced learners are further motivated to enroll in courses offered by the National Programme on Technology Enhanced Learning (NPTEL) for comprehensive knowledge enhancement. Faculty members actively engage with these students, offering guidance on mini projects and the development of prototype models to further stimulate their intellectual curiosity. Bright students are not only recognized within the academic sphere but are also encouraged to take on active roles in professional bodies and event organizing committees, fostering a holistic development approach.

Acknowledging and rewarding academic excellence, the institution ensures that class toppers receive due recognition and incentives. Additionally, awareness camps are organized to enlighten students about opportunities for pursuing higher studies abroad. They are also encouraged to enroll in Honors and Minors programs to diversify their academic pursuits. To foster a competitive spirit and hone their practical skills, guidance is provided for participation in coding contests and Hackathons, ensuring a well-rounded educational experience for all students.

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

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 18.02

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

2.3 Teaching- Learning Process**2.3.1**

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

A diverse array of student-centric methodologies, including active learning, cooperative learning, problem-based learning, project-based learning, experiential learning, experimental learning, blended learning, and other ICT-based learning methodologies, are implemented to effectively impart subject knowledge to students. The educational mission at AITAM is rooted in fostering a learning environment that encourages the exploration of diverse skills and critical thinking about the subject matter, opening up new opportunities for academic enrichment and course strengthening.

Activity-Based Learning: Activity-Based Learning at AITAM is an integral facet of the institution's pedagogical approach, where faculty members actively engage students through diverse and interactive teaching methods. Recognizing the importance of fostering a dynamic and participatory learning environment, educators consistently utilize techniques such as role play, group discussions, debates, and demonstrations. Role play serves as a powerful tool, allowing students to step into different roles and simulate real-world scenarios. Group discussions provide a platform for collaborative learning, encouraging students to share perspectives, exchange ideas, and collectively explore complex topics. Debates contribute to the development of critical thinking and effective communication skills as students articulate and defend their viewpoints in a structured discourse. Demonstrations, on the other hand, offer a visual and hands-on dimension to learning, making abstract concepts more tangible and relatable.

Experiential Learning: In addition to traditional teaching methods, faculty members incorporate practical sessions, hands-on training, workshops, and internships into their pedagogy. Recognizing engineering as an experimental and dynamic discipline, 30% of the curriculum is dedicated to practical sessions for a deeper understanding of theoretical concepts. Skill-based courses are integrated into every program to provide hands-on experience and fortify students' skills. Entrepreneurship development programs by the Entrepreneur Development Cell aim to create "job creators" rather than "job seekers," and internship programs enhance students' employability skills.

Project-Based Learning: Beyond assignments, students are assigned projects that allow them to apply knowledge gained in theory/lab courses to develop mini and major projects.

Participative Learning: Students are actively encouraged to engage in collaborative work, participate in seminars, Hackathons, workshops, field trips, and symposiums. Additionally, students are involved in soft skills training, role plays, exhibitions, etc., refining their expressive abilities.

Highlights of Student-Centric Methods:

- Provisions for individual involvement in practicals, project work, and industrial visits, including technical seminars.
- Periodic organization of industrial visits to enhance real-world exposure.
- Visiting faculties from industry and reputable academic institutes supplement the teaching process, bridging the gap between industry and academia.
- Provision of e-learning resources through internet facilities.
- Conducting internship programs.
- Providing necessary support for publishing research articles.
- Organizing workshops, seminars, and conferences focusing on bridging the gap between industry and academia, as well as the latest trending technologies.
- Maintaining a teacher-to-student ratio of 1:20 for effective mentoring in various academic and extracurricular activities.

Thus, AITAM takes all necessary steps to transition from conventional teacher-centric learning to a student-centric learning campus, emphasizing comprehensive educational development and excellence.

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

2.3.2

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

Response:

As a mentor, a faculty member's job is to encourage and nurture a student as they go through a period of transition in their academic, professional, and personal development. In all of the institute's departments, mentoring is an ongoing process in which faculty mentors act as a resource for students, answering any number of questions they may have, no matter how simple or complex. They also assist students in selecting courses that suit their interests and needs, motivate them to actively participate in seminars and laboratories with realistic objectives, and offer guidance and counsel on any other matters pertaining to their academic, professional, or personal development.

Every member of staff will oversee a cohort of fifteen to twenty pupils. Faculty members in the department will serve as mentors to the students until they graduate.

OBJECTIVES:

- To furnish mentees with direction, assistance, and education to augment their individual and occupational growth.
- To help mentees establish and fulfil their professional and academic objectives.
- To establish a welcoming and inclusive learning atmosphere that encourages cooperation and respect for one another.

RESPONSIBILITIES OF A MENTOR:

- Preserves the student profile records in the authorized format.
- Keeps track of complaints, difficulties, and absenteeism.
- Educates pupils about the policies and procedures governing academics.
- Keep track of each student's performance on both internal and external tests for each semester.
- Every student's attendance in every course is tracked.
- Within a week of the results being released, evaluates the students' performance and offers advice for subpar performance.

- Gets in touch with parents of students at least twice a semester to go over the student's progress, any attendance concerns, and future plans.
- Provides direction and information for organizing an industrial internship.
- Ensures that materials for advanced coursework or study are available.
- Notifies the HOD of any unresolved student problems, and if the HOD feels that more work is necessary to address the matter

TYPES OF MENTORING ACTIVITIES DONE TOWARDS STUDENTS:

Types of mentoring done are:

1. Academic Growth
2. Professional Guidance
3. Career Advancement
4. Course Work Specific
5. Laboratory Specific
6. Employability and all-round development

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

2.3.3

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

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

Response:

1. Academic calendar

The academic calendar is prepared by the institute and displayed on the notice boards as well as on website and followed same by all the departments. The calendar, made available to the students before the commencement of classwork, includes:

- First and last day of instruction, schedules of internal and external exams, preparation holidays for final examinations, and vacation periods.
- Academic calendar has strictly adhered. However, in case of any unforeseen situations, necessary change is made by the authorities and the same is displayed on notice boards and websites

1. Teaching Plan

Heads of the department conduct meeting with the faculty well in advance of the commencement of the semester course work, and allocate subjects. A unit-wise teaching plan of the course content, spread over the allotted lecture hours, is prepared to ensure a uniform pace of teaching. Course coverage is monitored by the concerned HOD and deviations if any, are clarified with the concerned faculty and special classwork is planned.

Faculty member (s) prepares a 'teaching plan' for every theory subject which is duly approved by the Head of the department. This schedule is placed in the course file at the beginning of the semester. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. Effective implementation of the lesson and lecture schedules is monitored by the Head of the Department.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	234	218	202	214

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

2.4.2

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

Response: 29.35

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

Response: 86

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

2.4.3

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

Response: 7.91

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

Response: 1915

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

2.4.4

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

Response: 74.3

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

Response: 159

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 15.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	27	24

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

2.5.2

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

Response: 0.56

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
4356	3897	3526	3283	3272

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

2.5.3

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

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

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

Response:

All the pre and post semester end examination processes viz. Curriculum allotment, registration of the students professional and open elective courses, generation of hall tickets and OMR sheets, scanning of marks, grading and grade memo generation are implemented through automated software. The performance of the students in continuous assessment and students' attendance is continuously monitored and updated to the parents periodically. Parents and students can view the attendance and performance in the examinations at any time through student's portal. All the students register for regular and supplementary examinations through online.

Examination procedures:

Reforms during pre- examination processes:

Standardized and foolproof question paper template is being used while inviting the question papers from the external/internal subject experts. The template ensures that all the learning levels as per the Bloom's taxonomy are assessed in line with the OBE philosophy. Multiple sets of question papers are invited well before the commencement of examinations and the question paper moderation committee randomly picks one question paper in the presence of the CoE ensuring the compliance. Question paper moderation committee comprising of the course coordinator and senior faculty members shall scrutinize the question paper to ensure the concurrence of the questions in line with the syllabus.

Reforms during the examination:

To avoid malpractice during examination, dynamic seating plan is prepared for a specific day and the seating arrangement for the individual student is displayed through web portal. Coding & decoding, barcode for the registration number is introduced in addition to the printed photograph of the student in the OMR sheet to avoid proxy during examinations.

Reforms during post-examination:

Evaluation is done to ensure the uniform and consistent evaluation of all the scripts. Subject chief evaluator shall pick-up randomly four scripts in a bundle of 40 scripts for second valuation to ensure the consistency of the assessment process. For the easy access to the students and parents, all the semester end results are posted in the student portal. All the results are updated in the student's portal immediately after the declaration of results.

Continuous internal assessment system

Continuous internal assessment is done through conducting various tests from time to time. Two descriptive mid semester exams, two objective Tests, two assignments and internal practical examinations are conducted in each semester. Review on the project and skill oriented, skill advanced and soft skills courses are conducted periodically to assess the progress in these courses. The physical copies of the mid semester answer scripts along with the marks are distributed to the students allow them to verify for transparency and to educate the students in presentation skills. The performance of the student in MID exams and final exam is analyzed to initiate appropriate follow- up action in the form of makeup and remedial classes. To assess the higher order thinking levels as well as the depth of understanding of a particular course in the continuous assessment process, standard approved template of question paper is followed for all the courses.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Program Outcomes (POs) and the Course Outcomes (COs) of the representative courses which contribute to the attainment of the POs are formulated. Based on the formulation of the COs, the course contents are developed. The Course Outcomes are mapped with the Program Outcomes which are aligned with the Blooms Taxonomy Levels (BTLs). Thus, Course Outcomes contribute to the realization of the Program Outcomes.

The Course Outcomes are identified basing on the content of the courses and the learning objectives. The Course Outcomes are planned and designed so as to cover the entire syllabus and the designated competencies. While administering examinations, care is taken to ensure that learners attempt all outcomes. The internal tests are planned at the end of every competency designated to the identified course outcomes.

Mechanism of Communication:

Course handouts are prepared well in advance containing syllabus, list of identified text books, learning objectives, course outcomes, lesson plan schedule, etc. The course instructors are apprised and trained in the content of the syllabus and the expected outcomes.

The expected course outcomes along with assessment and evaluation pattern are also explained to the students. The same is explained by the instructors in the introductory session at the commencement of the course. A few hard copies of the course handouts are made available in the central library and are made available in the website. All the stated POs and COs are disseminated to the stake holders in the following ways: *Academic regulations, College website, Displayed prominently at the different locations of the departments, All the feedback forms viz., Course end, Alumni, Employee, Course exit Feedback.*

Apart from this, Program outcomes are made reachable to all the stakeholders of the program through sensitization, faculty workshops, student workshops, and induction programs.

Integration into Assessment of PO&PSOs:

Direct Assessment:

- **CO Assessment Procedure:**

The tools for assessing COs are Mid-Exams, Assignments, Objective Test and Semester-End Exams. Each question in these exams is mapped to a specific CO. For each student and for each CO, marks obtained in above tests are scaled to 25, 10, 5, 60 marks respectively, and are normalized to 100. Then, the CO-wise class-average is taken as the cutoff for that CO. The number of students with their final mark above the cutoff value is considered for rating the CO attainment on 3-scale.

? 55% is 3 45-55% is 2, 40-45% is 1, <40% is 0.

- **PO Assessment:** Using the level-mappings, for every course(theory or lab), the PO attainment is calculated by taking the weighted average of the product of CO-attainment-value and level-mapping of CO-PO.

Overall PO value is calculated as the average of all PO values obtained from the courses.

Indirect Assessment:

Co-curricular and Extra-curricular activities are conducted to inculcate PO6 to PO11. The participation ratio is taken as the assessment parameter for these POs.

Feedback Survey (Exit Feedback Alumni Survey Employer Survey): The surveys are taken at the end of every semester to give their valuable opinion on the performance and understanding.

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

2.6.2

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

Response: 100

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

Response: 852

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

AITAM has a Research and Development cell that facilitates and monitors various research activities. The total R&D activities are categorized into Academic, Sponsored, Extramural research activities, Consultancy & Innovations, Incubations, Entrepreneur development, Patents, Intellectual Property Rights (IPRs) and Copyrights.

Each research area is monitored by a Doctorate / Professor in charge who reports the progress and prospectus to Dean R&D. The R&D cell is headed by the Dean R&D. The R&D cell takes all strategic decisions, updates policies and makes corrective actions as per the institutional norms. In order to promote research in the campus, research centres are established and recognized by JNTUGV.

All eligible faculty members shall register for Ph.D program within one year of their appointment. Faculties are encouraged with financial support in addition to leaves as per the research promotion and HR policy to attend International conferences abroad / Conferences / Workshops / FDPs / Refresher courses etc.

The college has made it mandatory to all Engineering, MBA and BS&H Departments to plan at least two FDPs (Preferably One Week) and One International Conference in a calendar year in association with other departments.

The College has fixed that at least two articles to be published by every faculty in Web of science / Scopus indexed / UGC care List-1 journals. Faculty members are requested to oversee the application of code of research ethics for the responsible practice of research.

Faculty are encouraged with incentives for publication of Journal articles, Review articles, Books and book chapters as per their author position. Best researcher will be awarded by the institution in every calendar year, starting from 2022, based on research score attained by faculty.

Every doctorate shall apply for a minimum of one external funded project. Faculty of each department shall conduct research in the focused areas identified by external funding agencies in addition to the research areas preferred by the faculty. Faculty are encouraged to identify inter-disciplinary research in their chosen field of research. Meritorious research work by faculty is awarded with monetary incentives and 2 to 5 % of the external project fund will be sanctioned as incentive for faculty.

The College provides monetary benefits of the sanctioned external grant to encourage the faculty for promotion of research in the institute and 60% of the revenue generated in consultancy are paid to the contributing faculty and staff in consultancy projects.

To foster the development of an innovation culture, the institution organizes various programs such as ideation programs, project expos, and provides seeding grants to encourage both students and faculty.

The college shall provide required support to the faculty for filing IPRs and copyrights when it has been proved by the faculty that such a filing is necessary to protect the value of the research done. All innovative projects of faculty are earmarked for filing patents on successful completion. Institution extends its support in all aspects of applying for the patents and cash rewards for the publication / grant of patent.

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

3.1.2

The institution provides seed money to its teachers for research

Response: 20.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.68	4.82	2.44	0.2	2.46

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

3.1.3

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

Response: 0

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

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

3.2 Resource Mobilization for Research**3.2.1**

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

Response: 8.64

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

3.2.2

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

Response: 0

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

Response: 1

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

3.2.3

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

Response: 27.27

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

Response: 66

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

3.3 Innovation Ecosystem**3.3.1**

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

Response:

AITAM's Innovation and Incubation Centre serves as a dynamic hub, fostering collaboration among students, research scholars, field experts, researchers, and industry professionals to cultivate breakthroughs that merge the unconventional, embrace risk, and aspire to transformative accomplishments. With a commitment to igniting creativity and encouraging risk-taking, the center stands as a catalyst for innovation and job creation.

Main Objectives:

Invoke Innovative Ideas and Boost Employment: AITAM aims to inspire innovative thinking, creating a breeding ground for fresh ideas that not only contribute to academic advancements but also enhance employment prospects for students.

Motivate Participation in Technology Transfer Management: The institution strives to motivate students to actively engage in the management of technology transfer, fostering an environment where theoretical knowledge is seamlessly applied to practical and market-oriented solutions.

Enhance Resource Effectiveness in Research and Development: AITAM's management actively supports the broadening of research scope, effective resource utilization, and the protection of intellectual property rights. This commitment ensures that the outcomes of research and development activities contribute significantly to academia and industry.

Provide a Creative Atmosphere for Flourishing Ideas: The Incubation Centre creates a vibrant and supportive atmosphere where innovative ideas and projects can thrive, promoting an entrepreneurial spirit among students and collaborators.

Offer a Platform for Business Incubation and Innovation: The center provides spaces for incubation, counseling services on business management, and technological solutions. It facilitates interaction with industries, addressing practical challenges, and devising viable solutions. A systematic process guides innovators to transform concepts into market-ready products, offering access to technology, expertise, and facilities.

Leverage Infrastructure and Industry Relations: AITAM boasts excellent infrastructure and maintains strong ties with nearby industries and alumni. Research facilities, both on-campus and through collaborations, provide a conducive environment for idea evaluation and solution development. The institution encourages student participation in competitions like Smart India Hackathon, showcasing their inventive solutions to societal problems.

Promote Entrepreneurial Culture: The Entrepreneur Development Cell nurtures an entrepreneurial culture through programs like Entrepreneurship Awareness Camps and addressing challenges in setting up social businesses. Many departments serve as recognized research centers, and faculty engagement in innovative research projects, often funded, is actively encouraged.

Support Innovative Projects: AITAM's administration extends financial and infrastructural support for select innovative projects proposed by faculty and students. This backing ensures that promising ideas have the resources needed to materialize, fostering a culture of innovation and project-based exhibitions, workshops, and symposiums that allow students to showcase their inventive concepts.

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

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: B. Any 3 of the above

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

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 0.77

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 51

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

3.4.3

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

Response: 0.92

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

Response: 269

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.23**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 67

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

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 7.66

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

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 25

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 155.66**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
32.45	39.16	27.01	34.69	22.35

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

3.6 Extension Activities

3.6.1

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

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

Response:

Blood Donation Camps:

The NSS (National Service Scheme) and Red Cross Youth Wing of Aditya Institute of Technology and Management (AITAM) have been actively organizing frequent blood donation camps as part of their community service initiatives. These camps aim to ensure an adequate and safe blood supply for those in need, primarily serving patients from rural backgrounds. This report highlights the key aspects and impacts of these blood donation camps. The main objectives of the program are to provide a continuous and reliable supply of blood to the Redcross Society. The blood donation camps organized by the NSS and Red Cross Youth Wing of Aditya Institute of Technology and Management are commendable efforts towards supporting the healthcare needs of rural patients and promoting the importance of blood donation. These initiatives have not only helped in maintaining an adequate blood supply but have also played a crucial role in building a socially responsible community.

Swachh Bharath Cleaning Drives:

The Swachh Bharat cleaning drive, conducted in our neighborhood community, has yielded significant outcomes by promoting cleanliness and sensitizing students to social issues. This report highlights the key impacts of the drive on the community and its participants. The initiative has educated students and community members on the importance of responsible waste disposal and environmental sustainability. It has also encouraged the development of teamwork, leadership, and community engagement skills among students. As a result, students and community members have become more aware of responsible waste disposal and environmental sustainability, leading to more environmentally conscious behaviors.

Plantation Drives:

The National Service Scheme (NSS) at Aditya Institute of Technology and Management (AITAM) has been leading efforts to promote environmental sustainability through the implementation of a Frequent Plantation Drive and the "One Student One Tree" initiative. This report highlights the key aspects and impacts of these initiatives on the campus and the student community. To encourage students to take personal responsibility for the environment, each student was encouraged to plant and care for one tree, fostering a sense of ownership and responsibility towards environmental conservation. The Frequent Plantation Drive and "One Student One Tree" initiative by the NSS at AITAM have significantly contributed to promoting environmental sustainability on campus.

Awareness on Fundamental Rights and Fundamental Duties:

Awareness of fundamental rights organized by the Ek Bharat Shreshtha Bharat (EBSB) cell of Aditya Institute of Technology and Management (AITAM) is crucial for empowering individuals and ensuring the protection and promotion of their freedoms and dignity. Fundamental rights are the basic human rights enshrined in a country's constitution, guaranteeing every citizen equality, freedom, and justice. Raising awareness about these rights involves educating the public on their entitlements and how to exercise and protect them. This includes disseminating information through schools, colleges, community programs, and media to ensure people understand their rights and responsibilities. Promoting awareness of fundamental rights not only helps individuals understand and assert their rights but also fosters a culture of respect, equality, and justice in society.

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

3.6.2

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	30	15	11	12

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

3.7 Collaboration

3.7.1

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

Response: 18

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

Situated in close proximity to Tekkali, the institution strategically addresses the diverse needs of stakeholders, boasting exceptional infrastructural facilities across a vast 25.60-acre expanse with a built-up area totalling 41631.61 square meters. The institution encompasses nine engineering departments and supporting units, including English and humanities, Mathematics, Physics, Chemistry, and Training & Placement. Each department is meticulously equipped with state-of-the-art facilities to ensure a conducive environment for effective teaching and learning.

Campus Facilities:

Classrooms: The institution features 72 well-designed classrooms, providing a collaborative setting equipped with LCD projectors, ICT, and technical tools, facilitating efficient student learning.

Laboratories: A multitude of laboratories geared towards enhancing practical skills, including modern replacements for UG and PG courses, along with language laboratories fostering leadership and communication skills development.

Seminar Halls: Numerous seminar halls equipped with Wi-Fi, ICT resources, and audio-visual aids, catering to seminars and expert talks.

Computing Equipment: With 1313 computers of various specifications and a robust network infrastructure boasting a 1200 Mbps internet connection, the institution supports learning outcomes with essential equipment such as scanners, printers, and CD/DVD writers.

Library: The central library spans over 1135.39 square meters, featuring contemporary amenities and materials, including Bees ERP Software. The library has 10923 book titles and 53067 volumes. A digital library supplements resources, providing access to OPAC, databases, e-books, NPTEL video lectures and e-journals through IEEE, ACME, ASCE, J-Gate, Delnet, Pro-quest etc.

Campus Amenities:

- The college has three generators with a capacity of 325 KVA, 125 KVA and 63 KVA with 32

UPS of total capacity 318 KVA to ensure uninterrupted power supply for the smooth functioning of all routine academic activities and hostels, addressing potential power outages.

- Infrastructure is designed to accommodate differently-abled students with ramps and separate restrooms featuring western toilets.
- A well-established fire safety system enhances overall campus safety.
- The institution provides bus transportation to students and faculty, in addition to on-campus hostel facilities.
- Excellent infrastructure caters to academic, co-curricular, and extra-curricular activities, supported by a bank, ATM, stationery store, post office and canteen.
- A diverse range of activities to enrich student life, including cultural and sports events, a dedicated yoga center, various indoor and outdoor games, a fully equipped gymnasium, and a state-of-the-art auditorium. These facilities cater to the holistic development of students, fostering physical fitness, creativity, and social engagement within the campus community.

In sum, the institution's comprehensive and advanced facilities reflect its commitment to fostering a conducive learning environment, ensuring that students receive a well-rounded educational experience. The institution's commitment to academic excellence, coupled with its state-of-the-art infrastructure and student-centric amenities, positions it as a nurturing environment for holistic development and educational advancement. The campus serves not only as a hub for academic pursuits but also as a vibrant community fostering a culture of innovation, collaboration, and overall student well-being.

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

4.1.2

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

Response: 33.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
590.54	226.18	45.82	269.04	246.51

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Aditya Institute of Technology and Management (AITAM) is one of the reputed institutions supporting the education in the field of Engineering and Management studies from 2001. The facilities provided in the institution are meeting the expectations of the academicians in the learning environment.. The library occupies 1135.35 Sq mts of area with 350 seating capacity accommodated in two floors of Periodical section, Two Reading Halls, Digital Library, Technical section, Loan book section, Reference section.

The central library is fully automated in the year 2004 with BEES ERP Software The library is fully integrated Barcode Technology where user can enter, search catalogue, borrow and return books can be done. Library has a book collection of 53077 volumes, 10925 titles, 133 print periodicals (as on 01-01-2023). The Digital Library has 30 computers and subscribed several e-resources which includes e-books and e- journals. We have Subscribed IEEE, ASME, ASCE, Proquest, DELNET, NDL, N-List. We are maintaining separate server for NPTEL courses. Working hours of our library from 8.00 am to 9.00pm.The Transaction hours of the library from 9.00am to 5.00 pm in working days. In Sunday and other holidays the working hours of library from 9.00 am to 1.00 pm and in vacation the library opens from 9.00am to 5.00pm.

Our Library offering Text Books Service, Reference Service, Circulation / Book Lending , Book Bank Service, Digital Library, Periodicals (Journals, Magazines & News Papers), Inter library Loan Service, Reprography Service (Photo copying Service) ,Old Question Papers, Back Volumes, Project Reports, New Arrivals to library users.

Currently new library building under construction, once construction is completed will move. The new library will have a expanded space for studying and reading, In New library Building will also offer advanced technical services to library users. There will extended furniture and amenities like high

frequency Wi-Fi. internal rest rooms for save the time to users.

Library Networks Membership: DELNET & INFLIBNET(N.LIST),National Digital Library

DELNET with a membership of 2196 National and International Libraries provides web access to 5.79 million records of books, periodicals, theses, dissertation with lavational data and document delivery facility.

The Library is member of INFLIBNET and provides web access to 3,01,41,202 full text of e-Books, e. Journals and Archives

National Digital Library of India (NDLI) is a virtual repository of learning resources which is not just a repository with search/browse facilities but provides a host of services for the learner community. It has over 2.2 million books in its collection. The repository has content from multiple domains like Technology, Humanities, Science, Agriculture, and others. The content available is in more than 60 formats – books, manuscripts, articles, thesis, video lectures, etc. The content is available in more than 70 languages.

The library is optimally used by the faculty and students, for day footfall of library 400 to 500 by faculty and students.

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

4.2.2

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

Response: 3.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.06	24.39	24.71	16.09	28.62

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Computer lab is well-equipped with branded PC's adequately supported by 1200 Mbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected with LAN Messenger. Computer labs are well connected to the internet help students and faculty to carry out their academic and other work. Lab assistants are available to support students and faculty in their queries.

Knowing that students need to upgrade themselves with recent trends in Internet Technologies, the college has provided them with an additional number of systems in the library for practice purposes and for other activities of students for enriching their knowledge.

LAN facility: 3-Layer Switching (Core, Distributed and Access) model is implemented. Core layer switches in the buildings are connected with the Optical Fiber Ring Network (1.75Km Ring). This core switching is further extended to Distributed Switching for departments. Where 100/1000 Mbps (Gigabit Switches) are installed. As per the requirements of access point 10/100 (Megabits) or 100/1000 (Gigabit Switches) are used.

Wi-Fi facility: systems admin department extend the complete support to the students. It is made available by setting and installing the Wi-Fi zones at various locations such as lecture halls, Hostels in entire college. Staff and Students can access this facility on their Laptops by registering themselves. The institute has currently state-of-art airproWi-Fi access points to provide the Wi-Fi internet access through Wi-Fi zones. The institute is a Wi-Fi enabled campus.

CCTV: Even the health and safety of students are taken utmost care by installing Closed Circuit Television Camera (CCTV) in almost all possible corners within an institution with digital TV installed on Principal and Director to broadcast information and several events being conducted in campus.

In the event of a rare power failure to safeguard the vital data of an institution, all the main machines have been backed up with Uninterrupted Power Supply (UPS).

Biometric Attendance: To keep track of employee's presence in an institution, Biometric Attendance System has been deployed.

All the staff rooms and offices have been well equipped with Printing facility as well as photocopy provision has been made available for all teaching and non-teaching staff.

As per its IT policy, the college has made significant improvements and updates in its IT infrastructure, with new equipment and upgrading the existing ones to keep pace with the advanced technology. The college has also taken various measures to facilitate easy communication, streamline administration and provide better access to information and resources.

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

4.3.2

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

Response: 3.32

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

Response: 1313

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

4.3.3

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

Response:

Audio visual centre: The institute has provided physical space equipped with audio and visual equipment in seminar halls and Student activity centers with components projectors, public addressing system, internet facility.

Mixing Equipment: We have open source free software OBS studio software through which we are able to record video lectures with facilities provided at separate video recording room. We have created an youtube channel, in which we are uploading all recording videos.

Editing Facility: The institute has provided a separate video recording room which equipped with pen tablet, monitor, high quality camera, noisy free head set, processor, mouse and led enabled light settings. Along with this setup, the computer is installed with OBS studio which can facilitate scene transition, audio mixer settings, scene settings, camera settings, advanced settings, accessibility settings, video settings, output settings, stream settings, audio settings and hotkeys settings.

Media Studio: In video recording room we have a system which is installed with media studio which is a free and open-source program for live broadcasting and screen recording is called OBS Studio. Its main objective is to enable users to record and combine audio and visual inputs, including your computer screen, microphones, and webcams. Additionally, users may stream straight to websites like Facebook, Twitch, YouTube, and others or output can be upload into youtube channels.

Lecture Capturing System (LCS): To record and capture lectures or presentations, we utilized the OBS Studio program. The presenter and any visual aids, such slides or presentations, may be captured by this system, which may also contain cameras, microphones, and recording software. The lecture will either be streamed live to the audience or recorded as a video using OBS studio.

Hardware and Software: The institution has all hardware components which are integrated with OBS studio to record the lectures.

Features of OBS studio are as follows

- Audio Capture.
- Collaboration Tools.
- File Management.
- Multi-Screen Recording.
- On-Demand Recording.
- Screen Capture.
- Screen Recording.
- Video Capture.
- video conferencing
- youtube uploading

This setup is ensuring the institute to produce video lectures which are hosted onto youtube channel to enhance the students learning experience

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 8.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
71.17	55.27	110.03	63.01	64.89

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

4.4.2

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

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

Response:

The institution places a high priority on the effective maintenance of its diverse facilities, with dedicated staff assigned to oversee various aspects such as buildings, transport, electrical systems, housekeeping, and gardening. The commitment to maintaining a conducive learning and living environment is evident in the meticulous approach to upkeep in different areas:

Laboratory Maintenance:

Routine inspections of laboratory equipment are conducted periodically, ensuring that lab in-charges regularly monitor and address any issues. In addition to routine maintenance, lab supervisors or designated academic members carry out minor repairs, fostering a proactive approach to sustaining optimal laboratory conditions.

Library Maintenance:

The institution recognizes the importance of preserving its extensive library resources. Constant stack monitoring, display rack placement for new items, checking bundles, and organizing books and periodicals after each use are regular practices. To minimize damage from pests, dust, and insects, materials are regularly dusted and cleaned. A dedicated library oversight committee ensures superior maintenance standards.

Sports Room Maintenance:

Throughout the year, the institution undertakes adequate maintenance of indoor and outdoor sports facilities. Playgrounds, sports equipment, gym facilities, and field equipment are routinely checked and maintained. The institution maintains stock and issue registers for sporting goods, ensuring proper handling and accountability.

IT Management:

The IT infrastructure, including networks, biometrics, software installations, firewalls, antivirus software, and hardware, is managed by system administrators. Regular reviews of registers containing information on hardware and software conditions are conducted. Breakdown maintenance details for system failures are documented, with routine updates of software and antivirus to enhance security. System administrators address minor issues, seeking assistance from dealers with the approval of the Head of the Institution for major failures.

Classroom Maintenance:

Classroom infrastructure, including ICT facilities, is evaluated at the beginning of each semester. Regular cleaning and maintenance of walls, chairs, fans, and lighting are undertaken by designated supervisors, ensuring a clean and organized learning environment.

Electrical Maintenance:

Routine servicing and maintenance are performed to ensure fresh, filtered water access across the institution. Maintenance activities, including electrical supply, troubleshooting, and operation of electrical installations, are closely monitored by the HOD/EEE and an authorized electrical supervisor. A dedicated committee oversees various aspects of electrical upkeep, emphasizing a proactive and comprehensive approach.

Transportation:

The institution prioritizes the transportation needs of both students and employees, operating first-rate college buses that cover various routes across the city, ensuring convenient and reliable transportation options for the entire campus community.

In essence, the institution's commitment to meticulous maintenance reflects a holistic approach to creating an optimal learning and living environment, fostering a culture of care and accountability across its diverse facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 72.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
3002	2755	2648	2464	2577

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

Aditya Institute of Technology and Management (AITAM) has established a specialized Career Guidance Cell (CGC) with the objective of providing comprehensive awareness to students regarding higher education opportunities both domestically and internationally. The CGC solicits career

preferences from students and offers tailored support accordingly. It orchestrates informative sessions encompassing various competitive examinations such as GATE, CAT, MAT, GRE, TOEFL, IELTS, UPSC, Defence exams, and APPGECET, including the administration of mock GATE tests. Additionally, it extends aid in the application process for Higher Educational Institutions (HEIs) both within the country and overseas, furnishing commendation letters to students aspiring for admissions abroad.

Conducting awareness programs is a continuous endeavour from the first to the final year of undergraduate studies (I B.Tech to IV B.Tech). The CGC actively promotes participation in Summer Research Fellowship programs offered by esteemed organizations and facilitates engagements with distinguished speakers, academicians, and academic bodies through guest lectures addressing pertinent technological and higher education issues.

Furthermore, the CGC has entered into Memorandums of Understanding (MoUs) with two prominent edutech start-ups, enabling students to access various courses at concessional rates and facilitating visits from these organizations to apprise students of recent developments and issues in higher education. On average, the CGC organizes 8-10 activities annually, benefiting over 2000 students. It serves as a conduit between students and edutech organizations and also coordinates Government initiatives such as 'Man Ki Baat', APSCHE programs, awareness campaigns on the New Education Policy - 2020, and other significant events.

Moreover, the CGC arranges sessions featuring achievers and past participants of national-level examinations from the institution to inspire and guide current students. To incentivize student achievement, the CGC has introduced a Student Incentive Policy (SIP), offering cash incentives to students who excel in examinations like GATE, CAT, or secure admission in prestigious HEIs in India and abroad. This initiative has spurred numerous students to pursue and excel in such examinations.

The CGC endeavors to disseminate timely information regarding various notifications to students and actively engages with the AICTE platform 'Vidyanjali-HE' to conduct programs. Recently, outreach programs have been initiated for students at the degree and 10+2 level in Srikakulam District. Notably, the CGC has collaborated with Shri. Sudhansu Mani, Ex-GM and Innovator of Vande Bharat Express, to conduct awareness programs, and it offers e-counseling services through multiple channels including phone, email, Zoom, and WhatsApp groups/calls.

These initiatives are designed to bolster student confidence and morale, especially in light of the lessons learned during the Covid-19 pandemic, which underscored the advantages of e-education. The CGC addresses concerns related to exams, academic performance, and personal issues raised by students during these sessions. AITAM remains committed to expanding its array of activities for the benefit of aspiring engineers.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 78.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
672	664	585	573	558

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

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

Response: 1.36**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	13	7	8

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

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 28**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	0	4	6

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

5.3.2

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

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

Response:

The AITAM Student Council operates with the overarching objectives of actively engaging students in the institutional growth process and nurturing their soft skills through diverse on- and off-campus activities. This approach empowers students to independently focus on developing vital aspects such as soft skills, coordination, teamwork, collaborative activities, networking, and self-belief. The student body plays pivotal roles in several committees and activities that contribute significantly to the institute's development:

Library Committee:

The committee aids in the library's development, addressing concerns related to the procurement of new titles, book issuance and renewals, journal management, and student-related issues.

Sports Committee:

Student members contribute to enhancing sports facilities and activities on campus, actively organizing sports events during various occasions.

Hostel Mess Committee:

Students take on substantial responsibilities concerning food quality, hygiene, and general facilities in the hostel mess. They also monitor day-to-day activities and promptly report issues to the warden.

IQAC (Internal Quality Assurance Cell):

Nominated student representatives participate in decisions related to the institute's quality initiatives, contributing to the continuous improvement of academic standards.

Placements Committee:

Student members actively participate in organizing placement-related activities, supporting campus recruitment drives, and disseminating placement cell policies among their peers.

Editorial Board:

Students serve as editorial members for the annual magazine and newsletters, showcasing their talents through articles, stories, poems, paintings, and reflecting academic, co-curricular, and extracurricular achievements.

Grievance Redressal Committee:

As committee members, students address various issues related to student grievances, actively participating in the resolution process.

Department Tech Fests/College Day Committees:

Students demonstrate their organizational skills by independently arranging departmental tech fests, honing their leadership and managerial abilities, and fostering teamwork.

Class Review Committee (CRC):

In department-specific CRCs, students engage directly with faculty and HoD to discuss syllabus coverage, classroom engagement, and teaching-learning processes.

Professional Bodies:

Students manage and run various professional society student chapters, such as Institution of Engineers (IE), Institution of Electronics and Telecommunication Engineers (IETE), Computer Society of India (CSI) and Institute of Electrical and Electronics Engineers (IEEE), staying abreast of the latest technological developments in their respective fields.

Humanitarian and Social Awareness Bodies:

Students actively participate in NSS and other activities related to societal issues, showcasing their commitment to humanitarian causes.

Clubs:

Beyond committees, students are active members of Developers club, Salesforce club, Robotics club, Photography club, Security club, Design club, Cultural club and Automobile club, providing platforms to enhance talents and showcase skills.

The AITAM Student Council fosters an environment where students actively contribute to the institutional ecosystem, honing their leadership, organizational, and social skills while staying connected with the latest developments in their fields of study.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 30.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.59	6.069	5.12	0.84	0.94

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

5.4.2

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

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

Response:

An Alumni Association is a cozy nest of reminiscences of past passions and fashions; of fury and merry moments; of bovine and grown deeds. It is a rich resource for not only in house students but also the ones who have settled in various fields. Alumni bridge the gap between past and present; connect the academia and industry.

An alumni association provides a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. It offers individual career advising, workshops, and seminars tailored to your needs.

An alumni association supports new alumni, and provides a forum to form new friendships and business relationships with people of similar background. It is a platform for alumni and prospective alumni, enabling them to forge contacts, maintain relations, acquire knowledge and exchange experience. We have a total of 11,078 alumni registered in our web portal.

The plant of AITAM germinated in the year 2001 and has grown into a big tree. The students who have breathed its air thought that the time has come to inaugurate AITAM Alumni CHAPTERS in Hyderabad, Chennai, Bangalore & Delhi with its old golden students as members.

Alumni is helping in promoting institutional brand, providing mentoring to on-going students, facilitating internships, career opportunities, job placement for outgoing students. . They conducted Career awareness programs to the students online during COVID-19 period to help them to come out of

pandemic.

Alumni are also helping our institution by offering donations from their earnings to the alma mater. AITAM Alumni association conducts minimum two alumni meets in a year to create a sense of belongingness among the alumni.

<https://alumni.adityatekkali.edu.in/>

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The ethos of the Institute, its fundamental principles, and its performance are encapsulated in the articulated vision, mission, and quality policy statements.

Vision:

AITAM aspires to establish itself as a world-class technical institution, producing individuals who embody a harmonious fusion of technological prowess and exemplary human values.

Mission:

The mission of AITAM is to nurture young men and women into proficient and confident engineers equipped with exceptional communication skills. The institution aims to prepare its students to confront the challenges of evolving technological landscapes. This is achieved through the delivery of holistic technical education, leveraging top-notch infrastructure, exceptional technical and teaching expertise, and fostering an exemplary work culture. Additionally, the institution endeavors to shape individuals into responsible and ethical citizens.

Quality Policy:

AITAM is committed to delivering high-quality technical education. The institution consistently endeavors to attain elevated standards in teaching, training, and the development of human resources. This is achieved by encouraging collaborative efforts among faculty and staff, promoting continual knowledge and skill enhancement to align with industry needs. Good governance and a participative decision-making process are integral to realizing the vision, mission, and goals of the institution, fostering an effective organizational culture.

The governance structure of AITAM is designed to uphold these principles. The Board of Governors (BOG), established as the apex body, oversees the academic growth and development of the Institute. The BOG ensures that decisions pertaining to admissions, new programs, infrastructure, teaching and learning processes, and placements adhere to the core principles of the institution.

The Principal, as the head of the Institute, leads a cohesive team comprising Deans, heads of departments, administrative officers, and chairpersons of various Institute-level committees. This ensures a systematic and participative approach to leadership, engaging various stakeholders at appropriate decision-making levels.

Various committees, including the Academic Council, Board of Studies, and Finance Committee, are constituted in accordance with UGC guidelines. Committees such as the Research and Development Committee, Internal Quality Assurance Cell (IQAC), and Examinations Committee are led by senior faculty members and actively contribute to governance and execution at both Institute and department levels. Regular academic and administrative audits are conducted to uphold quality standards.

Faculty members are nominated to various statutory bodies and committees, fostering a collaborative approach to decision-making and management. Input from faculty and staff through meetings and brainstorming sessions informs decisions on curriculum design, teaching methodologies, examination reforms, and maintenance of academic standards. This participative approach ensures transparency, encourages teamwork, and facilitates pragmatic decision-making.

Students and alumni also play a vital role in committees, providing innovative ideas and contributing to improvements in academics, industry interaction, placements, and other institutional processes. The inclusion of diverse perspectives from all stakeholders enhances the effectiveness and efficiency of institutional processes, fostering continuous improvement. The commitment to good governance is embedded in the institution's fabric, creating an environment of transparency, collaboration, and excellence

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

In the realm of higher education, an institution's effectiveness is intricately tied to its ability to translate visionary plans into concrete actions. AITAM (Aditya Institute of Technology and Management), committed to its pursuit of excellence, has successfully deployed its institutional perspective plan, showcasing the efficacy of its institutional bodies. This note explores the comprehensive strategies and tangible outcomes that underscore the institution's effective functioning, as evidenced by its policies, administrative setup, appointments, service rules, and procedures.

Strategic Planning and Deployment:

1. Identification of Strategic Leaders: Leadership is crucial for the successful execution of any plan and AITAM (Aditya Institute of Technology and Management) has taken the initiative to identify leaders

within its Strategic Planning Committee. These leaders are tasked with developing targets and assessment plans aligned with the six strategic goals of the institution.

2. Comprehensive Communication: Transparency and communication are vital elements for successful implementation and the institute ensures that its College Strategic Plan is effectively communicated to all stakeholders, with a particular emphasis on Heads of Departments (HoDs). This step establishes a shared understanding of the overarching goals.

3. Departmental Alignment: AITAM promotes alignment by encouraging HoDs to synchronize their departmental plans with the College Strategic Plan. This collaborative approach ensures that every department is working cohesively toward the broader institutional objectives.

4. Fostering a Feedback Culture: An effective strategic plan thrives on constructive feedback where our institute encourages a college culture that values true feedback and suggestions from stakeholders. This inclusive approach enables continuous improvement and adaptation.

5. Regular Bi-Annual Reviews: Monitoring progress is an ongoing process for the institute schedules bi-annual reviews, chaired by the Director and assisted by the Principal and the Dean (Admin & Planning). These reviews assess the progress on strategic goals, objectives, and targets. The Strategic Plan is revised where necessary, following discussions with the Board of Governors (BoG) members.

6. Cultivating a Culture of Continuous Planning: Empowerment and enthusiasm are key drivers of success and the institute encourages a college culture that enthusiastically promotes continuous planning. Departments are empowered to explore new ways of doing things, fostering innovation and adaptability.

Efficient Functioning of Institutional Bodies:

AITAM's institutional bodies demonstrate efficiency across various dimensions.

1. Policies: AITAM's policies are crafted with a forward-looking perspective, reflecting the institution's commitment to creating an inclusive, progressive, and secure learning environment.

2. Administrative Setup: The administrative structure is designed to streamline processes and enhance decision-making efficiency. Roles and responsibilities are clearly defined, contributing to a smooth administrative workflow.

3. Appointments, Service Rules, and Procedures: AITAM's commitment to meritocracy is evident in its appointment procedures and service rules. The institution ensures a fair, transparent, and standardized approach, fostering an environment of trust and accountability.

Effective deployment of the institutional perspective plan stands as a testament to its commitment to excellence. The institution's strategic approach, transparent communication, adaptability, and efficient functioning of institutional bodies collectively contribute to its success in realizing its vision and mission.

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

6.2.2

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

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

Response: B. Any 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

An effective performance appraisal system plays a key role in promoting the objectives of the institution

in a well-organized manner. A good performance appraisal system works towards the improvement of the overall performance of teaching and non-teaching staff.

The institute is following the Performance Appraisal System (PAS) and the performances are classified into three major categories.

Category-I with five parameters: Teaching, Learning and Evaluation-related activities.

Category-II with six parameters: Co & Extracurricular and extension activities

Category-III with nine parameters: R&D, Consultancy and other research, innovation activities

Based on the data collected, at the end of each academic year, average points of all parameters attained in each category on a scale of 100 and total points scored are calculated for each faculty member. These points are used for the award of career advancements, incentives to faculty members and action taken report prepared by the principal for corrective action.

Institute is providing financial support to faculty members in registration fees, dearness allowance, and travel allowance for faculty attending national conferences / international conferences/paper presentations abroad and workshops in India.

Study leave is granted to faculty members to pursue higher education, research degrees, pursue research and for attending conferences and workshops, to ensure and encourage the faculty in qualification up gradation. Academic leaves are also granted in addition to study leaves for professional development of individuals for attending Guest lectures, Invited talks, Session chairs, Conclaves, Congress & Seminars.

All the regular staff members are covered under employees provident fund scheme. Institute is providing employee staff insurance, concession on transport facility and salary advances for all staff members and subsidiary fare in canteen and hostel facilities.

Short term training programmes are arranged every year to non – teaching staff for upgradation of their knowledge. Institution is also supporting to pursue higher education by granting leaves. Institute is providing financial support for medical purpose and granting medical leaves for staff members and maternity leave for female employees with half-pay salary.

In the event of death of an employee in service, his/her dependant will be considered for employment on compassionate grounds, depending upon the merit of the case, limited to the cadre Junior Assistant, subject to eligibility of the individual concerned and the availability of vacant positions. Uniform is provided at free of cost to the class – IV employees.

Avenues for Career Development and Progression:

Faculty Development Programmes, Workshops, Professional development programmes, Conferences are being organized in addition to training programmes on scientific paper writing, research project proposal in every academic year for teaching staff.

Incentives are given in the form of salary hike after the award of PhD and Wi-Fi facility is provided to the staff inside the campus.

Faculties are encouraged with incentives for publication of journals, books, book chapters, patents and awards of excellence for research on teachers' day.

Indoor games facility and Gym centre are provided for the staff to relax and to refresh physically and mentally. Seed Money is provided for the faculties to undertake research projects.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 62.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
181	149	129	120	110

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Aditya Institute of Technology and Management (AITAM) has established a comprehensive resource mobilization policy aimed at ensuring financial sustainability, supporting academic excellence, and fostering infrastructural development. This policy encompasses various strategies to generate funds from

diverse sources beyond traditional tuition fees and government funding. The procedures involved are designed to systematically implement these strategies, ensuring efficient and effective use of resources.

Research Grants and Projects:To secure funding for innovative research activities, AITAM actively pursues research grants from government agencies, private industries, and international organizations. Research and Development cell is responsible for identifying and disseminating information on funding opportunities, encouraging faculty to submit grant proposals by providing administrative and technical support. Partnerships with leading research institutions and industry partners are fostered to enhance collaborative research projects, thereby increasing the institution's research capabilities and funding prospects.

Alumni Contributions:Engaging with alumni to secure financial contributions and foster a supportive alumni network is another crucial aspect of AITAM's resource mobilization strategy. The institution maintains a comprehensive alumni database and communicates regularly through newsletters, social media, and events. An Alumni Fund manages donations and endowments, while significant contributions are recognized through awards and naming opportunities, encouraging ongoing alumni involvement.

Industry Partnerships:Developing partnerships with industries for mutual benefits, including funding, research collaborations, and student placements, is a key strategy for AITAM. The institution has established a mechanism to identify potential industry partners and negotiate agreements. By offering consultancy services, sponsored research projects, and professional training programs to industry partners, AITAM enhances its financial stability and provides valuable practical experience and placement opportunities for students.

Continuing Educational Programmes:To generate additional revenue, AITAM offers continuing education and professional development programs. These programs include market-relevant certificate courses, workshops, and online learning modules. Effective marketing strategies are implemented to attract professionals seeking to upgrade their skills, thereby creating a steady revenue stream for the institution.

Events and Fundraisers:Organizing events that raise funds and enhance the institution's visibility and reputation is also part of AITAM's strategy. High-quality conferences, seminars, cultural festivals, and sports meets are planned and executed, with sponsorships and partnerships sought for event funding. Strategic marketing is employed to maximize participation and revenue from these events, thereby supporting the institution's financial and academic goals.

IPR:Generating revenue through innovation and commercialization of intellectual property is another strategic approach adopted by AITAM. The institution encourages faculty and students to develop commercially viable innovations, providing support for patent applications and the commercialization process.

Implementation of Resource Mobilization:To ensure the effective implementation of the resource mobilization policy, AITAM employs robust monitoring and evaluation mechanisms. Regular financial audits, performance assessments of funded projects, and continuous review of funding strategies are conducted. Data-driven decision-making processes are used to refine and enhance resource mobilization efforts, ensuring the optimal use of resources and fostering an environment of innovation, growth, and excellence.

In conclusion, AITAM's resource mobilization policy is designed to create a sustainable financial ecosystem that supports its academic and infrastructural goals.

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

6.4.2

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

Response: 60.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.472	1.865	13.97	26.316	15.995

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

Every financial year, the college diligently conducts both internal and external audits to ensure financial accountability and transparency. The internal audit is carried out by appointed internal auditors, while the external audit is conducted by the renowned firm M/s V. M. Rao Co. located in Srikakulam. To begin with, the monthly accounts are prepared by the college's accounting department. These accounts undergo a thorough scrutiny by the internal auditors, who are appointed by the management. The primary objective of this internal audit is to review the accuracy and integrity of the financial records. During the verification process, if any errors or mistakes are identified, the respective departments responsible for the entries rectify them promptly. This collaborative effort between the auditors and the departments ensures that any discrepancies or inaccuracies are addressed and corrected in a timely manner. Once the necessary rectifications have been made, the internal auditors compile a detailed report summarizing their findings and submit it to the governing body. In addition to the internal audit, the college also undergoes an external audit conducted by the statutory auditors, M/s V. M. Rao Co. These external auditors, being independent professionals, provide an unbiased assessment of the college's financial statements. They visit the college's premises twice a year to carry out the vouching audit, where they verify the transactions and supporting documents to ensure their accuracy and compliance with relevant laws and regulations. Upon completing their audit procedures, the external auditors prepare a comprehensive final audit report. This report includes their observations, findings, and recommendations based on their examination of the college's financial records. The final statutory audit report is then submitted to the governing body of the college. The approval of the final audit report by the governing body typically takes place in June or July of each year. This approval signifies the acceptance of the audit findings and recommendations by the college's highest decision-making authority. It also serves as a confirmation that the college's financial statements have been accurately and transparently presented. The internal and external audits conducted by the college play a crucial role in ensuring the integrity and credibility of its financial operations. By subjecting its financial records to regular scrutiny, the college can identify any potential errors, irregularities, or areas for improvement. These audits not only promote financial accountability but also provide valuable insights and recommendations for enhancing the college's financial management practices. In conclusion, the college's financial year involves a comprehensive audit process. The internal audit carried out by the internal auditors examines the monthly accounts, rectifies any identified mistakes, and presents a report to the governing body. The external audit performed by the statutory auditors involves visits to the college twice a year for vouching audit. The final statutory audit report is then submitted for approval by the governing body, solidifying the college's commitment to financial transparency and accountability.

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

6.5 Internal Quality Assurance System**6.5.1**

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has

contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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

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

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

Response:

IQAC was established to review and develop a system of conscious, regular, and catalytic action to improve the teaching learning process, evaluation procedure, for students as well as faculty quality improvement. The IQAC conducts internal audits of the Institute, faculty, and staff members on a regular basis to ensure continuous improvement. The following IQAC-initiated practices have shown significant improvement over the last five years.

Practice 1 - Career and Employability Skill

Training and Placement Cell (TPC) is a crucial wing in preparing students for successful careers in their respective fields. TPC often organize training programs to enhance students' technical skills, aptitude, and soft skills. These programs include workshops, seminars, and specialized courses focusing on areas such as programming languages, branch specific technologies, communication skills, and personality development. To bridge the gap between academia and industry, TPC collaborates with industry for training sessions, internships, and guest lecturers which exposes students to real-world challenges and industry expectations. This approach has ensured better interaction between industry and academia, enhancing relevant skills and also innovative thinking amongst the students. It also facilitates networking opportunities and increases the chances of securing placements. TPC regularly provides career guidance and counselling to assist students in making informed decisions about their career paths. This includes guidance on higher education options, job prospects, and skill development requirements. The students regularly engage with alumni who have successful careers in engineering fields and can provide valuable insights, mentorship, and networking opportunities. TPC always collect the feedback from both students and recruiters about the placement process which helps in identifying areas for improvement. Regularly updating training programs based on feedback ensures relevancy and effectiveness. The outcomes of these practices have improved the placement statistics as tabulated below

S. No	Activity	Cycle 2	Cycle 3
1	Placements & Higher studies	1797	3123
2	Internships	682	4164

3	Capability Enhancement and development programs	71	125
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Practice 2 - Quality of Research and Consultancy: Research and Development (R&D) plays a critical role in the process of innovation. Recent initiatives like grant of seed money, incentives for quality publications, establishment of new research and incubation centers, assistance for patenting, initiatives for external funding and consultancy has led to a quantum jump with respect to quality research. The performance indicators since last accreditation is tabulated below

S.No	Activity	Cycle 2	Cycle 3
1	Publications in UGC journals	100	532
2	External Grants Received(Lakhs)	53.97	199.858
3	Seed money	0	20.6
4	Patents	0	92
5	Books and Book chapters published	46	93
6	Consultancy and corporate training(Lakhs)	153.62	164.92
7	No of Research centers	4	9
8	No of Research supervisors	11	66
9	No of teachers with PhD	41	114

Continuous quality initiative of IQAC has led to achievement of maintaining its accreditation status by National Board of Accreditation. All the eligible UG Programs are accredited by National Board of Accreditation continuously since 2009

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

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning

reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

INITIATIVES IN TEACHING & LEARNING PROCESS

Initiatives related to Teaching & Learning Process: To meet the action in-line with the changing expectations of the students towards outcome based learning environment, globalization and rapid pace of technological change, the IQAC at institution level initiated and monitor the following teaching – learning processes to create rich engaging experience to the students and faculty.

Initiatives related to Instructional Methods and Pedagogy: IQAC conducted various meetings with representative course coordinators of all programs and review and refined a set of innovative teaching-learning methods which will be followed in class work to gratify the requirements of OBE.

In each laboratory session, students are supposed to undergo hands on experimentation, viva, and record work. Students are continuously assessed based on day-to-day performance, viva and record work. Each experiment is equally weighted to award lab marks. The learning outcomes are evaluated initially at course level and then evaluated at program level. Thus, the IQAC regularly reviews the initiatives identified to evaluate the attainments of all learning outcomes at various levels.

The IQAC team after many deliberations designed methodologies for calculating attainment of COs, POs & PSOs which is presented in the additional information in the assessment manual. The IQAC Team Continuously Monitor the attainment levels of Cos, POs/PSOs and also reviews and refine bench marks accordingly.

ONLINE TEACHING & LEARNING

The students' potential for learning is improved by the usage of Information Technology. Faculty employs Modern Technology tools for various academic activities.

Teaching and Learning process

- Conducting the classes in online mode with the support of white board, PPT, animations etc.,
- Availability of learning materials to access by the students
- Availability of video classes to access by the students for offline use.
- Attendance can be monitored with time in and time out for each class.

Continuous Assessment of students

- Conduct of online Quiz exams for the students in online mode.
- Retuning of student marks for online quiz exams
- Download the excel sheet for list of students with marks
- Scheduling of Assignment for the students and submission of assignment by the students in online mode.
- Returning of student marks for assignment.
- Download the excel sheet for list of students with marks for assignment.

Software can be used for creating an awareness program on professional elective subjects and Open elective subjects by the faculty before sharing the options. Virtual labs are used to conduct labs through simulations.

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

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution places a strong emphasis on promoting gender equity and sensitivity. Of the total teaching faculty, 16.52% are women, and 36% of the students are girls. Women faculty members are provided equal opportunities to lead departments and coordinate various activities. A special Women Empowerment Cell has been established with the aim of motivating and empowering women towards self-reliance, freedom, and equity. This cell organizes gender sensitization programs for both male and female students, emphasizing mutual respect and equity in professional and family life.

Annually, the institution celebrates International Women's Day, encouraging staff to organize discussions on the role of women in society. The Women Empowerment Cell also conducts programs on safety and security, including the promotion of awareness through technology such as the DISHA mobile app.

Both male and female faculty members are equally involved in administrative tasks alongside their academic responsibilities. Female students are actively engaged in classroom, co-curricular, and extracurricular activities, with equal representation in class representation, activity clubs, sports, and cultural events.

The institution recognizes the extensive participation of female students by awarding the Best Outgoing Girl student during Women's Day celebrations. Additionally, a dedicated Women Physical Education Trainer is employed to encourage female participation in sports and games.

The college provides special facilities for women, including designated washrooms, waiting halls, and reading halls. Additionally, there is an e-clinic available for their healthcare needs. To ensure the security of female students, CCTV cameras are installed across the campus, particularly in areas frequented by girls. In the girls' hostel, there are lady security personnel appointed to further enhance safety measures and provide assistance when needed. These initiatives contribute to creating a conducive and safe environment for female students to pursue their education.

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

7.1.2

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

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

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

7.1.3

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

In spite of the institutions substantial growth, the college has undertaken several steps to move towards becoming environmentally sensitive and a more sustainable. Campus has occupied by lush green, clean and enriched with Oxygen. The campus is fortunate enough with regard to its location, where the air pollution is negligible. Though, as a responsible institution understands the importance of its carbon footprint and developed a plan to reduce GHG emissions in all its activities.

The waste management is in order with the installation of dust bins in the campus premises at regular intervals and also in every floor at each block for effective management. Daily cleaning is carried out and most of the non-biodegradable waste is lifted by the agency. It is noteworthy that the Campus has adopted an environmentally sound practice of converting biodegradable waste into a useful resource

through digging adequate composting pits below the ground.

The effort of the institution in water usage and management is good and no unnecessary water wastage is noticed in the campus. To prevent wastage, push button taps are installed in most of the places of common usage. Moreover campus has adequate bore wells and is self-reliant in its water requirement.

The recyclable solid waste like paper, cardboard cartons etc. is handover to the vendor Sri Venkata Lakshmi Ganapathi Enterprises, Srikakulam with whom AITAM signed an MOU for effective management and disposal. The e-Waste generating at each department is collected to a common storage point and is segregated into components. Finally it is handover to the vendor Sai Meghana Scrap, Srikakulam with whom AITAM signed an MOU for effective management and disposal.

Recycling achieves that fewer materials, these resources can be re-used again to generate economic value and benefit to people. Recycling is a core aspect of becoming a sustainable and is essential at educational campuses. At AITAM the materials are recycling and re-using like Kitchen Waste (Organic Waste), Metals and cans, Paper, Furniture and Plastics etc. These materials are recycling by implementing project ideas.

AITAM campus has constructed 3 cubic meter capacity bio-digester to use the organic kitchen waste in order to produce bio-gas. Developed different models through student projects using recyclable furniture, constructed curing tanks using plastic bottles.

“Zero waste is a goal that is ethical, economical, efficient and visionary to guide people in changing their lifestyles and practices to emulate sustainable natural cycles, where all discarded materials are designed to become resources for others to use. Zero waste means designing and managing products and processes to systematically avoid and eliminate the volume and toxicity of waste and materials, conserve and recover all resources, and not burn or bury them. Implementing Zero Waste will eliminate all discharges to land, water or air that are a threat to planetary, human, animal or plant health.”

College recycling programs ensure students learn the importance of resources and environment conservation. Institutions of higher learning are an excellent platform to teach students about environmental friendliness.

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

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

AITAM always committed excellence in green agenda for developing a green campus; it has shown remarkable awareness in maintaining an eco-friendly campus. On visiting the Campus, one can experience the aesthetic and elegant buildings, spacious sports grounds, splendid lawns and lush green environment conducive for teaching-learning process.

The college is running a fleet of buses covering each corner of the district to facilitate the students and staff. The institute encourages the staff and students to use the common transport instead of their own vehicles for safety, security, fuel conservation and to reduce the burden on environment and environmental pollution. The college has ample and separate parking lots for buses and individual vehicles.

The AITAM has procured two battery operated vehicles for the use within the campus to minimize the movement and pollution arising due to fuel driven vehicles within the campus. The terrain within the campus is plain and supports bicycle friendly, majority of the students from nearby area prefer walking and cycling within the campus as environmental friendly. The noise levels in the campus are kept to the minimum or within the standard limits due to no or minimal movement of vehicles within the campus.

AITAM provided vehicle parking space at the main entrance of the college campus. As the campus is vehicle free with some exceptions, students and staff experience comfort walking through the pedestrian

friendly pathways. The internal roads are lined with trees and LED lights and they are properly maintained by the campus maintenance department.

The campus is banned single-use plastic and awareness is created among staff and students through circulars and display boards in the campus premises. The staff and students are informed to use steel or copper water bottles instead of plastic bottles. The institution also conducted NSS program under Unnatha Bharatha Abhiyan activities on the Ban on use of plastics and created awareness to the students, faculties, localities in and around the campus.

Landscaping of AITAM is worth seeing and reflects aesthetic sense. Utmost care is taken to develop and maintain green landscaping by trained gardeners and supervisor. The construction, maintenance people in the college looks after the development and maintenance of the greenery in the campus. The institute has a canopy of trees and plants to make the environment pollution free to safeguard the health of all the inmates. The lawns and the trees provide shade and beautiful ambience.

The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social and economic needs of the mankind.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

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

7.1.7

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

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

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

Response:

The Institute follows an efficient supportive system for a smooth organization in daily basis. In addition to that it enables people with disabilities to move about with safety and comfort. The main aim of a barrier free design is to provide an environment which supports the disabled persons. Moreover all the stake holders of the institute are very supportive and always available to help the persons with disabilities.

1. Built environment with Ramps/lifts for easy access to classrooms:

Ramp facility is available in the campus at all the blocks of the building at an accessible location for a safe entry to the concerned block. The disabled students/persons move around the building with the support of electrical baggy, also with the support of their classmates and attendees in the campus and

within the buildings easily. The ramps are equipped with all necessary and required specification for supporting all types of disabilities. The ramps are constructed with low inclination for a safe travel by all kind of disabled people.

2. Divyangjan friendly washrooms:

Rest rooms or washrooms are available with supportive handles or bars for disabled persons in all blocks of the college such that they can use the washrooms without any discomfort. Moreover attendee also supports them whenever and wherever required. The wash rooms has grab bar for the accessibility of the disabled persons to move around and use washroom. For extra support signboards are placed as per the requirement at different blocks especially to indicate the facility.

3. Signage including Tactile Pathway, lights, display boards & sign posts:

Sufficient signage boards are displayed all around the campus for providing information regarding infrastructure available in the campus, parking areas, entry and exit points of main building, different blocks, footpath, to avoid wastage of time and energy exclusive for disabled persons. Also to enable them to move around easily in these pathways either by walk or wheel chair avoiding human traffic.

4. Assistive technology and facilities for Divyangjan accessible website, screen – reading software, mechanized equipment:

The institute have very few physically handicapped students and employees; no blind or other category disabled persons in the campus. The institution provides an electrical buggy for a comfortable travel within the campus for disabled persons and also people who are in need of support. College provides wheel chair facility for physically handicapped persons and also to assist sick people whenever required. Human assistance is provided to help disabled persons to move to laboratories, classrooms, etc. The College website provides all the updated information like rules and regulations, circulars, study material, their attendance status, etc which can be accessed from their mobile phones. Sufficient free Wi-Fi network access in the campus is available, such that they can access the free software available for visual impaired persons as and when needed. Moreover for students academics sufficient LAN facility, projectors, plug points, etc are available.

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

The Various provisions for enquiry and information are available to assist persons with disabilities (Divyangjan). At the Entrance of the main gate enquiry facility is made available to get information about facilities for Divyangjan in the College. The College provides Screen reader facility and scribe facility, also soft copies of the course are made available in the college website.

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

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The institute ardently upholds the principles of inclusive education, championing an environment where every student, irrespective of challenges they may encounter, receives top-notch instruction, interventions, and support. This commitment is embodied through various initiatives aimed at fostering a culture of inclusivity and promoting a conducive learning atmosphere.

One cornerstone of this commitment is the cultivation of a supportive and respectful environment that champions diversity and fairness across the entire campus. The institute recognizes the value of creating an atmosphere where every individual feels valued and included. This ethos is embedded not only in the academic realm but extends to every facet of campus life.

High expectations form another crucial element of the institute's inclusive approach. Research underscores that students respond more positively when they sense their educators believe in their capabilities. By maintaining high expectations for every student, the institute aims to instill a sense of confidence and empowerment, steering the focus away from limitations and towards possibilities.

The institute places a significant emphasis on fostering a supportive peer culture both inside and outside the classroom. Empowering students to respect and trust each other is a key objective, making empathy and care integral to the campus ethos. Positive and prosocial attitudes are actively reinforced, encouraging learners to assist each other in their academic journeys.

Outcome-based learning serves as a linchpin in ensuring the holistic development of students, with active involvement from all stakeholders. This approach integrates societal issues into the curriculum, creating a personalized learning environment tailored to students' needs. The institute advocates for a discourse on learning that accentuates students' capabilities and future aspirations. Induction and orientation programs, aligned with AICTE norms, contribute to a harmonious student experience by addressing socio-economic and diversified issues, instilling a sense of ownership over their learning journey.

The institute champions a 'community' approach to learning and teaching, emphasizing inclusive values through experiential learning. Exposure to diverse cultures and worldviews fosters tolerance and understanding among students, cultivating an environment that values and respects differences.

At the faculty and staff level, the institute is steadfast in creating an inclusive environment where individuals from diverse cultural and social backgrounds can freely express their opinions and actively participate in all aspects of academic and social activities. It is imperative that everyone feels secure from any form of abuse, harassment, or unfair criticism. Major decisions at the institute are made through participative work culture, where various stakeholders contribute to the decision-making process.

The institute places a premium on establishing and clearly communicating specific, measurable, and time-bound goals aligned with its strategic aims. Recognizing and celebrating staff achievements is actively encouraged, contributing to the cultivation of a positive work culture where everyone feels valued and

appreciated for their contributions. Through these multifaceted initiatives, the institute is dedicated to creating an inclusive and empowering educational ecosystem for all.

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

7.1.9

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

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

Response:

The Institute takes immense pride in its commitment to shaping not only academically proficient individuals but also nurturing them to become exemplary citizens of the country. This commitment aligns with the institute's vision and mission statements, emphasizing the cultivation of the best human values and moulding students into good citizens. In tandem with these objectives, the institute goes beyond the conventional academic curriculum, incorporating courses such as Professional Ethics and Human Values to instill ethical principles in students.

In fostering a sense of national unity and promoting diversity, various faculties at the institute organize activities that inspire students to embrace practices resonant with the concept of "Unity in Diversity." The students, in turn, actively and voluntarily participate in these initiatives, reflecting a shared commitment to the broader ideals of nationhood.

Over the past five years, the institute has exerted considerable effort to elevate awareness and instill the values of responsible citizenship among its students.

National Identities and Symbols receive special attention, with the institute organizing events that commemorate significant national occasions such as Independence Day, Republic Day, and other days of national importance. These celebrations serve as platforms to deepen students' understanding of the nation's historical and cultural significance.

Co-curricular and extra-curricular activities play a pivotal role in enhancing students' awareness and engagement with citizenship-related aspects. Academic events such as seminars, conferences, and expert talks enrich students' understanding of societal issues. Competitions, including poster making, focus on fostering creativity and critical thinking. Mock parliament sessions, conducted through various clubs, offer an informal yet effective means to raise awareness about civic responsibilities.

Knowledge on Constitutional Obligations is actively promoted through student-centric activities, including paper, poster, and essay competitions organized by clubs. These competitions delve into constitutional and societal issues, prompting students to reflect on the nuances of Indian citizenship. The vibrant participation in these events indicates a growing awareness and engagement with the constitutional fabric of the country.

The National Service Scheme (NSS) unit at the institute plays a pivotal role in instilling a sense of social responsibility among students. Through initiatives like Swachh Bharat, awareness camps on traffic rules, and participation in COVID-related activities, students actively contribute to societal well-being. The NSS unit's endeavors extend to environmental activities, village adoption, and providing essentials to those in need during critical times. These initiatives not only fulfill immediate needs but also contribute to fostering a deeper understanding of civic duties and responsibilities.

The institute's multifaceted approach to citizenship development encompasses academic, co-curricular, and social service activities. By instilling values, promoting awareness, and encouraging active participation, the institute is dedicated to nurturing responsible and conscientious citizens who contribute positively to the nation.

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

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Aditya Institute of Technology and Management (AITAM) has a good number of dextrous practices in which the deserved exemplary to mention are women development cell and SAC which have largely contributed to the achievement of Institutional goals and quality improvement of academic activities as well.

BEST PRACTICE- 1: The Performance Based Appraisal System (PBAS)

Performance Based Appraisal System (PBAS) is designed to transparently and systematically evaluate and enhance the performance of faculty members, aligning with institutional goals. This practice aims to confidentially assess the annual academic and professional contributions of faculty.

Objectives of PBAS:

- Measure employee performance, provide feedback, and help increase their potential.

- Maintain records for salary increments, promotions, and special incentives.
- Identify and nurture distinctive academic talent.
- Improve the teaching-learning process by linking employee performance with student outcomes.
- Facilitate a conducive work environment for research, publications, certifications, awards, patents, and participation in various professional development programs.

Context: The dynamic technological advancements in academia demand multifaceted faculty participation in teaching, research, and community development. Several challenges were identified BY AITAM, such as ineffective use of ICT tools, low quality publications, insufficient participation in training programs, and a need for increased motivation for research proposals. To address these issues, PBAS holds individual faculty accountable for allocated resources and their performance, involving all employees in setting objectives and achieving targets. Recognition through monetary and non-monetary benefits motivates employees, while thorough documentation of achievements aids in maintaining comprehensive records. PBAS clarifies faculty roles, aligning personal and institutional goals.

Implementation: PBAS evaluates various parameters of curricular, co-curricular, extra-curricular, R&D, and administrative activities, with weightage varying based on faculty cadre. The PBAS format is periodically updated to meet regulatory expectations. Faculty submit a Self-Appraisal Report (SAR), evaluated by a committee comprising the director, principal, and heads of departments. Necessary evidence is scrutinized meticulously, and the evaluation is completed with an APA Score. Faculty scoring below the minimum threshold receive counseling for improvement. Additionally, an academic audit is conducted twice a year to assess departmental performance.

Evidence of Success: The implementation of PBAS in AITAM has led to:

- Enhanced academic culture and faculty enthusiasm.
- Increased participation in research and administrative activities.
- Improved use of ICT tools in teaching.
- Initiation of innovative practices in teaching, research, and community services.
- A significant number of faculty awarded Ph.D.s in the last five years.
- Increased participation in NPTEL Certification.
- Growth in sponsored projects over the past two years.
- Improved participation in and organization of FDPs, workshops, seminars, and conferences.

Challenges: Manual evaluation of all faculty is time-consuming and labor-intensive.

Resources Required: Automation is needed to streamline and expedite the evaluation process.

BEST PRACTICE- 2: Student Activity Centre (SAC)

AITAM's Student Activity Centre (SAC) addresses the evolving needs of engineering students by providing skill development activities and supplementing their knowledge in trendy technological areas. SAC assesses students' perception of academic content and its alignment with their skills.

Objectives of SAC:

- Encourage student participation in institutional development and enhance their career, personality, and organizational skills through interactive programs.
- Provide opportunities for culturally enriched activities.
- Offer a platform for students to pursue their hobbies and interests.
- Expand horizons and foster out-of-the-box thinking in cultural activities.

Context: SAC was established to nurture the knowledge applications among students, especially those from rural backgrounds. Many students are focused on academic credits and lack the skill set for outstanding future work performance. Non-academic activities are crucial for improving self-sustainability and personality, helping students adapt to diverse work environments and new technologies. SAC guides students towards success, enabling them to navigate various life situations and meet global requirements through active learning.

Implementation: SAC selects first-year students from different branches to form a promoters' team, training them to become tech enthusiasts. These students participate in technical and non-technical clubs based on their interests. During their second year, they are in a learning and practice phase, moving to projects and knowledge transformation in subsequent years. By this method, students gain extensive knowledge of various technologies and a platform to showcase their skills. SAC enhances students' personality development skills.

Activities:

- **Webinars:** SAC hosts webinars featuring industry professionals from India and abroad, providing overviews of specific technologies and insights into industry trends, thereby building students' confidence and career prospects.

Personal Guidance: SAC offers personal guidance and workshops ranging from one day to a week, focusing on communication, team building, and niche technologies.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Aditya Institute of Technology and Management (AITAM) stands as a beacon of academic excellence in a rural setting, boasting facilities that rival those found in Tier 1 cities across India. This institution, committed to fostering a holistic educational experience, has meticulously curated an environment that caters to academic, research, and extracurricular pursuits, placing it on par with premier engineering colleges in urban centers.

State-of-the-art laboratories:

At the core of AITAM's commitment to academic excellence are its state-of-the-art laboratories. Equipped with cutting-edge technology, these laboratories cater to various disciplines, including Electronics and Communication Engineering, Computer Science and Engineering, Information Technology, Computer Science and Engineering (Artificial Intelligence & Machine Learning), Computer Science and Engineering (Data Science), Mechanical Engineering, Civil Engineering, and Electrical and Electronics Engineering. These laboratories provide students with hands-on learning experiences, seamlessly bridging the gap between theoretical knowledge and practical application.

The institute further distinguishes itself through dedicated research labs, housing high-end and precision instruments tailored for specific research purposes. Emphasizing safety, these labs strictly adhere to protocols and guidelines, ensuring the well-being of researchers, staff, and the environment. The labs' connectivity to the internet and cloud computing resources facilitates global collaboration, allowing researchers to access, share, and analyze data while harnessing remote computing capabilities for complex tasks.

Library resources:

AITAM's commitment to comprehensive academic support extends to its library resources, offering a vast collection of books, research papers, journals, and digital resources tailored to engineering and technology. The library's physical and digital resources mirror the academic curriculum, fostering an environment conducive to studying and research. From e-books and e-journals to research databases and multimedia content, the library provides a wealth of information accessible both on-campus and remotely.

Classrooms and Lecture Halls:

Equipped with state-of-the-art audio-visual aids, the classrooms at AITAM transcend traditional teaching methods, creating a space where effective learning takes center stage. Some classrooms feature movable furniture, facilitating flexible learning arrangements to accommodate various teaching methodologies and collaborative activities. The integration of cutting-edge technology amplifies the learning experience – power point projectors and Smart Digital Boards bring subjects to life, offering an interactive dimension that captures the attention and imagination of students.

Computer Centers and Wi-Fi Facilities:

The institute's computer centers are equipped with the latest hardware and software, providing students

access to contemporary computing facilities. This technological ethos is further reinforced by campus-wide Wi-Fi connectivity, ensuring seamless internet access for students. This commitment to connectivity is not confined to academic spaces alone; it extends to the institute's hostel facilities, where 24/7 Wi-Fi availability ensures that residents have continuous access to online resources, enhancing both their academic and recreational pursuits.

Hostel facilities:

AITAM recognizes the importance of providing a conducive living environment for outstation students and offers hostel facilities with separate accommodations for boys and girls. With a focus on safety and comfort, these hostels are equipped with basic amenities

and maintained with hygiene and cleanliness. Security measures, including 24/7 personnel, CCTV surveillance, and restricted access, ensure the well-being of residents. Nutritious and hygienic food options, alongside laundry facilities and medical services, further enhance the hostel experience.

Sports facilities:

The institute understands the importance of a well-rounded education, and thus, it provides extensive sports facilities, including playgrounds for various indoor and outdoor games, gymnasiums, basketball and volleyball courts and a cricket ground. These facilities contribute to the physical fitness and overall well-being of the students.

Cafeteria and Food Courts:

Catering to diverse tastes and dietary preferences, on-campus cafeterias offer a variety of food options for students and faculty. The menu includes vegetarian, vegan, and non-vegetarian dishes, accommodating individuals with specific dietary requirements.

Roads:

AITAM's commitment to holistic living extends to its well-designed roads, providing smooth movement and transportation on campus. These paved and well-maintained roads prioritize pedestrian safety with wide sidewalks, crosswalks, and designated zones, ensuring a comfortable travel experience for all.

Green Campus:

The institute takes pride in its green campus, characterized by lush gardens and a commitment to environmental sustainability. Abundant green spaces, strategically planted trees, shrubs, and native plants not only enhance the campus aesthetics but also contribute to improved air quality and support local biodiversity. Waste reduction, recycling initiatives, and rainwater harvesting systems further underscore AITAM's dedication to minimizing its carbon footprint.

Transport Facility:

Acknowledging the diverse geographical locations of its students, faculty, and staff, the institute has taken proactive measures to address the transportation needs of individuals residing off-campus. With a keen understanding of the challenges posed by commuting, the institute has implemented a robust and efficient transport facility with 43 busses for different destinations around the institute, thereby ensuring that the AITAM community can access the campus conveniently.

Career Development and Placement Cell:

The institute's dedication to students' future success is evident in its Career Development and Placement Cell. This dedicated cell assists students with internships and job placements, offering personalized career counseling, resume preparation support, and mock interviews. Serving as a bridge between academic learning and professional success, the Placement Cell ensures graduating students are well-prepared for the challenges of the professional world.

In conclusion, Aditya Institute of Technology and Management transcends its rural location by offering facilities that parallel those found in Tier 1 cities. From cutting-edge laboratories to comprehensive library resources, modern classrooms, and extensive support services, AITAM is a testament to the commitment to providing a world-class education in a serene and holistic environment.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

We have submitted criteria wise information as per the specifications of NAAC. However, we wish to bring the following for your kind notice.

- A practice of quality assurance to regularly address, monitor and evaluate the quality of education imparted to students, promoting effective teaching-learning methods for the benefit of both students and teachers and making the institution a place for excellent centre of knowledge and research in engineering science and technological education.
- Best standards and practices of good governance shall be put in place to bring in transparency of operations and improve credibility at all levels.
- Skills among students developed through Interactive Teaching–Learning Process, Corporate exposure by Industry Internship and project work and thus make them ready to get into industry soon after the completion of the course.
- Research work among staff members shall be encouraged in-order to update the knowledge.
- Well equipped Laboratory facilities shall be provided in all the departments.
- Reputed Industries shall be invited for campus placements.
- Students will be exposed to the latest technologies available
- Maintaining healthy competitive environment
- Developing confidence and explore potential talent for meritorious leadership
- Continually improving the effectiveness of QMS
- Complying with applicable statutory requirement
- SWAYAM-NPTEL local chapter is one of the active NPTEL Chapter and recognised with a rating of ‘A’ among the top 101-200 rated Local Chapters. SWAYAM-NPTEL recognized AITAM for Best Faculty performance in NPTEL online Certification courses.
- To encourage students for becoming entrepreneurs and to leverage start-ups, an incubation center has been established in the college.
- AP CM’s Skill Excellence Centre, Dassault Systems Lab in association with APSSDC was established to provide access to the students in the most advanced courses by industry giants.
- The college has an Indo- European skilling Centre for Mechatronics and Industrial Robotics in collaboration with APSSDC and ARC (Applied Robot Control), Germany.
- AITAM alumni have accomplished several entrepreneurial and engineering feats after pursuing our undergraduate and post-graduate research and academic programs, and the credit for their success, in part, goes to our outstanding, industry-renowned faculty.

Concluding Remarks :

The college is functioning in true spirit to provide Rich Learning Experience to its students. Efforts of the institution are very much in line with the stated vision and formulated Mission. To provide all round development to students, activities are designed and facilities and infrastructure are created. State- of- the-art facilities on all fronts are in place and Institution initiated innovative programs well in advance to the inclusion of them as part of the curriculum by the regulatory agencies, which is an index of its determination for imparting quality education.

AITAM has deployed e-governance in all the areas of academic processes to ensure better academic planning and monitoring. Institute regularly conducts training to staff and faculty members for implementation of quality procedures. External audit by various agencies like NBA, NAAC, JNTUGV and internal audit is undertaken periodically to improve institutional activities.

The Institute believes that Excellence is a continuous process. The descriptive summaries and the Self Study Report of Aditya Institute of Technology and Management accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC highly relevant to the present-day educational scenario in the country.

The college functions with Decentralisation, participative management and transparent governance. The design and implementation of the Policies indicating the Equity of treatment, scope for growth and advancement of individuals. Always, institution rises to the occasion and updates the methodologies and upkeeps the performance levels. Thus institution assures quality to all its stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>772</td> <td>798</td> <td>966</td> <td>1036</td> <td>1200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1231</td> <td>1034</td> <td>966</td> <td>793</td> <td>771</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>990</td> <td>990</td> <td>1050</td> <td>1080</td> <td>1200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1319</td> <td>1187</td> <td>1156</td> <td>1090</td> <td>990</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	772	798	966	1036	1200	2022-23	2021-22	2020-21	2019-20	2018-19	1231	1034	966	793	771	2022-23	2021-22	2020-21	2019-20	2018-19	990	990	1050	1080	1200	2022-23	2021-22	2020-21	2019-20	2018-19	1319	1187	1156	1090	990
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2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>690</td> <td>577</td> <td>528</td> <td>377</td> <td>351</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>397</td> <td>348</td> <td>320</td> <td>313</td> <td>351</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	690	577	528	377	351	2022-23	2021-22	2020-21	2019-20	2018-19	397	348	320	313	351																				
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wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
690	621	604	569	569

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
413	389	377	353	353

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

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

Answer before DVV Verification : 114

Answer after DVV Verification: 86

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

2.4.3 Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year**

Answer before DVV Verification : 3726

Answer after DVV Verification: 1915

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

2.4.4 Percentage of full time teachers working in the institution throughout during the last five years**2.4.4.1. Number of full time teachers worked in the institution throughout during the last five years:**

Answer before DVV Verification : 164

Answer after DVV Verification: 159

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**3.1.3.1. Number of teachers who received national/international fellowship /financial support**

	<p>by various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 15 Answer after DVV Verification: 0</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : Answer After DVV Verification :8.64</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years. Answer before DVV Verification : 11 Answer after DVV Verification: 1</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.1	<p>The Institution ensures implementation of its stated Code of Ethics for research.</p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.) 3. Plagiarism check through software 4. Research Advisory Committee <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 532</p>

Answer after DVV Verification: 269

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

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

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

Answer before DVV Verification : 93

Answer after DVV Verification: 67

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

3.5.1 Revenue generated from consultancy and corporate training during the last five years

3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33.32	39.94	27.63	40.04	23.99

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32.45	39.16	27.01	34.69	22.35

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

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

Answer before DVV Verification :

Answer After DVV Verification :18

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
590.97	226.66	45.96	270.25	251.65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
590.54	226.18	45.82	269.04	246.51

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
582.19	387.02	349.00	467.26	573.03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71.17	55.27	110.03	63.01	64.89

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
672	664	589	574	624

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
672	664	585	573	558

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	13	15	15	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	13	7	8

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	0	10	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	0	4	6

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158	144	95	159	84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, and provided links are non functional, thus DVV input is recommended.

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

The institutional environment and energy initiatives are confirmed through the following

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

Answer before DVV Verification : A. All of the above

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p data-bbox="196 199 1501 271">Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p data-bbox="196 277 711 309">Answer before DVV Verification : 297</p> <p data-bbox="196 315 679 347">Answer after DVV Verification : 293</p>																				
2.1	<p data-bbox="196 400 1501 432">Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p data-bbox="196 479 639 510">Answer before DVV Verification:</p> <table border="1" data-bbox="196 510 986 622"> <thead> <tr> <th data-bbox="196 510 352 562">2022-23</th> <th data-bbox="360 510 517 562">2021-22</th> <th data-bbox="525 510 681 562">2020-21</th> <th data-bbox="689 510 845 562">2019-20</th> <th data-bbox="853 510 986 562">2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="196 568 352 622">1213.22</td> <td data-bbox="360 568 517 622">638.07</td> <td data-bbox="525 568 681 622">419.67</td> <td data-bbox="689 568 845 622">753.60</td> <td data-bbox="853 568 986 622">853.30</td> </tr> </tbody> </table> <p data-bbox="196 669 624 701">Answer After DVV Verification:</p> <table border="1" data-bbox="196 701 986 813"> <thead> <tr> <th data-bbox="196 701 352 752">2022-23</th> <th data-bbox="360 701 517 752">2021-22</th> <th data-bbox="525 701 681 752">2020-21</th> <th data-bbox="689 701 845 752">2019-20</th> <th data-bbox="853 701 986 752">2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="196 759 352 813">1254.17</td> <td data-bbox="360 759 517 813">674.95</td> <td data-bbox="525 759 681 813">526.67</td> <td data-bbox="689 759 845 813">786.72</td> <td data-bbox="853 759 986 813">895.42</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1213.22	638.07	419.67	753.60	853.30	2022-23	2021-22	2020-21	2019-20	2018-19	1254.17	674.95	526.67	786.72	895.42
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