



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ACHARYA INSTITUTE OF TECHNOLOGY

**ACHARYA DR. SARVEPALLI RADHAKRISHNAN ROAD, SOLADEVANAHALLI,
HESARAGHATTA MAIN ROAD, BENGALURU - 560 107**

560107

www.ait.acharya.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya Institute of Technology seeded its growth under JMJ Education Society in the year 2000. It is part JMJ Education Society with its sister institutions spread over sprawling 120 acres campus at Soldevanahalli, an extension area of Bengaluru city. The campus today houses Acharya Institute of Technology, Acharya Polytechnic, Smt. Nagarathnamma School of Nursing, Acharya and B. M. Reddy College of Pharmacy, Acharya College of Education, Acharya's NRV School of Architecture, Acharya School of Design, Acharya Pre-University College, Acharya School of Management, Acharya Institute of English and Foreign Languages, Acharya Educational Services, Acharya School of Law and Acharya Institute of Graduate Studies.

It is one of the most sought Institutions among the aspirants for graduation and post graduation studies. The influential factor is the institution's commitment for the holistic development of the students apart from imparting quality education and remaining on par with the changing academic needs. The institution even empowers the students for employability, academic and professional excellence. The academic stay at the institution ensures creation of well skilled and trained responsible citizens.

Administration

The governing council constituted has 12 members consisting of the representation from JMJ educational society, academicians, industry representatives and faculty with principal as its member secretary. The governing council formulates the policies and monitors the administrative, academic and developmental activities.

Certain institutional needs are met by the centralized support units like human resource, finance and accounts, admissions, central public relations department, purchase, maintenance, house keeping, placement cell, systems department, transport and Acharya clinic.

The in-house committees are formed for the smooth functioning of academic and administrative works such as academic delivery, conduct of university examination, library, sports and cultural events, mentoring system, anti-ragging, women cell, disciplinary issues. It also, has alumni association, internal quality assurance cell, research and development cell, industry institute interaction cell, innovation cell, technology business

Vision

Vision:

"Acharya Institute of Technology, committed to the cause of sustainable value-based education in all disciplines, envisions itself as a global fountainhead of innovative human enterprise, with inspirational initiatives for Academic Excellence."

Mission

Mission:

“Acharya Institute of Technology strives to provide excellent academic ambience to the students for achieving global standards of technical education, foster intellectual and personal development, meaningful research, ethical, and sustainable service to societal needs.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1) Qualified, committed, experienced faculty with good infrastructure facility.
- 2) Industry- Institute Interaction- Providing platform for students practical training in terms of projects, internship, and placements.
- 3) Effective mentoring system is in place is adding value to the students performance and overall development.
- 4) Global mix of students

Institutional Weakness

- 1) Less flexibility for outcome based education.
- 2) Cadre ratio and retention of faculty.
- 3) Attracting meritorious students.

Institutional Opportunity

- 1) Exchange with industry, research institutes and institutes of higher learning.
- 2) Consulting and research through funded projects from agencies and industries.
- 3) Getting autonomous status for implementing Outcome Based and Experiential Learning.
- 4) Promoting the entrepreneurship by setting technology business incubator.

Institutional Challenge

- 1) Changing education policy is deterrent to the affiliated education system
- 2) Ensuring placements in a recessionary economy
- 3) Upgrading of facilities in a controlled academic administrative policies with stagnant inflow of funds.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Acharya Institute of Technology offers B.E in i) Aeronautical Engineering, ii)Automobile

Engineering, iii) Bio Technology, iv)Civil Engineering v)Computer Science and

|Engineering, vi)Construction Technology and management, vii)Electronics and Communication Engineering, viii)Electrical and Electronics Engineering, ix)Information Science and Engineering, x)Manufacturing Science and Engineering, xi)Mechanical Engineering, xii)Mechatronics xiii)Mining Engineering. It offers M.Tech in i) Bio Technology ii) Computer Science Engineering iii)Computer Network Engineering iv) Cyber Forensic and Information Security, v) Digital Communication vi) Machine Design vii) Product Design and Manufacturing, viii)Power Systems Engineering and ix) MBA x) MCA. It also has research centers in the department of i)Bio Technology ii)Chemistry iii) Computer Science Engineering iv) Electronics and Communication Engineering v) Electrical and Electronics vi)Information Science and Engineering vii)Mathematics viii)MBA ix)MCA x) Mechanical Engineering and xi)Physics.

The institution has experienced faculty as per AICTE norms, who deliver academic curricula and supervise and carry out research. The institution strives to achieve the stated Moto, Vision, Mission and Values thus paving way for attainment of excellence in higher education and community orientation.

The institution incorporates departmental and institutional activities with strict adherence to the academic calendar of VTU and institution. At present, the institution follows the Choice Based Credit System (CBCS) for the first two years of BE program and first year of M.Tech. Value added programmes like communication skills, soft skills, special placement training are offered to the students. Curriculum augmentation pertaining to the topics in syllabus is done so as to provide quality education to the students thus aiding in broadening their knowledge horizon. The classes are enriched by adopting various teaching methods, laboratory experiments, project work, field visits, internships and use of ICT tools.

Teaching-learning and Evaluation

The transparent and effective delivery of curricular and extra curricular activities, value added programs and good placements over the years results better percentage of admissions. Concessions in fee and scholarships are provided for the needy. Group insurance coverage is granted to the students by the institution.

The faculty members are deputed to participate in seminars, FDPs, workshops, syllabus orientation, refresher programmes/courses and conferences to broaden their knowledge horizon and to remain updated with the latest developments in the respective fields. The institution acknowledges the faculty members' and students' achievements and accomplishments through increments, promotions and felicitations.

The institution incorporates departmental and institutional activities with strict adherence to the academic calendar of VTU and AIT prepares annual institutional academic calendar. Orientation programmes conducted during the commencement of the academic year acclimatizes the students to the new academic environment and let-know the students the learning outcomes. Students' level of knowledge is assessed through Preliminary Assessment Test (PAT) and eventually, improvement in academics is ensured by holding remedial and tutorial classes to slow and advanced learners. Special care is given to the differently abled students and the needy. Institution follows the mentoring system, wherein around 20 students are guided by an individual mentor. The faculty members are encouraged to adopt various teaching pedagogy with ICT to make the teaching learning process effective and thus creating a learning environment conducive for critical thinking, creativity and scientific temper.

The Institution has an independent library with digital and e-resources. The institution has academia-industry interface thus enabling the students to have a practical exposure. The Institution has organized personality development, skill development programs to the students to make them industry ready. Students are given assignments, paper presentations and insisted on participation in workshops and seminars for their overall development and to take the learning process beyond the classrooms.

Departmental Academic Committee monitors the academic delivery and conduct of internal assessment adhering to VTU scheme of teaching, examination and evaluation. These learning outcomes are manifested in high rate of student progression from UG to PG.

Research, Innovations and Extension

The institution gives equal importance to research and extension activities. It has 44 faculty members with doctoral degree, 88 faculty members pursuing PhD. The Institution releases grants out of corpus fund for research work. The motivation thus received has resulted in increase in the number of notable publications in journals of national/international repute with h- index, impact factor and a few articles / papers of interdisciplinary in nature.

The faculty members have contributed chapters in books, published books and are editors too. Special lectures and interaction with scientists, academicians, experts and technocrats are organized at regular intervals. The institution has organized national and international conferences, seminar and FDPs. Inter-collegiate fests are also organized by various departments. In the four years the publications in international / national journals and conferences are 710. Twenty four books are authored / edited and chapter contributions

A few faculty members of AIT are invited as resource persons at other institutions and a few others provide guidance to the research scholars of other universities. The institution has signed MoUs and has collaborative arrangements with Universities industries and industry associations viz.,

The institution organizes the extension activities including the faculty and students to inculcate social responsibility towards community and serve the societal needs like no plastics, health, hygienic awareness camps, swach Bharath, construction of roads, extension lectures in rural areas, blood donation camps, NSS and

NCC camps / participation in rural areas for awareness and development, etc. Certificates of Appreciation are received for the extension activities organised by the institution.

Infrastructure and Learning Resources

The institution has enhanced the infrastructural facilities by considering the increase in number of courses over the years. The campus is eco-friendly; Wi-Fi enabled with state-of-the-art infrastructure and facilities and is under the constant supervision 24/7 by a centralized security team. The campus has open green spaces, separate parking area for vehicles, well-maintained canteen and hostels with ideal ambience for learning. The Institution has 137 class rooms and tutorial rooms, (9543 sq m), 105 laboratories(11581 sq m), work shop(1673 sq m) centralized computer centers(1400 sq m), Drawing Hall 2 numbers(306 sq m), Library(4633 sq m) amenities (1600 sq m) administrative area(1700 sq m), faculty rooms (1800 sq m) language laboratories. The institution has spacious auditoriums and sports complex for organizing curricular and extra-curricular activities. Sports complexes houses facilities for indoor and outdoor games to promote sports activities. It also provides facilities for NSS and NCC activities. The campus houses recreational spaces, and cafeteria. The Health Centre provides medical aid to the students and faculty.

First aid service and ambulance facility can be called for any emergencies. The institution has a library which has over 78,000 books, 7 e packages 109 printed journals, e-books, Audio-visual aids and an e-learning resource centre with UGC-INFLIBNET N-List programme, with digital facilities. It has a reading room, reprography and internet facility that supports in preparation of computer aided teaching learning materials. The library advisory committee plans the library budget, mechanism for development and evaluates the feedback of the library use. The maintenance section and house-keeping units maintain all facilities like buildings, roads, water supply, power supply, hostels with solar water heater facility and upkeep. The systems department with qualified staff maintains the net connectivity, Wi-Fi, computers and other communication systems. The garden section takes care of gardens and ensures the maintenance of greenery on campus. The campus also, has rain water harvested lake, waste water treatment plant, bio gas plant, solar water heaters supporting eco-friendly environment.

Student Support and Progression

The institution strives to attain the vision through converting mission into reality by meticulously working on the objectives which acts as catalyzing agents in the holistic development of the students. The institutional website www.acharya.ac.in/ait/ provides objective information/factual details on the institution, admission procedures and programmes offered. The institution places prime importance on quality education and performance of the students. The Institution has accommodated students from 40 different countries across the world.

The in-house academic audit teams of the institution prioritize and monitor curriculum enhancement and its implementation regularly. Students are provided with avenues for development of their skills and

personality through various student centric programs like personality development and soft skills etc. The institution also facilitates remedial classes, conducts coaching classes for competitive examination. The students are involved in extension activities through NCC, NSS and departments. The process of learning for the students is taken beyond the classroom by their necessary participation in club

activities of the respective departments and activities of other committees. Counseling cell, placement cell, grievance cell, alumni association, anti-ragging committee and women cell help the students with pertaining issues. Adequate measures are taken to reduce the dropouts and improve the students' performance at academics, curricular and extra-curricular activities. Students' feedback is instrumental in devising the support services.

The institution promotes awareness programs on social issues and encourages observing days of significance to inculcate moral values, ethics, and societal responsibility. Creative and writing skills are boosted by bringing out departmental magazines and creating blogs. Interest in sports is bolstered by encouraging participation in Sports meet held at college/district/university/national level. The cultural committee revives the varied interests in students. It has been successful in winning the accolades for the institution in the events like painting, debate, extempore, fashion show etc. The institution has ensured discipline among the students and faculty which befit the decorum of academic surroundings. The institution organizes gender sensitization programmes. Equal opportunity cell, women cell, prevention on sexual harassment cell too organizes the activities of the same nature.

Governance, Leadership and Management

The institution-specifies policy statements and strategic plans laid down by the management with a definite time line to align with the vision, mission and values. The institution has a well sequenced organization structure that practices decentralization of a few facets, participative management and continuity of leadership in administration and academic activities. It has also groomed leadership among faculty members at various levels. The institution recruits and appoints the eminent faculty members with doctoral degree / pursuing Ph.D. and master's degree. The recruitment procedure is done as per the norms of the HR. The institution admits / recruits the OBC/SC/ST faculty members and students and also provides fee concession / waive of fees to the socio-economic background / needy students.

The institution has a defined perspective plan for its future development. The management is committed to promote use of ICTs in teaching and learning process, administration and management of affairs towards quest for excellence. The stakeholders' feedback and exit interview are acted upon. The management provides

adequate support to faculty and student for their academic pursuits and even rewards their achievements. The institution follows 3600 performance appraisal system. The notable growth of the institution from a humble beginning to the present is due to the vision, mission and motivation of the management to take education to the next level. The management grants required autonomy to the head of the institution i.e., principal. The principal holds meetings with the heads of the departments and committees to account the activities and expenditure and prepares the budget for the approval.

The institution has IQAC consisting of principal, coordinator, senior faculty, external experts, student, alumni and parent representatives. IQAC holds academic audit and peer audit regularly to guarantee the quality sustenance. Performance Based Appraisal System (PBAS) for the faculty consists of i) self appraisal ii) appraisal by the head of the department iii) appraisal by head of the institution iv) student feed back. The PBAS system has a novel scope for grievance redressal of the evaluations by IQAC.

Institutional Values and Best Practices

The institution leaves no stone unturned to provide quality education and create citizens with social responsibility. Hence, it adopts many innovative practices and initiates quality initiatives in pursuit of the same.

The institution commits the social responsibility activities by creating a class of students whose services will better the surroundings of the society. Hence, it initiates awareness programs of noble causes. The increasing rate of environment deterioration is sensed by the institution and hence initiates programs towards creating environmental consciousness among the students and faculty. The institution observes world environment day, world water day, swatch Bharat abhiyan, and van-mahotsav week. Nature watch club of the institution pioneers environment-related activities. NSS and NCC wings too hold street plays and mimes on social issues. The camps by NSS unit have yielded in initiating a malnutrition project in collaboration with Scania Pvt. Ltd. The amenities within the campus are eco-friendly. Restricted use of vehicles within the campus, initiative to use battery operated vehicles, use of biodegradable wastes in the maintenance of flora, rainwater harvesting facility towards the upkeep of greenery, artificial lake, effluent water treatment plant, sewage water treatment are the certain measures on campus taken up by the Institution in its aesthetic sense of responsibility towards the environment and society. Parking facility is provided for the vehicles. However, there is no exclusive green audit process in the institution.

Of the two best practices, the mentoring system has evidence of success which is visible from the testimonials of the end-users. The confidence of the students is increased due to the expertise training and measures taken by the college. The students and their parents have been very happy with the mentoring system.

Inspired by the honorable prime minister's vision of Startup India and make in India, Acharya Institute of Technology is motivated to accelerate the entrepreneurial ecosystem by establishing Acharya Institute of Technology Business Incubator (AI-TBI) to accomplish the mission of encouraging the ambitious young talents. The Dictum towards nurturing knowledge based, technology driven innovative ideas to support

sustainable growth and to develop socially responsible entrepreneurs.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA INSTITUTE OF TECHNOLOGY
Address	Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanahalli, Hesaraghatta main Road, Bengaluru - 560 107
City	Bengaluru
State	Karnataka
Pin	560107
Website	www.ait.acharya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	PRAKASH M.R.	080-28394700	9448864740	080-2370024 2	principalait@acharya.ac.in
IQAC Coordinator	Gopinath S M	080-22555555	8660793877	080-2839868 1	gopinath@acharya.ac.in

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	04-09-2000

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

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-02-2017	View Document
12B of UGC	30-01-2018	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	01-08-2018	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanahalli, Hesaraghatta main Road, Bengaluru - 560 107	Rural	77	139425.9

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	BE,Aeronautical Engineering	48	PUC	English	60	60
UG	BE,Automobile Engineering	48	PUC	English	60	53
UG	BE,Biotechnology	48	PUC	English	30	27
UG	BE,Civil Engineering	48	PUC	English	120	120
UG	BE,Computer Science And Engineering	48	PUC	English	120	120
UG	BE,Electrical And Electronics Engineering	48	PUC	English	120	91
UG	BE,Electronics And Communication Engineering	48	PUC	English	120	109
UG	BE,Information Science	48	PUC	English	120	118

	And Engineering					
UG	BE,Mechanical Engineering	48	PUC	English	120	95
UG	BE,Mechatronics Engineering	48	PUC	English	60	60
UG	BE,Mining Engineering	48	PUC	English	120	40
PG	Mtech,Biotechnology	24	BE	English	18	2
PG	Mtech,Computer Science And Engineering	24	BE	English	24	5
PG	Mtech,Electrical And Electronics Engineering	24	BE	English	18	2
PG	Mtech,Electronics And Communication Engineering	24	BE	English	18	3
PG	Mtech,Information Science And Engineering	24	BE	English	18	1
PG	Mtech,Information Science And Engineering	24	BE	English	18	1
PG	Mtech,Mechanical Engineering	24	BE	English	18	4
PG	Mtech,Mechanical Engineering	24	BE	English	18	10
PG	MBA,Mba	24	BBA BSC	English	240	180

			BCOM			
PG	MCA,Mca	36	BSc bca	English	240	44
Doctoral (Ph.D)	PhD or DPhil, Biotechnology	48	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, Computer Science And Engineering	48	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, Electrical And Electronics Engineering	48	PG	English	32	0
Doctoral (Ph.D)	PhD or DPhil, Electronics And Communication Engineering	48	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Information Science And Engineering	48	PG	English	16	0
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering	48	PG	English	32	0
Doctoral (Ph.D)	PhD or DPhil, Mba	48	PG	English	40	0
Doctoral (Ph.D)	PhD or DPhil, Mca	48	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Physics	48	PG	English	24	0
Doctoral (Ph.D)	PhD or DPhil, Chemistry	48	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Maths	48	PG	English	24	0

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	35				34				246			
Recruited	24	2	0	26	9	5	0	14	156	90	0	246
Yet to Recruit	9				20				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				72
Recruited	37	35	0	72
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				45
Recruited	37	8	0	45
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	23	2	0	3	3	0	8	1	0	40
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	3	0	148	89	0	246

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	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	438	306	0	61	805
	Female	167	45	0	10	222
	Others	0	0	0	0	0
PG	Male	90	55	0	6	151
	Female	86	12	0	0	98
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	62	58	56	44
	Female	29	19	26	20
	Others	0	0	0	0
ST	Male	18	6	12	8
	Female	6	7	4	4
	Others	0	0	0	0
OBC	Male	223	189	154	75
	Female	79	81	43	36
	Others	0	0	0	0
General	Male	793	774	759	764
	Female	248	261	279	281
	Others	0	0	0	0
Others	Male	0	1	22	35
	Female	0	0	3	9
	Others	0	0	0	0
Total		1458	1396	1358	1276

3. Extended Profile

3.1 Program

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

Response: 2486

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	24	24	23

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4733	4936	4671	4084	4090

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
460	468	484	497	453

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1230	1380	1390	1475	1023

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
286	273	312	303	272
File Description	Document			
Institutional Data in Prescribed Format	View Document			

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

2017-18	2016-17	2015-16	2014-15	2013-14
316	329	312	273	272
File Description	Document			
Institutional data in prescribed format	View Document			

3.4 Institution

Total number of classrooms and seminar halls

Response: 96

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

2017-18	2016-17	2015-16	2014-15	2013-14
7277.589206	3990.27651	3825.09591	4462.533082	1683.621336

Number of computers

Response: 1600

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Acharya Institute of Technology is affiliated to Visvesvaraya Technological University and curriculum is designed by the University. The faculty of the institute are actively involved in designing and development of the curriculum.

The institution has designed a structure of various committees/boards for planning, implementing and monitoring the effective delivery of the curriculum as shown in Fig 1.1. Teaching learning process is monitored through course file, course material, attendance, internal assessment and academic audit.

1. IQAC-Internal Quality Assurance Cell

The internal quality is monitored through the following cells/committee

- 1.The Internal Quality Assurance Cell (IQAC)
- 2.IQAC Steering Committee
- 3.IQAC Core committee

The Internal Quality Assurance Cell is headed by Principal with external academic experts, senior faculty members, student representative and Alumni representatives as its members. The committee reviews and provides guidelines in academic matters.

IQAC steering committee is headed by the Principal, the senior faculty and a Convener IQAC. This committee meets periodically and formulates policies and guidelines. It undertakes TLP/Academic audit. IQAC steering committee periodically reviews the findings in TLP/Academic audit and reports the progress/performance to the IQAC.

IQAC Core Committee consists of IQAC Steering Committee and Heads of various departments. This committee monitors the academic process. The lesson plans and course material prepared by all the faculty members for both theory and laboratory courses are monitored by TLP/Academic audit.

2. Academic Council:

Academic Council is the Apex body of Acharya Institute of Technology academic activities. It is headed by the Principal and all Head of the Departments are its members. It meets at regular intervals to discuss the academic programs of the university and the academic activities of the institute. The decisions of the Academic Council are brought to the notice of all faculty and students through Head of the Departments for effective implementation.

3. Departmental Advisory Board:

Departmental Advisory Board recommends the necessary steps to be taken for the delivery and improvement of academic growth. Advisory Board is formed in all the departments with HOD as the Chairman, wherein experts from industry and academia along with a few senior faculties from the department are the members. The Board meets once in a semester and discusses the departmental academic programs.

4. Departmental Academic Committee:

Each department has the Departmental Academic Committee (DAC) for the effective monitoring of the academic process. Head of the Department is the Chairperson and senior faculty are its members. The DAC of the department reviews the lesson plans, course materials and also the internal assessment question papers, schemes and evaluation.

5. Course Learning Committee:

The Course learning committee has been constituted for the purpose of effective learning of the particular course. The course coordinators and students are the members. The committee discusses and deliberates the issues with respect to the particular course, schemes, assessment methods and other curriculum delivery methods. The suggestions of the course learning committee are placed before the DAC for further action.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 18.67

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	17	10	6	6

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

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

Response: 0.16

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

Response: 4

File Description	Document
Details of the new courses introduced	View Document

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

Response: 95.83

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

Response: 23

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

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

Response: 0.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The institution takes proactive measures that help in creating social awareness on issues relevant to gender, environment and sustainability, human values and professional ethics through the following activities:

Gender: The students from the entire institute participate in events such as poster presentation based on women empowerment, debate competitions on youth and women safety, guest lectures on women security and pride of women. An interactive workshop on conscious leadership and constitutional rights and entitlements of women was also conducted to the students. In addition the committees that are constituted at the college level & department level ensure proper representation of males & females to have adequate gender balance. For example, Sports and Cultural committee, NSS, Hostel Committee, Grievance Redressal Committee, Women' Cell, Disciplinary Committee shall have mandatorily male & female students in adequate representation.

Faculty: Various committees are headed by women faculty for example, Women's Cell, and Research and Development Committee. In addition, there is female faculty in the Governing Council.

Celebrations: Various activities are conducted regularly by the students as well as faculty without any gender discrimination. For example, women's day celebration, national festivals and the college annual fest Acharya Habba are celebrated by one and all.

Environment & Sustainability:

All the students of engineering study Environmental Science (15CIV18/28, 17CIV18/28) in the first year where they are made to understand the importance of environment, ecological balance, sustainability and applicable laws & rules. Events like Seed ball and Environmental day, International Earth Day, NSS activities, AICTE sponsored Village are carried out. The institute has Nature Watch, i-Care and Eco-club

in which the students actively take part. Also the Institute boasts of a 4.5 acre artificial man-made lake with rain water harvesting system. The institute also has a sewage treatment plant where the effluent from the campus and residential areas surrounding the institute is treated and the recycled water is used for gardening. The capacity of the present treatment plant is 3000 kiloliters per day. The students of Civil Engineering and Biotechnology visit the waste water treatment plant as a part of course.

Human Values & Professional Ethics: All the students of engineering study Constitution of India, Professional Ethics & Human rights (15CPH18/28) in the first year where they learn about human values, ethics and their responsibility towards the society. A NCC COY (9 KAR BATTALION) is available in the campus where students of AIT are a part. Students also undergo a three-week induction program in the beginning of first year to make them to understand the importance of human values. Days of importance like Ektha Diwas, Republic Day, Independence day, Constitution day and Ethnic Day are celebrated by the entire college.

NSS and Red cross youth wing organize a variety of activities with societal concern such as:

1. AIT is the proud recipient of the Guinness World of Records for Blood Donation.
2. Plantation
3. Contribution towards Kodagu and Kerala flood relief effort.
4. NSS Special camp in Village development at Hosakerehalli, Gubbi Taluk, Tumkur.
5. Project exhibition
6. Health Camp and Health screening
7. Smart Village-Smart India Contest

File Description	Document
Link for Additional Information	View Document

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

Response: 9

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

Response: 9

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 18.13

1.3.3.1 Number of students undertaking field projects or internships

Response: 858

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 11.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
422	455	516	489	611

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 80.46

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1276	1358	1403	1458	1535

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1800	1800	1800	1722	1644

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 77.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
196	395	360	417	453

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

- The profiling of the students is done by the Training department, where the students take up written tests comprising of Quantitative Aptitude, Reasoning, Verbal & Technical test followed by face to face interviews. Based on the profiling, individual reports of the students are generated and appropriate training is given to the students to meet the placement requirements and to improve employability.
- Fast Learners and Slow Learners in the department are also identified based on their previous performance and results, performance in the current semester, feedback from subject teachers and continuous monitoring from the proctors.

The following special programs are carried out to encourage the fast learners

1. Honoring the top 10 students of the Academic year and sharing their experiences.
2. Course coordinator encourage the students to do innovative assignments, projects and also take up online courses in their respective subjects. Extra books from the library will be issued to such students.
3. Best outgoing students and achievers who excel in academics and co-curricular activities are awarded from the department and college.
4. Students are encouraged to participate in different National/State level Technical competitions, workshops, seminars and symposia to gain knowledge on latest developments.
5. Students with special skills or interests are also encouraged to conduct workshops, technical competitions, seminars and share their knowledge on latest technologies for the benefit of other students.
6. Facilitated to undergo internships in the industry and campus connect programs.
7. Student achievements are published in college website and magazines.
8. Alumni knowledge sharing series are conducted that educate students on the industry expectations and emerging trends in technology.

9. Research committee is constituted to facilitate and encourage promising students to undertake research activities.
10. Students with entrepreneurial skill are encouraged to have a start-up through the college business incubation center.

The following special programs are carried out to encourage the slow learners

1. Result Analysis Team of the department prepares the slow learner student list with the help of Proctors and Course Coordinators and also builds the performance graph of the individual student.
2. Counselling is scheduled with HOD, senior faculties, result analysis team members and proctors to identify the student issues and to provide assistance to the students.
3. Counselling and continuous monitoring is done by proctors and course coordinators along with the parents.
4. Tutorial classes, additional tests, customized assignments and additional laboratory classes are conducted.
5. Notes and solution manuals are distributed for the benefit of the students.
6. Alumni sessions are conducted to motivate the students to perform better in their academics and placements.

2.2.2 Student - Full time teacher ratio

Response: 16.55

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

AIT follows student-centric learning. Teachers provide ample opportunities and scope for interactive learning, collaborative learning and independent learning. The lesson plans, course material, laboratory manuals and studymaterials are made available to the students. Students are also given assignments, model making and miniprojects. Some of the support structures and systems available for teachers to develop and promote learning skills among students are as follows:

Institute promotes self-learning with the help of MOOC cell and Learning Resource Centre. It has e-repository of videolectures from NPTEL, UDACITY, MIT-OCW, EDX and KHAN Academy which can be accessed on local area network and as well off the campus both by students and faculty.

Accesses to on-line journals from the library resources network are available to the students and faculty members on campus LAN and remote access.

Repository of seminar /project reports in the department library and the Learning Resource Centre for the reference by students and faculty.

Internships conducted through in-house software development cell for students.

The institution is enabled by its academic alliances with many leading organizations and MOUs with universities.

All the departments have student's forum which organize various technical events that helps students in molding their personality.

Departments organize alumni expert lecture series, which gives platform for students to interact and learn from their seniors.

Chapters of ISTE, ASME, IEEE, IEI, CSI, ASAE, SAE are active and organize various conferences, seminars, workshops, and other events.

Institute sponsors students to participate at national/international exhibitions and present projects.

Experts from reputed Industries, R and D organizations are invited to the campus to share their expertise and provide a platform for student interaction.

Classrooms are furnished with LCD projectors. Wi-Fi is available throughout the campus for promotion of self-learning.

Institute has English language laboratory.

Library facilities are extended beyond working hours on all days.

Field and industrial visits are arranged.

Pre-placement training is offered in domain and soft skills for all students to make them industry ready.

Group seminars, discussions, case studies and student presentations are held on regular basis.

The departments arrange for student visit to global and national technical exhibitions, trade shows.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 286

File Description	Document
List of teachers (using ICT for teaching)	View Document

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

Response: 18.13

2.3.3.1 Number of mentors

Response: 261

2.3.4 Innovation and creativity in teaching-learning

Response:

To make teaching learning process effective, easier and meaningful, the institution has been practicing innovative teaching techniques. Conventional teaching has been made more effective by using the ICTs. Using PPTs, online demonstration, video clippings, online site links, group discussions, case studies, role plays etc., have helped substantially the students towards participatory learning and acquainting themselves with new innovative teaching learning process.

1) Efforts by the faculty:

- a) Faculty makes use of models, graphs, power point presentation to present the content in the syllabus.
- b) Faculty prepares well-structured lesson plans for the subjects allotted which are made available to the students at the stating of the semester.
- c) Faculty provides collaborative learning and active learning environment.
- d) Projects are carried out to understand the fundamental design printout, criteria and specification and under the constraints.
- e) Interface between the institution, industry and academia encouraged.
- f) The blooms taxonomy is applied in lesson planning and delivery.
- g) The projects undertaken help in group learning.
- h) Organizing competitions for students such as lecture contests, quiz, debate, group discussion, debugging, idea presentation, model making, etc.

- i) Assignments are prepared by the faculty in all the subjects and students are asked to prepare the solutions.
- j) Encouragement of students to prepare technical posters and work on mini projects.
- k) Google Classrooms are used by the faculty to deliver the courses.
- l) On-site learning for students is practiced by the faculty.

2) Efforts made by the institution:

- a) Institute deputed the faculty for skill up gradation programs like Mission 10X, Infosys Campus Connect program, sabbatical to industry/universities abroad.
- b) Institute makes arrangement to telecast special webinars on the related topics.
- c) Teachers are deputed with financial support for attending workshops/ conferences/faculty development programs.

3) Impact on students:

- a) Improved student understanding in domain knowledge and overall development.
- b) Reduce backlogs and detention.
- c) Improved quality of final year projects
- d) Improved examination results and ranks.
- e) Improved placements and opting for higher studies.
- f) Students exhibiting more confidence and high self-esteem.

2.4 Teacher Profile and Quality

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

Response: 96.89

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 14.66**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
45	43	47	41	36

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response: 9.83****2.4.3.1 Total experience of full-time teachers**

Response: 2810.61

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response: 5.88****2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	1	0	7

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response: 5.22****2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
19	18	17	14	11

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The institution continuously monitors the changes that are happening at the university level and makes appropriate & effective changes in the internal evaluation system as demonstrated below with each scheme change for UG programs and the same procedure is adopted for PG programs. All the changes are informed to the students through interactions & circulars with utmost transparency.

NON-CBCS SCHEME(2010 scheme)

1. Three Internal Assessments are conducted for each theory course as per the calendar of events. The syllabus is divided into three portions and each portion is covered in an internal assessment. Each internal assessment is conducted for 25 marks. The average of best two internal assessment score is considered as the final IA marks.
2. At the end of semester the university conducts examination for each course. The examination question paper includes two parts with 4 questions each. The students are supposed to answer any 5 questions out of 8 selecting at least 2 questions from each part. Each question carries 20 marks. The student will be evaluated for 100 marks in external examination.

CBCS SCHEME(2015 scheme)

1. Three Internal Assessments are conducted for each theory course as per calendar of events. The syllabus is divided into two portions and each portion is covered in an internal assessment. The test-3 is an improvement test and the syllabus for this test is either the Test one or Test two portions depending on the marks scored. If the student scores less marks in Test-1 compared to Test-2, then the student writes the improvement Test-3 based on Test one portion and vice versa.
2. Each internal assessment is conducted for 20 marks. The average of best two internal assessment score is considered as the final IA marks. It can be seen that in this scheme students are required to study the entire syllabus in order to get full marks in the internal evaluation compared to the 2010 scheme. At the end of semester the university conducts examination for each course. The examination question paper will have 10 questions with two questions from each module. The students are required to answer five questions choosing at least one question from each module.

Each question carries 16 marks. The student will be evaluated for 80 marks in Semester end examinations.

CBCS SCHEME(2017 scheme)

1.Three Internal Assessments are conducted for each theory course as per calendar of events. The syllabus is divided into three portions and each portion is covered in an internal assessment. The students are informed about the syllabus portions for CIE tests well in advance. There are 40 marks earmarked for CIE, out of this 30 marks is awarded from the average of three internal assessment tests and 10 marks are awarded based on the performance in the assignment/module tests/seminars/mini-projects etc.

2.It can be seen in this scheme in addition to making the students learn entire syllabus and all the three tests mandatory, weightage is given for assignment/module tests/seminars/mini-projects etc., thus making CIE meaningful.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The necessary improvements implemented before conduction of IA are as follows

- 1) Any doubt about evaluation is made clear in advance to the students.
- 2) Appointment of inter and intra departmental squads to supervise the conducting of IA.
- 3) Ensuring the IA question papers set by the subject faculty.
- 4) Conducting regular viva-voce during every sessional class of theory and laboratory to prepare them well for appearing in internal assessment examinations as well semester end examinations.
- 5) The scheme and solutions provided by the course coordinator are assessed for meeting standards by the HOD and senior faculty, before the evaluation process is carried out.
- 6) Advanced intimation of the schedule of IA and for completion of evaluations are sent to all the faculty members by Academic Calendar with the schedule of internal assessment test and end semester examination for both theory and laboratory courses and to the students by the class teacher / mentor, hence giving ample time for the students to prepare and undergo the assessment process comfortably.
- 7) Cascading the schedule via showcasing on the notice boards, on website etc.
- 8) Introduction of O.M.R answer sheets for IA of environmental sciences and constitution of India and professional ethics for first year students and briefing them about the same.
- 9) Initiation of table marking, B-forms, maintenance of the attendance records and squad visits details.
- 10) The results are displayed on the notice boards of the department in printed format, and uploaded to ERP and CARE software.

11) The IA answer booklets are given to students for verification and areas for improvements are informed to the students.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

All the grievances related to internal & VTU examinations are addressed in a transparent, time bound & efficient manner as explained below.

1. Internal examinations

A circular is sent to students on rules & regulations with respect to internal examinations before the start of the internal examinations. This circular shall become a guideline to address if there are any grievances. If a student has any grievances he/she can approach the head of the examination committee seeking for redressal. The examination committee meets within a reasonable time to find a suitable solution which will be communicated to the complainant.

2. VTU Examinations

The VTU has detailed rules & regulations governing examinations and related issues. Some of the important rules and regulations related to redressal of grievances are enumerated.

1. Any malpractices during the examinations shall be booked following due process as per the VTU guidelines. Students who get booked shall appear before a malpractice case consideration committee constituted by the VTU. The aggrieved student is given an opportunity to present his case before the committee and the decision of the committee is final and binding and is conveyed to the student within the time schedule.

2. After the announcement of results, a candidate who is not happy with his results may apply for revaluation by paying the applicable fees.

3. A candidate if desires, shall reject the results of whole semester irrespective of performance of any individual subject. However, there is no provision for the rejection of results of any individual subject. Such rejection shall be permitted only once during the entire course of study. For such rejection application shall be sent to the Registrar (Evaluation) within 30 days from the date of announcement of results.

4. All the answer scripts of PG courses will be evaluated by two examiners.

If the difference between First Evaluation and the Second Evaluation is more than 15, the third examiner shall evaluate the script. The average of the marks of nearest two valuations shall be considered as the marks secured by the candidate. However, if one of the three marks falls exactly midway between the other two, then the higher two marks shall be taken for averaging. The same process of third evaluation will be carried out for scripts of undergraduate courses during revaluation.

5. Any unforeseen grievances of students related to examinations that are not clearly stated in the VTU rules & regulations shall be resolved /addressed by the Registrar Evaluation (RE) of VTU from time-to-time.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institute strictly adheres to the academic calendar prepared by it with respect to conduct of CIE. The process of preparing the academic calendar and its adherence is explained below

1. A tentative academic calendar is prepared considering

1. The number of IAs to be conducted along with other co-curricular activities.
2. Previous years' compliance of academic calendar & deviations are taken as reference.
3. Compliance with the University calendar.
4. Reforms or changes required for the present semester.

2. The tentative academic calendar is placed in the Academic Council Meeting (ACM) meeting for their feedback/suggestions. After incorporating the required suggestions, the first version of the calendar of events is sent to all the staff members for their feedback.

3. All the suggestions are placed in the next HODs meeting for their comments/opinions. The final version of calendar of events for CIE is then finalized and circulated to all the staff & students and also uploaded in the college website for information & compliance.

4. Invariably the academic calendar is strictly followed except in extraordinary situations like declaration of unforeseen holidays.

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes (POs) are displayed in the Notice Boards and display boards in all the departments and also in the website.

Program Specific Outcomes (PSOs) are written for each program by taking input from Faculty, Alumni and Advisory board members. The PSOs are also displayed in the prominent places in all the respective departments & also on the website.

Course Outcomes (COs) well defined. The COs form the basis for achieving the POs/PSOs and hence a brief description on writing a CO is given below.

1. Course coordinator defines the course outcomes using Bloom's Taxonomy in discussion with the Module coordinator.
2. The Department Academic Council reviews the Course Outcomes (COs). The COs are agreed upon by the faculty of the program and should drive towards the POs and PSOs.
3. Each Course Outcome is mapped to Program Outcomes in terms of relevance. Three levels of relevance based on degree of correlation are used. The levels of correlation are 1 for low, 2 for medium and 3 for high correlation.
4. The contribution of course to each PO is expressed in terms of average relevance of CO mapped to that particular PO. Similarly the value computed for all the courses including first year courses shall be entered for the corresponding PO and PSOs.

Awareness about POs/PSOs & COs is made to students and other stakeholders by faculty besides displaying them in the respective departments, and on the college website.

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

Response:

Direct Assessment

Continuous Internal Evaluation

3 Internal Assessments will be conducted according to the calendar of events set by the institute. Internal Assessment for theory subjects will be conducted and evaluated in the Department. Question paper will be set by the course instructor and each question will be mapped to a particular course outcome. The question paper will be scrutinized by the module coordinator and HOD. After the IA conduction by the Department, the student's performance will be evaluated according to the scheme and solution prepared by the course instructor. The course instructor records the marks of each student and calculates the course outcomes attainment of the subject. At the end of the semester the course instructor calculates the CO attainment of the course considering all the 3 internals.

Below said attainment levels are considered in all methods of assessment.

Attainment Level 1: Students scoring less than or equal to 40% marks out of the relevant maximum marks is considered to be attainment level of "1"

Attainment Level 2: Students scoring 41-59 % marks out of the relevant maximum marks is considered to be attainment level of "2"

Attainment Level 3: Students scoring 60% or more than 60% marks out of the relevant maximum marks is considered to be attainment level of "3"

2) Indirect Assessment

Course End Survey

A set of questions will be framed by the course coordinator. These questions will be scrutinized by the module coordinator and the HOD. Each question will be mapped to a particular Course outcome. At the end of the semester students will be asked to enter their rating for the course end survey questions. The attainment of the course end survey will be calculated and 10% of that will be considered for the total course attainment calculation

Finally, for calculation of the course outcome attainment 60% weightage is given to internal assessment and 30% weightage is given to semester end exam and 10% weightage is given to course end survey

PO and PSO Attainment

1.Direct Assessment

Performance of the students in internal assessments and university exams will lead to the attainment of Course Outcomes'. The course end survey also contributes to the Course Outcome attainment. Course Outcomes' of a particular subject will be mapped to the relevant PO's in the scale of 3, 2, and 1. Attainment for particular Program Outcome is calculated by taking weighted average of all course outcome attainment addressing that particular PO. Similar calculation will be done for all the POs and for every subject. The PO attainment for a batch of students will be calculated by taking the sum of all attainments for a particular PO and dividing by the number of courses mapped to the same PO.

2.Indirect Assessment

Exit Survey

Alumni Survey and Employer Survey

2.6.3 Average pass percentage of Students

Response: 89.92

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

Response: 1168

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

Response: 1299

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 58

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	10	10	10

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 16.78

3.1.2.1 Number of teachers recognised as research guides

Response: 48

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

Response: 0.18

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

Response: 51

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

Response: 1438

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:**1. Technical Business Incubation Cell**

The institution has set up an incubation facility to provide opportunities for young entrepreneurs to incubate their ideas and to provide required ecosystem for incubating the products/innovations. This facility is provided free of cost to the students of AIT. At present a few of students have set up companies to incubate their ideas where space, IT infrastructure, Internet, Data Center, Board Rooms, Support Services, furniture etc., have been provided.

Acharya Institute of Technology – TBI is partnering with Entrepreneurship Development Institute. The partnership model not only trains the faculty members to equip themselves on overall startup eco system but also regular training programs are organized. Market strategies, fund raising, business cases, role-plays, stress tests, Incubation and accelerator program visits besides networking with investor platforms like Angel investors and other venture capital partners and other areas for successful business venture are covered in these training programs.

2. IP Cell: Intellectual property protection is critical to fostering innovation. In order to facilitate

IPR activities Intellectual Property Rights Cell has been set up in association with Karnataka State Council for Science and Technology, Bangalore (KSCST) and Visvesvaraya Trade Promotion Centre (VTPC) (Govt of Karnataka Centre for Export Promotion) Department of Industries & Commerce, Bangalore. IPR Cell organizes awareness Programs for students and faculty, identifying research projects/thrust areas of research and also provide support for filing patent and other IPR RELATED ACTIVITIES. and assisting in filing applications for IPR protection.

3. MOUs & Centers of Excellence

The institution has MOUs with industries and research institutes to provide an opportunities for students to incubate their ideas into reality. This facility is given a platform to exchange knowledge between the academicians, researchers and industrialists.

4. Research centres

To promote research culture and to conduct research in frontier areas of technology, nine research centres affiliated to VTU are set up. These research centres offer MSc (Engineering) and Ph.D programs. Over 50 research scholars are pursuing research activities in the campus.

1.Distinguished lectures & Industry visits

Institution has good network of industries that play an important role in the growth of the institution. Experts from the industry are invited regularly to deliver lectures on various topics of relevance which not only enhances the knowledge of students and inspires them to have greater goals. Industry visits are regularly organized to understand the practical applications of theory. There are two buses exclusively to take the students to industries.

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

Response: 61

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	16	11	7	11

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

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

Response: 0.97

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 35

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 36

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
74	100	98	93	163

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

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

Response: 0.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	6	9	5

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

3.4 Extension Activities

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

Response:

The institution promotes institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students. Blood donation camps, several awareness programs or rallies on/off the campus like Swatch Bharat, and health awareness rally etc., are organized.

AIT envisions building the youth with the mind and spirit to serve the society and work for social upliftment of the weaker sections of the society. We regularly conducts awareness programs science day, Sadbhavana day, health awareness, blood donation, computer literacy in rural areas, women health and hygiene, water conservation, shramadana etc. and camps are conducted every year adopting a rural village to bring awareness about health, hygiene and ethical living.

AIT regularly conducts several outreach activities to instill sense of purpose to serve the society/community. Such extension activities have made a great impact and sensitized the students to understand the social and civil issues for the holistic development of the society.

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	3

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 36

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	4	8	18

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

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

Response: 16.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
1000	750	500	400	1000

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 160

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

2017-18	2016-17	2015-16	2014-15	2013-14
55	40	30	25	10

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

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

Response: 58

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	10	10	10

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The policy of the institution for creation and enhancement of infrastructure is to facilitate effective teaching and learning. It is chalked by taking inputs from the academic council, building committee, purchase committee and finance committee. Keeping in view the current dynamic demands of effective teaching and learning of new courses and programmes the academic council recommends creating, enhancing new infrastructure and renovating the existing infrastructure. The policy decision is taken by the management.

Management policy has been to provide ideal environment for effective teaching and learning. Requisite infrastructural facilities in all departments and administrative offices have been provided. The classrooms, seminar halls, laboratories have been provided with excellent facilities with Wi-Fi, ICTs, and LCD projectors. Central library easily accessible is located in an independent building with state-of-art ICT facilities. For English language proficiency teaching, training, testing and skills development, excellent facilities for self-learning/independent learning are available in Acharya educational services unit. Being the composite technical campus many innovative systems/facilities available in other institutions are shared. All the classrooms are well furnished and departments housed in spacious blocks. Board rooms, discussion rooms, seminar halls, auditorium facilitate effective teaching learning. Unique architectural layout of buildings with refreshing colour schemes, shapes, forms, levels, water bodies, boulevards, cobbled promenades and landscaped green spaces. Aesthetically designed buildings break the monotony with interlocked walls, open spaces, nooks, corridors, courtyards, that encourage one-to-one contact and lively interaction.

The soft copy of lecturer notes is mailed to the students by concerned subject faculty.

The Institution has adequate computer facilities for its faculty. In each department faculty members are provided with computers with internet browsing facility for preparation of teaching/learning materials.

The institution is having e-library for accessing the online journals. All the e-resources are accessible 24x7 on campus and off campus.

The Institution has subscribed for e-learning resources, e-learning courseware.

The Laboratories are provided with LCD projectors with Internet connectivity for facilitating multimedia teaching.

Library website provides links for better learning.

Student's assignments as part of Curriculum demands extensive use of ICTs for information consideration.

The institution encourages the faculty and staff to undergo training on the computer-aided teaching and

training by conducting departmental seminars and workshops.

NPTEL video lectures and learning materials are available to the students and faculty members to download material for their learning.

Free Open Source Software for Education is made available to the students to get certified by IIT Bombay, in different courses of open end software. AICTE approved free software are made available in the Learning Resource Centre for use by the faculty and students.

The department of Computer Science and Information Science facilitate self-learning portal called Center for Self-Enhancement (CSE) and massive online course cell (MOOC) which are a free online courses of COURSERA, UDACITY, NPTEL, EDX etc. for the students in the campus.

The video lessons and instructional/learning material specially from NPTEL, VTU, Swayam, MIT, Khan Academy and other lead organizations can be accessed in the virtual learning resource lab in the Central Library.

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

Response:

Adequate infrastructure has been provided for students to take part in sports, games and cultural activities. The auditorium with a seating capacity of 500 seats is very well equipped with good acoustics. A few departments have seminar halls to conduct extracurricular activities. National level symposium and cultural activities are conducted at regular intervals. The Institution has a gymnasium, facilities for conducting indoor sports like chess, carom, table tennis, etc. are available including systematic well laid badminton, volley ball, throw ball, basketball, hand ball courts, football and cricket grounds.

Facility	No(s).	Size(in m2)	Year of establishment
Auditorium	1	350	2005
Seminar Halls	5	2812	2005
Gymnasium	1	332	2005
Sports Club/Indoor Games	1	1162	2005
Sports Stadium- Cricket, Football, Handball, Softball, Athletics etc.	1	29,350	2005
Basketball Court	1	2,183	2005
Volleyball Court	1	2,883	2005

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 45.83

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 35.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
3800	900	1700	2400	85

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

The Learning Resource Center, the Central Library of Acharya Institute of Technology with its state-of-the-art facilities and excellent resources plays a more proactive role in providing excellent user services, optimal use of resources and support quality and enhancement in teaching, learning, research and extension. The Learning Resource Center, a fully digitized Knowledge Center for accessibility with print and e-resources provides an ideal environment for intellectual inquiry and provides user focused services to obtain and evaluate scholarly information and knowledge available in main formats and strives to create new knowledge to increase understanding and develop wisdom. Recently the Learning Resource Central (Central Library) received Lib-Tech Award for the Best Technology Enabled Library during the library technology conclave held at CUST, Cochin.

The Library has significant collection of books, journals, e-books, e-journals, secondary sources, databases, digital data archival and manuscript collections, digital primary sources to support the curricular and research needs of all the Departments and also to support the teaching and research mission of the Institute.

Qualified and experienced staff provides easily accessible and cost-effective information services and access to a broad, varied and deep range of information resources and services within all subject areas and at all levels. Access to high quality print and digital books and Journals, e-resources, case studies, Connect2 learning resources, range of study spaces, specialists' advice and assistance in teaching, learning and research with inspirational environments for study and research are provided. Aim of the Library has been to a proactive role in meeting information needs of the users.

Also international network linkages have been established to access learning resources of MIT, Stanford University, University of Illinois, Cambridge University, Oxford University, Tufts University, OCLC, Ohio, USA, National Medical Library, USA, National Agriculture Library, ODI, USA, IDS and other universities and organizations. Extensive user instruction programs and sensitization/awareness programs on information literacy, information management skills are organized regularly. Assistance to access variety of resources directly and through the learning management system are extended. The staff works with students to answer their questions and also to improve their information search skills. Individualized research assistance is provided through a variety of formats including one-on-one consultation, Research librarians, Research Hub drop-in help, email, chat, and text messaging.

The Library extends support to the research and publications process of Faculty and Researchers. Library offers smart, professional and sustainable solutions to the Institute's existing and future research environments, to position itself at cutting edge of technological development and contribute to the increased visibility, dissemination, conservation and evaluation of scholarly production.

The Maker spaces/Fab Labs encourage the users to regain control of technology and design to create new ideas. Digital lending; renting and reference; Bibliotherapy; the Reading Cure; resource sharing, MOOCs, Academic Commons/Learning Commons, FedGate and other Resource Discovery Tools provide new services to enhance student learning and facilitates better collaboration among students, faculty and Professional staff.

Name of ILMS software	KOHA DSpace EZproxy
Nature of automation (fully or partially)	Fully Automated
Version	17.11
Year of Automation	
• KOHA	2018
• Libsoft	2010

File Description	Document
Link for Additional Information	View Document

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

Response:

[illegible]

4.2.3 Does the institution have the following:

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

- A. Any 4 of the above**
- B. Any 3 of the above**
- C. Any 2 of the above**
- D. Any 1 of the above**

Response: A. Any 4 of the above

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

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

Response: 37.91

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

2017-18	2016-17	2015-16	2014-15	2013-14
27.89	34.99	60.72	35.28	30.67

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

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

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.95

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

Response: 650

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has updated computers i3, i5 and i7 processors which are all provided with adequate LAN facility. The institution has 23 licensed software and other open source software required for academic and research purposes. There are 150 printers with scanning and Xerox facility and other peripherals. The printers and peripherals are updated on a regular basis to keep up with the rapidly changing technology. In

addition, the institution website www.acharya.ac.in/acharya-institute-of-technology displays the details of the institution with courses offered, faculty, infrastructure, upcoming events in the individual departments and information of the well performed/awarded students. Power back up facility is available for all the systems is also maintained regularly. ICT facilities are available for teaching-learning, research work, access to e-resources on net, e-journals in VTU consortia. Students are provided with Wi-Fi facility across the campus. Also Wi-Fi facility is available in the hostels of the institute. 1GB Bandwidth of internet through BSNL and Railnet is distributed across the campus through Wi-Fi and LAN facility. The Software are renewed on yearly basis. Acharya Learning Resource Centre has been identified as the best technology enabled library in the country with latest IT facilities.

4.3.2 Student - Computer ratio

Response: 2.96

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 30.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
1461.28524	1385.34618	1614.05014	1054.21811	545.296575

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The institute has evolved separate policies and procedures for maintenance, utilizing physical and academic facilities.

Centralized Maintenance and Housekeeping (HK) Departments are instrumental in the maintenance and utilization of all the facilities in the college. The maintenance department is responsible for continued maintenance of electric supply to all the blocks in the college. Also maintenance of laboratories are also taken up by the maintenance department. The individual departments maintain log books to record the utilization of computers in the respective computer labs. Also general maintenance of the laboratories is the responsibility of the departments. The students have to enter the components taken for conduction of respective experiments in a log book to keep track of utilization of the laboratory and its equipment. Classrooms are allotted to the respective sections in the beginning of the semester and classes are held as per the time table for the entire year. The utilization of library is also kept on record both for faculty and students. Large proportion of the students make use of the sports complex and the stadium to practice respective sports to represent the college and also for the purpose of fitness. The Physical Education Director is in charge of providing the sports facilities to the students.

The housekeeping department looks after the allocation and maintenance of seminar halls and the auditorium. The departments have to raise a request to the housekeeping department both in the ERP and through email requesting slots to conduct activities in the seminar halls and the auditorium. The housekeeping department provides the slots on first come first serve basis and also priority basis. A few of the roles and responsibilities of the maintenance and housekeeping department include:

- 1.Clean Class rooms, hallways, lobbies, lounges, corridors, elevators, stairways, locker rooms and other work areas.
- 2.Upholstered furniture, draperies, using vacuum cleaners and/or chemical based products.
- 3.Empty wastebaskets and all other types of waste - to disposal areas.
- 4.To request for supplies to keep cleaning materials stocked and readied for use.
- 5.Sweep, scrub, wax and polish floors, using brooms, mops wet/dry and powered scrubbing machines.
- 6.Dust and polish furniture and equipment.
- 7.Keep storage areas and carts well-stocked, clean, and tidy.
- 8.Polish SS accessories and metalwork such as fixtures and fittings.

9. Wash window glass/railing, walls, ceiling fittings, and woodwork, waxing and polishing as necessary.
10. Request repair services and wait for repair workers to arrive.
11. Disinfect equipment and supplies, using germicides or steam-operated sterilizers.
12. Hang draperies, and dust window blinds.
13. Move and arrange furniture as per the requirement.
14. Observe precautions required to protect the property, and report damage, theft, and found articles to supervisors.
15. Prepare Board rooms for meetings, and arrange decorations, media equipment, and furniture for social or business functions.
16. Clean bathroom basins and sinks.
17. Scrub taps and showers and refill toilet dispensers.
18. Refill paper towels on towel stands.
19. Replenish liquid soap in soap dispenser.
20. Wipe and wash bathroom tiles using appropriate disinfectants.
21. Clean and polish mirrors and wipe any residual paintwork.
22. Empty trash bins and place them in recycle receptacles.
23. Scrub and mop floors using cleaner and bleach.
24. Cleaning amenities: involves activities of mopping floor surfaces and wiping the surfaces of sinks, basins, toilets, pedestals, urinals, mirrors, showers and baths.
25. HK staff will access and use hand held equipment such as buckets, mops and squeegees.
26. HK staff will access a range of tools and cleaning products to complete this task e.g. toilet brushes, cloths, mops etc and may be required to replenish bathroom materials as necessary e.g. toilet paper and soap.
27. Waste removal: involving accessing rubbish bins placed around the College and transporting their contents to a larger bin/skip to be emptied by an external contractor.
28. Cleaning windows: involves use of window scrapers, buckets, sponges and squeegees to clean all accessible indoor and outdoor windows.
29. Whilst cleaning windows, HK staff will also assess surrounding internal and external surfaces for cobwebs, mildew, dust and marks.
30. Urinals sink and wash basin cleaning.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 37.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
1781	2314	2070	1275	1171

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 3.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
245	240	235	71	31

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 8.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
320	460	506	499	203

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 27.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
285	428	476	482	190

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 2.44

5.2.2.1 Number of outgoing students progressing to higher education

Response: 30

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

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

Response: 16.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	32	30	17	13

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
170	165	160	150	120

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

5.3 Student Participation and Activities

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

Response: 104

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	22	10	25	27

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

here is a student council in which the students are nominated based on their academics, sports and cultural activities. Meeting of the student representatives are conducted periodically to receive feedback from the students about teaching- learning, hostel life and conduct of sports/cultural events.

Student representatives from each department are inculcated as members in various academic and administrative bodies both at department and institutional level. Various academic and administrative bodies in the institution are listed in the Table 5.21.

Table: Various academic and administrative bodies

Committee	Objective
Ideating Cell	Implementation of innovative ideas and projects initiated by the students.
Placement Cell	Student-Industry interaction to improve employability.
Library Advisory Committee	For proper functioning of library and to introduce innovative services.
Alumni Association	To maintain a healthy relationship between the institute and graduated students.
Women's Cell	To facilitate a gender-sensitive and congenial working environment at the institute.
ISTE Student Chapter	Organising workshops, conferences, seminars, and publications.
Class Committee	To create learning situations in which students develop proficiencies based on effective educational and communication skills.

Committee	Objective
Department Association/ Forum	Organising workshops, conferences, seminars, project exhibitions, industrial trainings etc.
NSS	Social welfare.
Anti-Ragging Committee	Welfare of wards and students.
Nature Watch club	Environmental conservation and awareness.
I-Care	Social welfare; and social responsibilities towards society.

Cultural Committee/students welfare committee	Planning and implementing of activities that create an environment supportive to cultural awareness, cultural identity, and self-esteem among the students.
Acharya Newsletter Committee	Dissemination of information.
Idea Incubation Entrepreneur Cell (IIEC)	Identify, nurture and leverage research activities, bringing about innovation for the benefit of the community at large.
BOX-Acharya Institutes Technology Business Incubator (BOXAITBI)	Provide an end-to-end cutting edge ecosystem that supports new and emerging technology ventures and enhance their likelihood of success.
Acharya Institutes Intellectual Cell	For ideating the ideas

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

Response: 3.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	3	5	1

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

5.4 Alumni Engagement

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

Response:

The institution has an alumni association. Its activities have contributed for institutional, academic and infrastructure development. Acharya Institute of Technology/Alumni association is a registered body during 2007 with Government of Karnataka, (Society Number BLU –S76-2007-08, CD NUMBER-BLUS20). Registration fee for alumni life Membership is Rs.300/-. Alumni Meet are organized once in a

year. Alumni Meet brings together a wealth of talented and capable professionals 'share their expertise and experience, and brainstorm on the prospective avenues. Total number of members registered for the Alumni Association is over 3500.

The student's centric objectives of the alumni association are:

1. Training and Placement of juniors by devoting some of the weekends or other free days for knowledge transfer process.
2. Donate books to the department libraries and on initiation to build alumni block handling its office.
3. Students' benefit schemes like scholarships for economically weaker students from alumni. Alumni website is linked to institution website acharya.ac.in
4. Email: ait.alumni@acharya.ac.in is created for communication
5. Facebookpage: <https://www.facebook.com/groups/AcharyaAluminis/> which is used by more than 2000 alumni members.

US Chapter of Acharya Institute of Technology Alumni Association (R)

US alumni chapter has been registered during 2016 and 1st alumni meet of Acharya Institute of technology in the United States of America was convened on 8th October 2016 at Chicago. This marked the genesis of the US chapter of the AIT alumni association. The first ever alumni meet was an upshot of the amalgamated efforts of alumni in the US and in India.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	1	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Motto “Nurturing Aspiration and Supporting Growth”

Vision:

“Acharya Institute of Technology, committed to the cause of sustainable value-based education in all disciplines, envisions itself as a global fountainhead of innovative human enterprise, with inspirational initiatives for Academic Excellence.”

Mission:

“Acharya Institute of Technology strives to provide excellent academic ambience to the students for achieving global standards of technical education, foster intellectual and personal development, meaningful research, ethical, and sustainable service to societal needs.”

Values:

Pursuit of Excellence

Integrity and Transparency

Leadership

The governing council gives the policy direction for the growth and delivery of academic and related processes. The Principal is the academic and administrative head of the institution. The principal is associated by deans (admin, academic, welfare, R and D, and examinations). The academic council headed by the Principal and with all Heads of Department and it decides the academic calendar and its implementation. The departments are headed by Head of the Departments and every department has its advisory committee, DAC and coordinators for various academic, curriculum and co-curricular activities. The IQAC gives the policy guidelines and monitors the academic processes. The chief mentor is responsible for the student mentoring in academic and non-academic activity through the mentors. The chief warden and the wardens supervise the hostels for both boys and girls. The Principal reviews the processes through the meetings regularly. The Principal coordinates with VTU, GoK, AICTE and other authorities and statutory bodies.

The institutional strategic plans for all operations are prepared and implemented after approval in the Governing Council meeting. The well-structured organizational hierarchy is in place with defined roles and responsibilities to ensure the smooth and effective system implementation to attain the mission and vision of the institute.

Different committees are at the institutional level and department level such as Department Academic Council (DAC), IQAC and these committees initiate action as per the defined roles in formulating and achieving strategic plans.

The management and Principal together ensure that the representatives of all stakeholders are involved in the growth and structured expansion of the organization. The institute conducts the parents teachers meet department wise to interact with the parents/Guardians of the students for institutional improvement. Perspective plans are:

To get accreditation to all programs including PG from NAAC and NBA by the year 2020.

To be a University by 2020.

To provide minimum hundred short internship in collaboration with international universities and industries by 2021.

To get 20 patents by 2022.

To offer foreign language courses and to ensure minimum 20% students' progression into higher studies abroad by 2022.

ABET accreditation by 2023.

IACBE accreditation for MBA program by 2023.

To generate 2000 lakh rupees from industry collaborations by 2023.

NABL accreditation by 2025.

To develop and strengthen a pool of industry ready students and ensure placements of 100% of students in national and multi-national companies with 25% at high end jobs by special purpose training programmes.

6.1.2 The institution practices decentralization and participative management

Response:

The management has delegated its authority to the Principal to administer the institute on sound principles. The Principal in-turn has delegated the powers to HODs of all departments under Acharya Institute of Technology. Principal looks after the overall performance and development of Acharya Institute of Technology. He looks after academic activities of the Institute as per the university and AICTE requirements. Dean Student affairs looks after the co-curricular and extracurricular activities of the student community and ensures their participation in maximum number of events to enhance their overall personality. Dean R&D concentrates upon research & development activities and initiatives and looks after the developments taking place in various departments. Chief Superintendent of Examination ensures that

the examination systems are foolproof and exams are conducted with full integrity. The Principal is assisted by the Heads of Dept. in all the matters of interest. The Principal holds review meetings along with academic council on monthly basis and decisions are collectively taken on the issues pertaining to improvement and functioning of the Institute. In-turn the Heads of the Departments conduct monthly faculty meetings within respective departments and obtain the details pertaining to academic and non-academic and any student related problems. Also all the faculty members are student counselors and they are in constant touch with the students through weekly meetings. The information collected by them is passed on to HODs who in turn appraise the HODs and the principal. Thus the administration is transparent and trust-worthy and facilitates smooth conduct and function of the Institute. All purchases are handled by a Purchase committee who receive requisitions from various departments and the committee evaluates the need, timeframe of supply, budgetary provisions and accordingly processes the purchases requirements. The Committee is headed by Director and has senior faculties and administrators as members. The principal in term a breasts the management about the purchases to be made and all such proposals are finally put up in Governing Body meetings for Approval.

The Principal of the Institution has been granted the power to utilize an impressed amount of Rs. Fifteen Thousand only (Rs 15,000) on suitable institutional expenses, at any given point of time. The HoD of the Department has been granted the power to utilize an impressed amount of Rs. Five Thousand only (Rs 5,000) on suitable departmental expenses, at any given point of time.

6.2 Strategy Development and Deployment

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

Response:

Institute has a perspective plan of development. Development plans are:

To get accreditation to all programs including PG from NAAC and NBA by the year 2020.

To be a University by 2021.

To get 20 patents by 2022.

To provide minimum hundred short internship in collaboration with international universities and industries by 2021.

To meet the global competency requirements, students are trained with foreign language courses like German, French etc. to ensure minimum of 10% students' progression into higher studies in particular countries by 2022.

To generate two thousand lakh rupees from industry collaborations by 2023.

ABET accreditation by the year 2023.

IACBE accreditation for MBA program by the year 2023.

NABL accreditation by the year 2025.

To develop and strengthen a pool of industry ready students and ensure placements of 25% of students in national and multi-national companies by special purpose training programmes.

Teaching and Learning

Continuous evaluation system for students through internal assessment tests, assignments, seminars presentation and project works and summative assessment through end semester examinations conducted by the university.

Internships and projects in collaborating with industries and institutions in India and abroad.

Emphasis on imparting skills through laboratory experiments and industrial visits /trainings / tours and various skill development programmes.

Research and Development

Institute has constituted an “Ideating Cell” for promoting research and development of new and innovative ideas which will further lead to application of patents, publications, applied research and transfer of knowledge.

To depute faculty members for fulltime research program.

To encourage students to undertake industry sponsored projects.

To encourage faculty and students to present technical papers and contribute to research activities of national and international repute with financial support.

To encourage faculty members to submit project proposals for research funding.

MoUs with industries for undertaking R and D collaboratively and consultancy.

Community engagement

Institute conducts community programs like blood donation camps, Awareness on epidemic diseases, awareness on crackers bursting, Computer literacy program, Acharya helping hands, woman health and hygiene and tree plantation

A rain water harvesting unit was constructed at Soladevanahalli police station, Soladevanahalli.

The students and faculty undertake community awareness programmes and NSS activities.

Industry interaction

Institute encourages MoU with various industries professional bodies and organizations to provide knowledge of latest trends in technology to students and faculty.

Institute encourage students to take up industry sponsored projects and internship programs.

Involvement of industry experts in academic activities as advisory members.

To provide research consultancy services to the industries.

Established technology business incubation center to Promote innovations.

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

Response:

Academic Council for which, Principal is the Chairman and all heads of the departments are members. The Committee meets once in a month to discuss the academic performance and to take decisions on critical academic matters, The Minutes of this meeting is forwarded to all the faculty members and management. The salient points of the Academic council meeting are made as agenda for Governing Body.

The college has several committees instituted various committees with defined duties and responsibilities. The committees are examination Cell, Anti Ragging, Grievance Cell, Disciplinary, Library, Sports & Cultural, Training & Placement, College Newsletter, Women Welfare Committee and Hostel Committee.

Institution ensures that grievances/complaints are promptly attended to and resolve effectively through the following mechanisms:

1. Grievance redressal committee is constituted to address the grievance complaint of any kind submitted by the students and staff of AIT. This committee meets once in the beginning of every semester to take stock of the situation and plan for the future if any unaddressed issues to be addressed based on the previous instances and sets protocols and actions accordingly.
2. Constitution of anti-ragging committee to prevent ragging. This is a committee constituted to prevent any kind of ragging activity in and around the campus including the institute hostels.
3. Constitution of Women's Cell to inculcate a culture of respect for the female gender and the creation of a climate, free of fear of sexual harassment and an urgent need to address the task of the prevention and support to those who need assistance.
4. Zero tolerance policy is also in place to maintain equality with equal opportunity. All students and staff are made aware of the zero tolerance policy. AIT reserves the right to remove from service the employees or rusticate them from rolls and also may hand them over to police if they are found to be flouting any disciplinary measures with respect to gender issues, religious-ethnic issues and other general issues like carrying of firearms or other weapons likely to cause serious injuries on use or without license, use of alcohol, drugs, tobacco in the campus.

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

Entrepreneurship Cell

Acharya Institute of Technology has IBM incubation cell to convert innovative ideas into products. To encourage entrepreneurial skill institute has started TBI, to nurture and leverage innovative minds in embracing on sustainable business.

Objectives

1. To foster innovative ideas and support sustainable growth
 2. To create a viable entrepreneurial ecosystem
-
1. Acharya Institute of Technology has set up an IBM Incubation cell during October 2010 which was inaugurated by the then IT & BT secretary, government of Karnataka wherein several ideas incubated and graduated out of the same.
 2. Several ideation fests have been organized by our institution to foster growth of start-ups and entrepreneurs.
 3. Entrepreneurship awareness workshops are organized by all departments as part of their forum

activities.

4. Institution has organized several networking events to help the entrepreneurs to connect and collaborate with technology professionals, mentors, investors, etc.
5. Entrepreneurship development programs are organized at regular intervals and speakers who are entrepreneurs themselves are invited to deliver talks. Recently programs are organized in the areas of cardiac design labs, Hardware accelerator and other entrepreneur delivered talks.
6. Students and alumni of Acharya Institute of Technology are invited either to participate in such entrepreneurship development programs or if they are already entrepreneurs, they are invited to share their experiences.
7. Participating in networking events conducted by external agencies.
8. Networking with NGOs and SHGs
9. Networking with industry associations like Peenya industrial association, ASSOCHAM, FICCI, IESA, etc.
10. MOU with SASKEN Laboratories.
11. MOU with MOOC Technologies.
12. Acharya IPR Cell under KSCST has been set up in our campus.
13. Acharya Internal IPR Policy has been formulated.

Impact of the efforts

Acharya Institute of Technology is regularly conducting training program on **“ENTREPRENEURSHIP AWARENESS CAMP”** to the 3rd and 4th year BE students sponsored by DST- NIMAT (**Dept of Science & Technology-National Implementing and Monitoring Agency for Training**). The program aims to start an industry or enterprise from a interested or motivated students in their area of interest. Program provides platform to the students to learn entrepreneurial start-up problems. Experts from the MSME, PIA , TECSOK and successful entrepreneurs both men and woman advice the students.

Every year more than 100 students participate in the training program. DST-NIMAT provides fund of Rs 20000/ per program. In the year 2017-18 EAC program was conducted successfully for 100 students belongs to Mechanical engineering stream students.

The same program is planned in the month of Feb 2019 and March 2019 for the academic year 2018-19. DST-NIMAT has funded Rs. 80000/-to carry out this program. Around 500 students belonging to engineering and science will be benefitted from this program.

Apart from this, DST-NIMAT will provide training to the students and faculty in the area of Technology entrepreneurship development program and faculty development programs for the year 2018-19.

6.3 Faculty Empowerment Strategies

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

Response:

Facilities provided to teaching and non teaching staff are:

- 1.Free lunch for class 4 employees
- 2.Health center in the campus and periodical medical check-up facilities for staff.
- 3.Grant of Rs 5000/- for marriage for the administrative staff, maintenance, housekeeping staff and drivers of Acharya transport vehicle / freight.
- 4.Interest free advances during emergency on discretion basis.
- 5.Free admission for first child of employees and 50% concession on fees for the second child.
- 6.In the event of death of an employee, while in service his/her dependent will be considered for Employment on compassionate grounds, depending upon the merit of the case, limited to cadre Junior Assistant, subject to eligibility of the individual concerned and availability of vacant posts.
- 7.All the employees are covered under employees provident fund scheme as per the act. The employees and management contribute 12% of the pay of such employees towards the fund.
- 8.Group Insurance: with collaboration of AIT and Tata AIG general insurance company Ltd., with coordination from Axis bank, students, first parent of students and staff members come under the purview of group Insurance provided by Tata AIG general insurance company ltd.
- 9.Employs State Insurance facility is extended to all non-teaching and technical staff.
- 10.Financial Benefits(Sponsor) up to Rs. 10,000/- is provided for every faculty every year towards the publication of research papers, articles, attending conference, workshops and faculty development program.
- 11.Leave facilities: Leave facilities like vacation leave, earned leave, maternity leave and medical leave in addition to casual leave and restricted holidays are availed by the employees.
 - 1.**Vacation leave** for those faculty who have completed one year of service and are vacation staff can avail 18days of vacation per year generally split into 9 days each after every semester.
 - 2.**Marriage leave** can be available for a duration of 10days.
 - 3.**Earned leave** for non vacation staff is permissible for 18 days per year.
 - 4.**Maternity leave** for 6 months can be availed by the lady staff with full pay only once during the entire service period for first child only and who have completed at least 2 years of service in the institution
 - 5.**Paternity leave** of 5 days is provided with full pay only once during the entire service period after completion of one year.
 - 6.**Extension to vacation leave:** 12 days for pursuing PhD Programmes.
 - 7.**Sabbatical leave** for period up to 30 days in a year is permitted for the sponsored research and projects.

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

Response: 11.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
70	39	19	9	30

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

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

Response: 15

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	23	9	8

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

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

Response: 36.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
144	120	104	108	48

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

Faculty and staff appraisal systems in AIT have been operational in various forms over the past few years. With the introduction of ERP systems and to facilitate on-line entries by students and to inculcate efficacy in appraisals by peers and management levels, the formats are made more user friendly. The written and subjective parts have been modified to facilitate quantifying quality.

The Performance Based Appraisal System is modelled on recommendations made by MHRD, Pay Commission Report and the Guidelines issued by UGC. These have been enunciated clearly with appraisals based on performance.

Annual Staff and faculty performance appraisal systems have been introduced. The system consists of: 1) Self appraisal 2) TLP 3) head of department / Section 4) Appraisal by the principal 5) Appraisal by students. Weightages given to the faculty appraisals are:

Self-appraisal	:	40%
IQAC assessment of TLP	:	20%
Evaluation by HOD	:	10%
Evaluation by Principal	:	10%
Appraisal by students	:	20%

Source Data for Appraisal

while student's appraisals are on-line, are supervised by a group of mentor to avoid bias or fear, the peer team- HoD, principal-management and even the annual confidential report shall use the data for the year of appraisal available with each Institution or department in the faculty. IQAC documents are submitted by the faculty are 1) Personal Folder, 2) Mentor Folder 3) Performance Folder and 4) Course file. These documents are with the respective heads of departments under quality implementation system

System of Awards and Accountability

The appraisal system is the basis for the increments promotions and appreciation of service. The accountability is appraised yearly based upon participation in academic curricular and extracurricular activities. The performance below the targets is counseled by the head of the department and / or the principal.

The student feedback is communicated to faculty by the head of the department. In the PBAS format, after the self-appraisal, the head of the department, the principal, audit of the IQAC for TLP practices and student feedback are assessed cumulatively on a scale of 100. Provision is also made for any grievance in the PBAS process and ratification is done by an independent committee of senior faculty. This score is communicated to the faculty and filled in the personal files. Any faculty getting less than 65/100 is counselled and advised with hand folding for subsequent improvement.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The finance and accounts of the institute are audited regularly for every financial year. The institute has a mechanism for internal and external audit. The internal audit is up to date. External audit is done by statutory auditors. The last statutory audit was completed for the financial year 2017-18. The auditor report does not have any major objections requiring compliance.

The steps involved are as follows:

1. Interim Action of dates for conducting statutory audit by auditor is communicated.
2. Books for account for auditing are prepared.
3. Audit report is generated.
4. Audit objections are duly compiled by accounts department
5. Financials concluded and same is submitted to management for approval.

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The issues considered under this key aspect are:

1) Budgeting 2) Optimum utilization of funds and 3) Mobilization of resources

The fees are collected as per government norms and regulatory authorities. The fees collected under specific heads are utilized for the purpose for which they are collected. The JMJ education trust provides the infrastructure facilities. The accounts are maintained on the ERP system, transparency is altered in receipts and payments. The annual auditing is carried out by the auditors appointed for the same

The major sources of institutional receipts/funding are:

1. Student tuition fees
2. Funding received from various agencies towards research projects
3. Funding received from AICTE towards MODROBS projects
4. Funding received from VGST towards establishment of Center of Excellence.
5. Funding received from GOI and GOK towards student scholarships

Steps taken for optimal utilization of budget

1. The institution has a practice of budgeting at the beginning of financial year as per the requirements of each department. The requirements received from departments would be consolidated as the budget of the institution for the academic year that would be approved by board of governors.
2. Budgetary provisions are utilized for: Infrastructure development and maintenance, Payment of salaries, wages and statutory deduction, Payment of contingency bills such as taxes electricity bill, water bills and campus maintenance. Procurement of equipment's and their maintenance, Procurements of books, journals and e-resources, Payments towards special purpose training, value addition carries conducted for the students, Sports and gymkhana expenses, Support for R and D and faculty development programmes, expenses towards conferences, workshops.
3. Social activities and social welfare programs outside the campus.
4. The institution has a centralized Purchase Department (CPD) which processes equipment's, books and consumables.

6.5 Internal Quality Assurance System

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

Response:

Two practices institutionalized as a result of IQAC initiatives are:

1. PBAS: Performance based appraisal system (PBAS) at Acharya Institute of Technology is a brain child of the IQAC. The PBAS is used to quantify the performance of all the faculty in the institution. The PBAS covers a wide range of evaluation criteria inclusive of academic, administrative, research and other extension activities undertaken by the faculty. The Heads of the Departments are given the responsibility to approve and rate the faculty against self-rating given by the faculty. The PBAS also takes into account appraisal by the HOD, Principal and Management representative. The PBAS thus fosters assurance of quality among the teachers by evaluating them over a wide range of aspects.

2. Faculty Training: Orientation program for newly joined faculty to impart awareness on institutional quality assurance policy. This training is provided to sensitize the faculty about the importance and implementation of Outcome Based Education. Faculty Pedagogical Development Program are conducted, in areas like presentation and public speaking, emotional intelligence, assertive communication,

Training is imparted to staff members to make them well versed with the institutional quality assurance policy. In addition:

1. The IQAC core committee visits the departments on regular basis and explains the purpose and substantiates the quality practices and the assurance in teaching learning process
2. Depending on the faculty appraisal, counseling and workshops are conducted to make the faculty improve their technical, teaching and research skills.

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

Response:

1. Course lesson plan is prepared by the individual course coordinator (faculty), verified by the Module coordinator and approved by the head of the department. DAC (Department Academic Committee) members of the department review the progress regularly and report to the program coordinator.
2. Course lesson plan gives detailed layout of the teaching plan which helps the faculty to plan their time to complete the syllabus and help the student to be aware of the topics being covered in the respective lecture hours.
3. Students are communicated the lesson plan along with the course objectives and course outcomes, before the commencement of the semester. Teaching learning process is monitored through online feedback system. This process is carried out twice in a semester and the faculty is made aware of his / her shortcoming through report generated by the online feedback system.
4. Internal test and semester results are the parameters taken in to consideration to improve the process of teaching and learning. Three internal tests are conducted for every course in a semester. After every internal test students are made aware of their shortcomings and suggestions are made by the individual faculty. Result analysis is carried out for each subject at the end of the semester.
5. Special attention is given to the slow learners and fast learners. Fast learners are encouraged take up

challenging assignments, making the students think in an innovative ways which contribute to the student's growth. Extra attention is paid to strengthen the slow learners.

6. Every semester, one week in-house faculty development programme is conducted to improve the teaching style of the faculty by seeking the suggestions from senior faculty members of the department.

Academic audit is carried out by the IQAC committee twice in a semester, once in the beginning and once after the completion of the semester. The academic audit includes review of the course files, proctorial files and the personal files of each and every faculty. The course file is expected to consist mainly of the course outcomes described for a specific course, study material, attendance register, course plan, Internal Assessment question paper and scheme, assignments and tutorial questions. In addition the ICT tools used in the course delivery to ensure effectiveness of teaching is also checked. The proctorial file of the faculty is also reviewed to check the timely meetings of the respective proctees, attendance and IA marks monitoring and also continuous communication of the proctor with parents of respective proctees. The personal file is audited to review the activities such as FDPs organized and attended, publications and any other activities for professional development. The report is finally approved by the principal. The shortcomings listed by the TLP audit committee are communicated to the faculty through the respective heads indicating the areas which need the attention for improvements. The good practices followed by a faculty are also briefed to the faculty through heads and the concern faculty is given a word of encouragement by appreciation.

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

Response: 2.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	1	3	0

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

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF

4.ISO Certification**5.NBA or any other quality audit****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** A. Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

The institution has adopted an integrated framework for quality assurance of academic and administrative activities.

- 1.Internal Quality Assurance cell continuously acts to improve the academic performance of the institution.
- 2.Calendar of events (CoE) for every semester is released at the starting of the semester. Some of the details comprised in CoE are semester start date, schedule of internal assessment tests, institute fest, annual sports meet and each department add schedule of department activities.
- 3.Faculty growth and development is kept track by maintaining personal file and performance file by each faculty. These files are regularly audited by IQAC.
- 4.Course folder for each course is maintained by the faculty handling that particular course. This folder comprises of course objectives and outcomes, lesson plan, lecture notes, teaching aids used, assignments, question bank, mapping of course outcomes to program outcomes and programme educational objectives. This folder is monitored and audited by concerned department heads and also by IQAC.
- 5.Proctorial system is in place catering to student community by closely monitoring and guiding the students in making them responsible citizens.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	5	1	2	1

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and security of the students and employees are prioritized by the institution.

Safety & Security :

Following safety measures are taken

1. Statutory committees like Anti-ragging committee are functioning as per the university guidelines
2. Security: ID cards are provided to the Staff and Students for easy verification by security personal. Adequate security personal are maintained in the campus 24X7, they monitor at regular intervals.
3. Safety precautions like First Aid kit, Fire extinguisher are kept in place in every laboratory, staff rooms and in the office rooms other places where it is required.
4. Helmet is made compulsory for the students and staff with two wheelers.

5. Health center: A Physician provide First-Aid facilities during working hours in the Institute.
6. Emergency numbers of Hospital, nearest Police station, Fire station and Ambulance are displayed at important locations.
7. Do's and Don'ts are displayed in each laboratory and students are informed about the safety precautions.
8. Awareness programs on safety & security like self-defense program for girls are also conducted.

Counselling :

Institution has a best system of student mentoring, which starts in the first year itself for all programs with the objective of nurturing the student's academic and personal growth. In mentoring, faculty is allotted as proctor with a group of minimum 20 students. The proctor will be in continuous interaction with the proctee group, meeting will be conducted for every fore night regarding the academic and personal and record their progress. An individual mentor and counselor is assigned to each student during their stay at the institute. A mentor represents a parent away from home for a student, and is the first point of reference for the activities of a student during the complete course of study at the institute. As soon as a student enters into the institute, an assigned mentor does the profiling of the student and his/ her personal and academic details are documented and put on the ERP for the availability of management, Principal and HOD. Parents are informed about the attendance, marks of the internal exams and the results of the final exam with a prior permission and consent of both the students and the parents. An SMS or an email is also sent to the parents with the above information. The students meet their mentors regularly and seek the advice of the mentor at every step of their course of study. However, depending on the need the mentor conducts more meetings with the concerned students and their parents. The mentor educates the student about the various course requirements, how to choose electives and various opportunities, competitions and projects in academia. The mentor helps the student to route their interests and innovative idea effectively during the complete course of study at the institute. The students meet their mentor for various reasons; some students would like extra help with the material in a course and are shy to approach a new instructor assigned to the course; a few might be facing problems adjusting to the new environment may be in the hostel or at other places around the institute; some others would like to know about their options of availing various resources at the institute and participating in various extra-curricular activities like joining a debate club at the institute; group students would like to know about their options for going through internships during the break or even the benefits of the same; a few may want to do some minor project work or participate in various competitions in addition to their courses; some others might want to know their options after graduation and how to figure out where they would fit in better. At times the students might just need someone who can give them personal time and attention by listening to their struggles while transitioning from high school to a higher education environment and finally in becoming a constructive member of society. ERP keeps the record of all the students by the proctors. This record will be maintained till the students completes his/her graduation in the institution. The aim is to improve the learning abilities of the students along with the implementation of morale values.

Common rooms with all necessary provisions are provided in the institute for both boys and girls with adequate facilities like First Aid, provisions for reading, indoor games, washrooms, WiFi facilities, Laptop charging points and LAN facility

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 7.89

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

Response: 81470

7.1.3.2 Total annual power requirement (in KWH)

Response: 1033100

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 10.06

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

Response: 12.436

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 123.655

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

7.1.5 Waste Management steps including:

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

Response:*The efforts are to maintain an eco friendly campus with following Practices*

1. A qualified and experienced horticulturist team takes care of greenery.

2. 30 % of the total open area is covered with around 200 different specimens of trees, 200 species of ornamental and medicinal herbs and shrubs.
3. Biogas and sewage water treatment plants are installed in the campus. Agrochemical pesticides are prepared within the campus by vermi composting.
4. The college has taken its share of social responsibility in reducing carbon emission through renewable energy resources like solar power generation and waste water treatment plant.
5. "Go Green" activities like swatch Bharat, Ekta divas, Vana mohotsav, have been conducted in and around the campus.
6. Nature watch club organizes nature camps and other environmental related activities. However no formal audit is carried out.

Biogas units: Biogas plant is installed at hostel which generates cooking gas from the hostel wastes with a capacity of 3000 liters with a daily feed will be approximately 50 kg food waste from hostel mess.

Sewage water treatment: The effluent from the campus is treated and the recycled water is used for gardening. The capacity of the present treatment plant is 3000kiloliters per day.

Carbon Neutrality

Planned parking is made available for vehicles, at the entrance of the campus. There is a total restriction on vehicular movement in the campus thus reducing carbon emission. Dried leaves and wastes are dumped in bio fertilizer compost pits.

Hazardous Waste Management

The institute takes care of the chemicals or other waste materials which are hazardous in nature are being disposed off as EPA norms.

E- Waste Management

The E- Waste is collected and disposed off periodically by the systems department following the guide lines of the regulatory agencies.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The rain water is channelized towards the 4.5 acre man-made lake located in the campus, which raises the ground water table and treated effluent is used for gardening in use which minimize the water usage. Check dam has been constructed to tap the rain water in to a lake spread over three acres of land with a capacity of 30 million liters. To conserve water sprinkler irrigation is adopted.

7.1.7 Green Practices

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

Response:

Institute has maintained green campus and several initiatives are implemented to make the institution plastic free. Institution has implemented ERP software for paperless office to some extent. The campus is made pedestrian friendly.

Use of OFA cycles

With the motto of “Go Green” , institution has encouraged to use bicycles within the campus

- Solar power Plant

Institute has set up a roof top solar plant of 150KW, to harness green and clean renewable energy.

- Green landscaping with trees and plants

The institute has planted around 5000 trees and shrubs in and around the academic area to enhance the greenery. Thirty percent of the total open area is covered with around 200 varieties of trees, 200 species of ornamental and medicinal herbs and shrubs. Bio pesticides are prepared and used for organic farming. Reclaimed water is used for gardening

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

Response: 0.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
11.63458	9.79294	9.66957	8.86163	6.24206

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	4	4

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last

five years (Not addressed elsewhere)

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	2	5	4

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

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

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

Response:

Institution has students with different cultural diversity, so as a mark of integrity, national festivals such as Independence day, Republic day and Gandhi Jayanthi are celebrated in the Institute.

To mark the birthdays of great personalities and scientists, Constitution day, Ektha Diwas, Teachers day, Engineers day, Children's Day, Dr. Ambedkar Jayanti and National Mathematics day are celebrated.

As a mark of remembrance and the tribute to the greatest personalities for their roles and responsibilities in developing India by their remarkable contributions, by which the younger generation will be inspired and know the values of the contributions made by the great personalities.

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

The Institute believes strongly in maintaining complete transparency in its financial, academic, administrative and auxiliary functions. All the decisions that are taken in the Institute are discussed in the Academic counsel meeting before the actual implementation.

All the academic decisions are taken in the council of HODs and the proceedings of the same is circulated to all the faculty members of the Institute thereby, maintaining complete transparency in all academic decisions.

During continuous assessment meeting, inputs from the students are validated for continuous improvement and student related issues are also discussed

The internal evaluation process including conduct of examination is highly transparent where the students have complete faith in the system.

All the information related to financial transactions is open to anybody for scrutiny.

The budget is prepared considering the inputs from the HODs, Principal and the Management. The income and expenditure is audited by an external agency at regular intervals of time.

The IQAC visits every department once in a semester and evaluates academic and administrative performance and gives its recommendation.

Suggestions for the growth and improvements are incorporated from the Academic council meetings that held regularly among the Members of Management, Principal, HOD's and Deans to discuss about the various issues of the institute

The website of the Institute is made informative that contains all the relevant information about the Institute that include admission policy, fee structure, faculty profile, important links, mandatory disclosure, etc., for public knowledge. This demonstrates that the transparency is given the highest priority in the Institute.

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:**

Best Practices I: Proctorial system

Objectives of the practice: Objective of the mentorship is to constantly monitor the progress of students in terms of attendance, punctuality, academic performance, learning capabilities and general behavior. This system also helps to identify and understand students closely about their requirements beyond the curriculum such as habitual deviations, attitudinal aberrations, utilization of facilities and associative growth of personal attributes.

We can provide an early warning with help of our mentors' feedback on a periodic basis to the students, parents, heads of the departments and course coordinators on classified needs for their intervention.

The context:

The Mentor System is the process of paying personal attention and monitoring of a Student's academic progress in college hours and behavioral process outside the campus by a member of the Faculty, so entrusted with the responsibility. The student mentoring system is relatively new in general to a student entering the institute. The students do take some time to familiarize and feel more comfortable with their mentors and most importantly develop confidence in them. The students meet their mentors to consult them regarding the courses to take and to guide them throughout their academics. The mentors meet their students before every internal assessment to update them on their progress in every course; the mentors also see their students after the internal assessments to discuss their performance and the scope for improvement next time and the steps to be taken to achieve on the same. The mentors also choose to meet their students more regularly for advice regarding matters which may be extra- or co-curricular or otherwise. In addition, the mentor might also choose to see any student with more regularity when their academic performance concerns the mentoring. The mentors is an in-situ guardian for the Student assigned to him and shall be frequently in touch with the student, his father and / or mother, by Post / Mails / Mobile Phone.

The practice:

An individual mentor and counselor is assigned to each student during their stay at the institute. A mentor represents a parent away from home for a student, and is the first point of reference for the activities of a student during the complete course of study at the institute. As soon as a student enters into the institute, an assigned mentor does the profiling of the student and his/ her personal and academic details are documented and put on the ERP for the availability of management, Principal and HOD. Parents are informed about the attendance, marks of the internal exams and the results of the final exam with a prior permission and consent of both the students and the parents. An SMS or an email is also sent to the parents with the above information. The students meet their mentors regularly and seek the advice of the mentor at every step of their course of study. However, depending on the need the mentor conducts more meetings with the concerned students and their parents. The mentor educates the student about the various course requirements, how to choose electives and various opportunities, competitions and projects in academia. The mentor helps the student to route their interests and innovative idea effectively during the complete course of study at the institute. The students meet their mentor for various reasons; some students would like extra help with the material in a course and are shy to approach a new instructor assigned to the course; a few might be facing problems adjusting to the new environment may be in the hostel or at other places around the institute; some others would like to know about their options of availing various resources at the institute and participating in various extra-curricular activities like joining a debate club at the institute; group students would like to know about their options for going through internships during

the break or even the benefits of the same; a few may want to do some minor project work or participate in various competitions in addition to their courses; some others might want to know their options after graduation and how to figure out where they would fit in better. At times the students might just need someone who can give them personal time and attention by listening to their struggles while transitioning from high school to a higher education environment and finally in becoming a constructive member of society.

Evidence of success:

The most important evidence of success for the mentoring system is from the testimonials of the end-users. The confidence of the students is increased due to the expertise training and measures taken by the college. The students and their parents have been very happy with the mentoring system. The percentage of drop-outs did reduce greatly after implementing the system. The behavior of the students on the campus in general has witnessed a tremendous improvement and the students are much happier and contended with their course of study at the institute after the implementation of the mentoring system. The pass percentage and the average academic performance of the students have also achieved greater heights with the mentoring system. The students have been at most risk during their initial stages in the course of study. The transition from a high school environment to a higher education set-up proves to be too sudden for some students. The mentoring system has addressed the needs of the students and effectively nurtured many students during the duration of its implementation.

Problems Encountered and Resources Required

There are certain cases an issue where in the ward does not respond or cooperate with the mentor. In such a case the mentor brings it to the notice of the chief mentor/ HOD /Class teacher. Efforts are made to resolve the problems with the ward. The chief mentor/ HOD / Principal will communicate with parents/Guardians if the case desires to be intimated.

Best Practices II: Industry Interaction & Entrepreneurship

i) Industrial Collaborations and Entrepreneurship:

Context: Robust industry interaction coupled with entrepreneurial promotion within institute and with industry, provides the suitable platform for the practical industry exposure to students and faculty and further enhance the knowledge and confidence for creation of entrepreneurial ventures. Acharya Institutes is strategically located near the proximity of Peenya Industrial estate, one of the largest industrial park in India. This gives an edge to our institute to take advantage of the industrial contacts for mutual benefit.

Practice: The faculty/students are expected to be involved in industry projects / internships for good industrial exposure. They are encouraged to update their knowledge with latest developments in their respective disciplines and allied subjects. In addition to good academic record, the students need to develop leadership qualities and good communication skills and soft skills. In this aspect, eminent personalities from various reputed institutes and industries are invited to impart the practical exposure to the students through workshops, seminars, guest lectures, etc. Also, the faculty/students are motivated to share their ideas with the outside world by presenting their research work in National/International conferences. The institute encourages the students to do innovative projects by funding the projects. Best innovation is recognized by special awards to motivate the students.

Evidence of Success:

Acharya Institute of Technology's strong industrial interface has resulted in the following relations / MoUs.

Acharya – IBM Entrepreneur Incubation Center (EIC)

This is the first collaboration of its kind by IBM in India, launched at the Campus to inculcate the culture of research, innovation and entrepreneurship among the students and a platform for the promising entrepreneurs to kick-start their dream ventures. By leveraging the benefits of IBM Global Entrepreneur, new entrepreneurs can gain access to no-charge IBM software, technical resources, mentoring, angel investors, patent rights, credibility and validation for their solutions.

This Entrepreneur Incubation Center will serve to incubate new product developments and promote new entrepreneurs, in which our students would have full exposure to understand the process-cycle of starting-up new companies. Our students also stand to benefit from the ongoing projects of new entrepreneurs by the way of joining them as project-interns as well as full-time employees.

ii) Collaboration with Foreign Universities:**Context:**

The Institutes constantly endeavors to take its academics higher by forging academic alliances with esteemed Universities worldwide. Faculty and Student Exchange, formal and informal knowledge interchange, joint projects help the robust upgrade. Students are encouraged to learn Foreign languages (German, French) through a in-house dedicate wing. Thus, the programmes, with their cutting-edge curriculum and methodology, will empower the learners to pursue global careers in English speaking countries.

Practice:

We provide Coaching for GATE, TOFEL, ELETS and other competitive exams to promote students for pursuing higher studies and civil services. Acharya Institute of English & Foreign Languages(AIEFL) is established as a leading International Language School for training in English and Foreign languages. Students can get training in different country language skills and migrate to work in their countries

Evidence of Success:

Acharya Institute have partnered with the following prestigious institutions to jointly conduct research, projects, students and faculty exchanges:-Old Dominion University, Norfolk, USA. University of Applied Sciences, Florida University, Oklahoma State University, USA, Lubeck University, Germany.

Best Practices III: Technology Business Incubator (AITBI)**Objectives of the practice**

JMJ Education Society founded by the visionary Shri B Premnath Reddy to create an ambience in the field of higher education since 1990. It is the Bangalore's largest composite

facility with a sprawling 120 acre ecofriendly Wi-fi campus housing more than 12,000 students, from 65 different countries, offers 100 programmes in the streams of

Engineering, Computer Applications, Architecture, Pharmacy, Management, Biotechnology, Nursing, Law, Science and Technology Bachelor's /Master programs in Art ,Science,

Commerce with affiliation to Visvesvaraya Technological University, Bangalore University and Rajeev Gandhi University of Health Sciences, Karnataka.

The Dictum towards nurturing knowledge based, technology driven innovative ideas to support sustainable growth and to develop socially responsible entrepreneurs. AIT stresses on imbining research culture has yielded societal benefits. This poses a need to establish an incubator which would leverage ideas and realize. The EDC at Acharya Institutes established with the support of AICTE has nurtured and supported the development of entrepreneurs among the students and alumni.

Inspired by the Honorable Prime Minister's vision of Startup India and Make in India, Acharya Institutes is motivated to accelerate the entrepreneurial ecosystem by establishing

business incubator AI-TBI to accomplish the mission of encouraging the ambitious young entrepreneurs.

The business incubator AITBI founded in the year 2016 predominantly supports the establishment and growth of technology based startup companies and other compatible

technology interventions. AITBI aims contributing to priorities of society at large and build a technology driven entrepreneurial ecosystem that paves overall economic wealth creation.

Goal

The goal is to provide entrepreneurial ambience, membership and outreach to foster innovative thinkers for entrepreneurial venture and to extend all possible hand holding in

wealth generation, employment creation and social impact.

The Context

The vision of AITBI is to nurture and leverage innovative minds in embarking on sustainable business ventures for societal benefit. The Mission of AITBI is to provide for, entrepreneurial ambience, mentorship and outreach, to foster innovative thinkers to be successful entrepreneurs in creating opportunities of employment for the welfare of the society.

Objectives of AITBI is to

1. Foster innovative ideas and support sustainable growth
2. Create a viable entrepreneurial ecosystem.

Infrastructure and Human Capital

In India, the numbers on startups speak volumes about the emergence of startups and it has been projected that by 2020 that there will be 11,500 firms. The AITBI believes that longterm substantial growth can be accomplished by 1) Reducing financial risk by selecting appropriate proposals 2) Maximize the success of the projects by developing appropriate resources

The Practice

AITBI would provide an end-to-end cutting edge ecosystem that supports new and emerging technology ventures and enhance their likelihood of success. The proposed

incubator renders necessary infrastructure, financial support, business advisory, mentoring, legal assistance, and product development, and networking, commercialization, protecting intellectual properties, insurance, and tax administration resulting in strategic alliances. The Parent institute's continuous engagement with various verticals of industries and research institutes in India and abroad, strengthen augments the endeavors of the incubator. By virtue of research inquisitiveness, the involvement of the faculty in the technology driven start-ups will reinforce teaching and research, strengthen linkages between education and industry.

Thrust Areas

AITBI, in alignment with the national initiatives and dynamic changes in technology front, is committed to adapt, demystify and deliver emerging needs. AITBI proposes to mainly focus on the thrust areas such as Healthcare and Life Sciences, Clean Technology, Internet of Things, Food Processing and Agritech, e-Commerce and Automation and Control. Apart from the primary functions, it also facilitates entrepreneurship awareness programs, startup boot camps, mentoring workshops, conclaves, panel discussions etc., to smoothen the functions of the startups in the AITBI. The incubator with its strong network of angel investors and venture capitalists, extend financial support in transforming economically viable ideas to successful commercial ventures.

Evidence of Success

Details on entrepreneurship orientation for faculty/and proposed AITBI team. Acharya Institute TBI has entered into a MoU with Entrepreneurship Development Institute of India

(EDII), Ahmedabad, a pioneer institution in the field of entrepreneurship education. To ensure that all the AI-TBI members have a common understanding of entrepreneurship and

management of an Incubation Centre, EDII designed a bespoke training program. A 20 member team underwent the training workshop that was spread over four day residential program at EDII, Ahmedabad. The program was delivered by resource persons from various segments of the startup ecosystem and included Incubation. The program also

involved interaction with the CIIE, IIM-Ahmedabad. The core team is also interacting with NSRCEL, the Incubator at IIM, Bangalore. AI-TBI members are already exposed to entrepreneurship.

Problems encountered and resources required

Since AITBI is at its inception and yet to convert an idea in to incubation. Till now it is more of discussions and sharing of ideas and handholding. No specific difficulties have been noticed.

Acharya campus with conducive environment that boasts of a good amount of entrepreneurial activity, micro finance facilities, self-help groups, etc. Acharya Institutes has already made substantial impact to its neighborhood, socially and economically.

7.3 Institutional Distinctiveness**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:**

At our 19th year, we at Acharya Institute of Technology, Bangalore are proud to be the choice of students from around the world.

Today, we are Bangalore's Largest composite academic facility with over _____ students from ____ countries pursuing programs in Under Graduate, Graduate and Doctoral levels.

This unique strength of Acharya Institute of Technology stems from the fact that we understand the nuances of providing successful curricular and extra-curricular experiences to students from diverse cultural backgrounds.

With a clearly defined admission process and streamlined methodologies, complying with local University and Statutory regulations, a strict adherence to Quality Process, the whole experience of admittance and learning is made clear.

The world-class facilities for learning, research, evaluation and residence only add to the over-all experience. While students from abroad find these favorable in choosing Acharya Institutes, as their destination for academic pursuits, many Universities, Scholarship Agencies, Research Institutions and others have actively supported students from their countries to study at Acharya Institute of Technology.

We, at Acharya Institute of Technology, firmly believe that every aspiration must be nurtured and in continuation of this thought we have constantly innovated newer value add short courses/programs to meet every discerning need of the very aware youth of today. Acharya Institute of Technology have successfully innovated, delivered programs and provided facilities that support success.

Acharya Institutes envisions itself as the Fountain Head, producing professionals to meet requirements across various fields. Practical learning goes hand in hand with theoretical knowledge, Acharya Institutes has set up Laboratories, research cells, faculty and student development programmes with many of the top-notch industries in relevant fields. And in achieving this we have a multi-pronged approach to enable to students of all walks of life to realise their aspirations. They are as follows;

1. Language and Communication evaluation at Semester 1 for every student

1. Basic Concepts evaluation in the area of Maths and Physics

1. Aptitude evaluation

1. Based on the above inputs student mapping is done and they are provided relevant programmes to improve on their weak areas, and strong areas are further honed as per the curriculum designed for specific groups. Specific grouping is achieved based on the results of their initial evaluations

1. Language programmes are delivered through the Cambridge University UK – Language labs established on campus. Students go on to be certified with BEC (Business English Course) by the end of their communication programmes. Duration and content is specific to student based on their level of English communication at the time of entry.

1. Domain skills are delivered based on the specialisation chosen by the student. The curriculum is designed with our partner Industries/Corporates of the relevant field. This partnership has helped students take advantage of the strong foundation-based curriculum of the university and also learn the skills required by the industry making them industry ready from day one after they graduate.

1. Participating in events like SAE BAJA, Formula Bharath, Tiffan, SAE REEV which are fully sponsored by the institution. These events help students engage in applying theoretical expertise gained from the classroom and put to use in building physical devices. These events also expose students and faculty in cross discipline interactions. For example; the event SAE REEV has participation from students of Mechanical Engineering, Electrical Engineering, Electronics & Communication engineering and Mechatronics engineering.

1. Acharya Institutes has collaborated with Universities in the US, UK, Germany, Australia, Italy, Indonesia to name a few. These partnerships help provide students an opportunity of hands on advanced learning. The students, during their vacations intern and learn through their involvement in research projects, cultural immersions, joint curricular activities with the Professors and student of these partner Universities.

NAAC

5. CONCLUSION

Additional Information :

Over the years AIT has been bagging ranks and gold medals in academics both in UG and PG programmes. During 2012-13, 4 gold and 15 ranks, during 2013-14, 4 gold medals and 17 ranks, during 2014-15, one gold medal and 23 ranks, and during 2015-16, 3 gold medals and 20 ranks. Students participate in university, zonal, all Indian University events representing AIT and VTU. They have bagged 22 gold medals, 30 silver medals and 16 bronze medals in last four years. They have participated in various cultural activities have bagged 43 first position 18 second position and 13 third position at the university level. Three first position and 2 third position at the state level, Eight first positions, 3 second positions, one third position at the national level, while 5 first position at international competitions.

Concluding Remarks :

Acharya Institute of Technology has scaled a rapid growth in terms of quality and quantity since its inception in 2000 with support of vision of the management and governance. The state-of-the-art infrastructure, amenities and other support services provided in the campus has fostered the student growth as well as the learning process. The institution with its defined vision leading to the objectives has played an important role in the holistic growth of students. The research initiatives, industry-academia interface, extension and outreach

programmes by the institution have promoted research culture and establishment of good rapport with the community and industries. In pursuit of excellence, AIT looks forward to achieve more heights in the times ahead.

The thrust in academic excellence and holistic growth of the students remain the prime focus of the institution. The faculty members join hands in the Institution's fervor to enhance and sustain quality education paving way for the attainment of Vision, Mission and Values. The institution's societal commitment provides avenue for the faculty members and students alike to render services to the economically and physically disadvantaged sections. The institution today can boast of activities and accomplishments with regard to the social responsibility and academic excellence. The institution promises to itself to do every possible thing to quench its thirst to reach the zenith of academic excellence.