



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANUBOSE INSTITUTE OF TECHNOLOGY

**K.S.P ROAD, PALONCHA, BHADRADRI KOTHAGUDEM (DISTRICT),
TELANGANA.**

507115

www.abit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anubose Institute of Technology (ABIT) stands as a prestigious educational institution under the esteemed National Educational Trust, strategically nestled in Paloncha, within the Bhadradri Kothagudem district of Telangana. Its inception in 2008, initiated by the visionary T.Subhas Chandra Bose, the former Chairman of the **National Educational Society**, marked the beginning of a journey aimed at empowering rural talent through the provision of top-tier education.

ABIT's primary focus centers on technical education, bolstered by its approval from AICTE, New Delhi, and its affiliation with Jawaharlal Nehru Technological University, Hyderabad. Nestled amidst a lush 10.05-acre campus with a substantial built-up area of 17,742.14 square meters, the institute offers eight undergraduate and one postgraduate program(MBA). ABIT embraces a contemporary interpretation of the "*Gurukulam*" concept, cultivating an environment that is highly conducive to learning. With state-of-the-art infrastructure and modern facilities at its disposal, ABIT boasts well-equipped laboratories, an extensive library housing a vast collection of books and online resources, spacious classrooms, and a dedicated placement cell committed to assisting students in their pursuit of successful career aspirations. The institute further enhances the educational experience by providing on-campus hostel facilities with commendable amenities.

Over the course of more than 15 years, ABIT has consistently challenged traditional norms, nurturing exceptional talents while instilling invaluable leadership skills aimed at serving society. Notably, there is a special emphasis on promoting education among rural talent, reflecting ABIT's commitment to harmoniously blending tradition, innovation, and technology to empower students and pave the way for successful placements. The core philosophy at ABIT centers around empowering students, enabling them to shape their own futures within a nurturing, supportive, and problem-solving environment. Beyond the traditional classroom setting, ABIT aspires to be a holistic center of excellence, fostering educational pursuits and industrial research in addition to academic growth. Collaborations with industry partners drive significant technological advancements, further elevating the nation's global reputation.

Above all, ABIT remains steadfast in its commitment to the upliftment of society through the medium of technical education. The institute is dedicated to molding responsible, skilled, and ethical professionals who stand poised to create a brighter future for society as a whole.

Vision

To flourish as a center of excellence for producing the skilled technocrats and committed human beings.

Our Vision is to excel as a prominent center of excellence, fostering the development of highly skilled technocrats and dedicated individuals. We are committed to nurturing not only technical expertise but also a profound sense of humanity. Our vision extends beyond conventional education, aiming to create well-rounded individuals who contribute meaningfully to society. Through cutting-edge curricula, innovative teaching methods, and a supportive learning environment, we empower our students to reach their full potential. By instilling values of integrity, compassion, and social responsibility, we shape not just successful professionals but also conscientious human beings, poised to make a positive impact on the world

Mission

M1: To create conducive environment for teaching & learning.

M2: To impart quality education through demanding academic programs.

M3: To enhance career opportunities by exposure to Industries & recent technologies.

M4: To develop professionals with strong ethics and human values for the betterment of society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Good governance is driven by the expertise and wisdom of eminent personalities from academia and industry serving on the board of Governing Body.
- Eco-friendly green and clean campus.
- Experienced and competent faculty with good retention ratio.
- Abundant trust of Girls students Parents, Alumni and Employers.
- Dynamic Visionary Management team.
- Innovative teaching-learning practices with ICT focus.
- Student counseling and Guidance system for diversified students.
- Industry specific Add-on training programs, Internships and Industrial tours are organized.
- Value based and skill-oriented education emphasized through well-defined syllabi, regular classes and assessments.
- Exclusive Industry Interface and corporate alliances. Well settled alumni in all over the globe.
- Conduction of extension activities through NSS/NCC.
- Suitable infrastructure facility including well-equipped laboratories.
- Well established IQAC, committed for quality enhancement and striving Students to participate in co-curricular and extra-curricular activities.
- Financial sustainability and administrative autonomy that supports the continued growth of the institution.
- An equipped training and placement cell with highly competitive and dedicated faculty to impact CRT to the

students from II years onwards to make them employable.

Institutional Weakness

- Limited sponsored funds for Research and Development.
- Association with eminent research centers requires a boost.
- Inability to attract major MNCs for campus selections on consistent basis.
- Financial limitations for rapid progress, being an un-aided institution.
- Inability to depute faculty for full-time research.
- Sustained effort to reach 100% placements.

Institutional Opportunity

- The college can emerge as a role model in the fields of engineering and management education adopting the best pedagogical tools.
- National educational policy 2020 has opened up new avenues of growth and development
- Academic and administrative experience of the management provides opportunity for expansion
- Potential placement opportunities being located near IT hub.
- Strong brand image in Telangana to be extended at National & International level.
- Government and Management support for economically weaker sections.
- Focus on “Skill Development” at Central and State Government level.
- Parents /students aspiration towards engineering education.
- Taking the socio-economic background of the student community there is a scope to focus on pedagogy for the seamless transfer of knowledge from the faculty to the students.
- Telangana is the fastest growing state in the country both in terms of GDP and also in ease of doing business attracting lot of investments.
- Visionary management with guidance and support
- Capacity for under taking inter-disciplinary & sponsored research projects
- Networking and harnessing of alumni spread all over the globe

Institutional Challenge

- Poor education background of the parents prevent even the high achievers from moving out for higherlevels of learning or employment.
- In some cases, students are mostly first-generation learners getting little motivation from the parents and the society.
- Growing competition in nearby towns from deemed to be universities and private universities.

- Huge delay by the Government in reimbursing the tuition fee for economically and socially weaker sections.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ABIT evaluates the effectiveness of its curriculum in providing a comprehensive education that meets the requirements of the engineering discipline and prepares students for the demands of the industry through a systematic approach. This approach includes several key components:

1. **Regular Curriculum Review:** ABIT has a structured mechanism for consistently reviewing and updating the curriculum. This process ensures that the curriculum remains aligned with the latest advancements in the engineering field.
2. **Stakeholder Feedback:** The institution actively seeks feedback from various stakeholders, including industry experts, alumni, teachers, and students. This feedback is used to assess and enhance the curriculum's relevance and alignment with industry needs.
3. **Infrastructure and Resources:** ABIT provides essential infrastructure, laboratories, and resources to support the curriculum. These resources are crucial for hands-on learning and practical application of engineering concepts.
4. **Effective Teaching Methods:** Faculty members at ABIT employ effective pedagogical approaches, teaching methods, and assessment practices to facilitate student learning. These methods contribute to a more engaging and effective educational experience.
5. **Monitoring and Adaptation:** The institution has established monitoring mechanisms to identify and address any gaps or challenges in curriculum delivery. This proactive approach ensures that the curriculum remains effective and responsive to evolving educational needs.
6. **Industry Collaborations:** ABIT has fostered strong collaborations with industries, enabling students to gain exposure to real-world engineering practices. This includes industry internships, expert lectures, value-added programs, and industrial visits, effectively bridging the gap between academia and industry.
7. **Cross-Cutting Programs:** The implementation of cross-cutting programs enhances the overall educational experience at ABIT. These programs focus on interdisciplinary themes and promote a holistic approach to learning, leading to outcomes such as interdisciplinary understanding, knowledge and skills integration, collaboration, critical thinking, creativity, and personal and professional development.
8. **Commitment to Relevance and Innovation:** ABIT is committed to providing a well-rounded education that remains relevant and up-to-date, driven by industry needs and promoting research and innovation.

In summary, ABIT's comprehensive approach to curriculum development and evaluation, coupled with its dedication to industry relevance and innovation, equips students with the knowledge, skills in the engineering field and make meaningful contributions to technology.

Teaching-learning and Evaluation

The institution's admission process is based on various entrance examinations such as EAMCET, ECET, and PGECET, in addition to convener and management quota admissions. The Institute adheres to the rules and regulations of the State Government to accommodate the diverse needs of students from different categories. The institution is equipped with a qualified and experienced faculty, currently comprising 105 full-time teachers, of which 37 are women and 68 are men, resulting in a student-teacher ratio of approximately 12.63. Additionally, there are 13 faculty members with doctoral qualifications. Each faculty member is allocated as a mentor for 15-20 students. These mentors monitor student's attendance, punctuality, discipline, and academic performance and offer guidance throughout their academic journey. The academic calendar is made available online for students, ensuring transparency and accessibility. The institution places a strong emphasis on catering to the needs of both advanced and slow learners. Remedial classes are provided to support slow learners. The teaching methods are student-centric, emphasizing experiential learning, participative learning, and problem-solving. The institution strictly follows the academic calendar and teaching plans, which are regularly audited. To enhance the learning experience, a Learning Management System is implemented for interaction with teachers and accessing learning resources and e-materials. Faculty members are encouraged to use ICT tools for effective teaching and leverage e-resources to enrich the teaching-learning process. Regular assessments of student's learning levels are conducted, and appropriate corrective actions are taken. The institution has a centralized Examination Committee responsible for conducting internal tests and semester-end examinations, ensuring fair practices and transparency in the examination and evaluation processes. The institution employs both direct and indirect methodologies to assess Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These assessments include continuous internal examinations, end-semester results, satisfaction surveys from stakeholders, and reviews of teaching-learning strategies. The evaluation of COs, POs, and PSOs provides valuable insights into the effectiveness of the teaching and learning process.

In conclusion, the institution's admission process, faculty qualifications, mentoring system, commitment to student-centric learning, use of technology, and rigorous assessment mechanisms collectively contribute to a well-structured and effective educational environment.

Research, Innovations and Extension

One of the primary objectives of **Anubose Institute of Technology** is to foster a spirit of research among both the faculty and students. The institute is dedicated to instilling a culture of self-exploration and learning. Faculty members and students alike take research activities seriously. To support and promote research endeavors, the institute has established a Research Committee. This committee actively encourages and supports faculty and students in embracing a research-oriented mind set. The college has also been successful in securing grants from various consulting organizations. Faculty members have contributed significantly to the field of research by publishing papers in both national and international journals, presenting at conferences, obtaining patents, and authoring books and book chapters. These academic achievements reflect the commitment of the institute to advance research. Furthermore, the college has organized numerous workshops, faculty development programs, seminars, and webinars on topics such as Intellectual Property Rights, Entrepreneurship, and Research Methodology. These initiatives have not only enhanced the skills of the faculty but have also had a positive impact on their personal and professional growth.

In addition to academic pursuits, the institute has engaged in various activities in collaboration with different organizations and has actively participated in social activities over the past five years. To bolster the skill development of our students, both in terms of technical and soft skills, the institute has established partnerships with emerging companies through Memorandums of Understanding (MoUs). These MoUs are instrumental in

aligning student's skills with the requirements of these companies.

In terms of social awareness, the institute has organized programs such as blood donation camps, Swachh Bharat initiatives, and National Service Scheme (NSS) activities. Notably, there has been a focus on raising awareness about breast cancer, a significant health concern for women. The educational society associated with the institute conducts awareness programs on various types of breast cancers, aiding students in understanding the importance of early detection. In conclusion, Anubose Institute of Technology is committed to promoting research, fostering academic growth, and engaging in valuable social activities. These initiatives collectively contribute to the holistic development of both faculty and students.

Infrastructure and Learning Resources

Anubose Institute of Technology (ABIT) places a strong focus on evaluating the adequacy, availability, accessibility, and utilization of infrastructure and learning resources in the higher education institution.

Here's a summary of the key points highlighted:

Physical Infrastructure:

1. **Availability Assessment:** ABIT assesses the availability, condition, and suitability of various physical spaces, including, sports facilities, hostels, and other areas.
2. **Facility Features:** Factors such as space, seating capacity, ventilation, lighting, and safety measures are considered in the assessment.
3. **Campus Overview:** ABIT's campus spans 10.05 acres of land, featuring around 17742.14 square meters of lush green spaces. The campus is well-furnished, well-ventilated, and equipped with spacious classrooms and laboratories that have ICT facilities for both theory and practical classes.
4. **Additional Facilities:** The institution boasts domain-centric laboratories, a central library, digital library, a large playground, a seminar hall, a yoga center, a health center, gymnasium, hostels, IQAC Cell, R&D Cell, Training & Placement Cell.

Learning Resources

1. **Availability Assessment:** ABIT evaluates the availability and quality of learning resources, which includes books, journals, e-resources, databases, research publications, and other learning materials.
2. **Digital Access:** The institution subscribes to various academic journals, databases, and a digital library to provide students with access to research articles, reports, and other educational materials.
3. **Technological Resources:** ABIT provides access to computers, printers, and other equipment that students can use for their research and assignments.

Utilization and Maintenance

1. **Resource Management:** ABIT assesses resource management policies and practices, including efficient utilization of space, equipment, and technology.
2. **Maintenance and Upgradation:** The institution evaluates measures taken for the regular maintenance, upgradation, and renewal of infrastructure and resources.
3. **IT Infrastructure:** ABIT emphasizes the importance of IT infrastructure, regularly upgrading computers and peripherals in line with the requirements and curriculum updates. The campus is equipped with a

high-speed internet connection, networking, website designing and hosting, email solutions, and SMS solutions.

In summary, ABIT is committed to providing a well-equipped physical infrastructure, learning resources, and resource management practices. This approach ensures that students have access to the necessary facilities and resources to support their academic and research endeavors.

Student Support and Progression

The institution is dedicated to the holistic development of its students, emphasizing academic, emotional, and psychological growth throughout their academic journey and beyond. Several key elements illustrate this commitment:

1. **Student Support System:** From admission to degree completion and beyond, the institution has a well-organized support system in place to nurture student's development. This support extends to students from rural areas with low confidence levels, helping them transform into intelligent, confident, and competent professionals.
2. **Counselling and Mentoring:** The institution assigns a staff counsellor/mentor for every 15-20 students, establishing a structured counselling and mentoring system. This approach ensures that students receive personalized guidance and support tailored to their needs.
3. **Support for Slow Learners:** Special classes and on-going support are provided to help slow learners catch up and succeed in their studies.
4. **Health and Well-being:** Every student has access to accidental health insurance, and health centers are available for students, faculty, and staff. Special services for individuals with disabilities contribute to a supportive and inclusive environment.
5. **Extracurricular and Co-curricular Activities:** Students are actively encouraged and motivated to participate in extracurricular and co-curricular activities on and off campus. These experiences help students develop essential interpersonal, teamwork, organizational, and managerial skills.
6. **Placement:** The institution has achieved commendable placements for qualified students, securing positions in multinational corporations (MNCs) and reputable core businesses. Students who choose higher education are also provided guidance.
7. **Alumni Engagement:** The alumni association maintains connections with former students, seeking their input on curriculum development and gathering information about internship, project, and employment opportunities.
8. **Student Representation:** Students are represented in all academic and administrative bodies, ensuring their voices are heard and considered in decision-making processes.
9. **Scholarships for Economically Poor Students:** The institution also provides free education to economically disadvantaged but meritorious students, demonstrating its commitment to inclusive education.

In summary, the institution's focus on comprehensive student development is evident through its structured support systems, scholarship programs, health services, extracurricular engagement, successful placement efforts, alumni network, and commitment to inclusive education. This approach reflects a dedication to nurturing well-rounded and confident professionals.

Governance, Leadership and Management

Anubose Institute of Technology places a strong emphasis on assessing the effectiveness of its governance, leadership, and management structures to advance its mission of providing quality education and fulfilling the needs of its stakeholders. The institution's approach to governance, leadership, and management can be summarized as follows:

Governance Assessment

1. **Governing Bodies** ABIT evaluates the presence and functionality of governing bodies, including their composition, representation, and decision-making processes.
2. **Policy Implementation:** The institution assesses its ability to strategically plan and implement policies and initiatives that drive academic and administrative development.
3. **Resource Management:** ABIT establishes transparent and accountable systems to monitor the availability and utilization of resources, including sound financial management practices.

Leadership Evaluation

1. **Leadership Role:** ABIT acknowledges the critical role of leadership in shaping a positive academic and work culture, fostering innovation, and ensuring holistic institutional development.
2. **Faculty and Staff Development:** The institution evaluates leadership's effectiveness in promoting the growth and development of faculty and staff, ensuring they have the tools and opportunities to excel.
3. **Teaching-Learning Environment:** Leadership's ability to create a conducive teaching and learning environment that supports student success is a focal point of evaluation.
4. **Research and Innovation:** ABIT assesses leadership's encouragement and support for research and innovation activities, driving intellectual growth and advancement within the institution.

Feedback and Responsiveness

1. **Feedback Mechanisms:** The institution evaluates the presence of feedback mechanisms that engage students, staff, and other stakeholders. These mechanisms allow for the collection of valuable input and insights.
2. **Responsiveness:** ABIT places importance on its ability to respond to feedback, suggestions, and grievances in a timely and effective manner, ensuring continuous improvement and stakeholder satisfaction.

ABIT's overarching goal is to establish good governance, effective leadership, and efficient management practices that facilitate quality education and holistic development within the institution. This commitment reflects its dedication to meeting the evolving needs of its students, staff, and broader community.

Institutional Values and Best Practices

Anubose Institute of Technology (ABIT) has strong practice of adopting Institutional values and best practices among its students and faculty members. It provides safety and security facilities to ensure comfortable working environment for all the employees and the students. The institution is proactive in promoting gender-equity by ensuring women genders have equal access to knowledge and skills.

Women Empowerment Cell at ABIT actively organizes awareness programs for the staff and students to educate them about gender-equity and sensitization namely *'The concept of fundamental rights and equal*

opportunities', 'Power of girls', 'Gender issues in workplace', 'Gender discrimination in home, society and work-place' etc.

Good waste management steps are taken to safeguard the environment from the malicious impact of the waste generated from the campus hostel .As an environmentally conscious Institute, eco-friendly practices go hand in hand with the academics in the campus.Many green campus initiatives are taken to make the campus conducive for Teaching-Learning process. Quality audits on environment and energy are regularly undertaken for monitoring quality. The friendly ambience and the infrastructural facilities such as ramps, rails etc provided for the specially abled students in the campus makes the Institute a disabled-friendly, Barrier-free and one of the better options for pursuing their graduation.The curriculum developed by the university also considers the professional ethics, universal human values, constitution of India and environmental studies. These values are deliberated, practised and implemented through regular teaching-learning process. ABIT celebrates national festivals and international days of prime importance. Every year, World Water Day, World environmental day, Teacher's day, Women's day, Engineers day are celebrated. Awareness programs such as Digital India, Swatch Bharath etc. are also conducted. As apart of social responsibility,blood donation camps,road safety measures, consciousness on voting rights among youths etc were conducted.

The Institute promotes many best practices to improve the quality of education and teaching-learning process.It leaves no stone unturned to make the future of the students bright and excellent. Two of its best practices are **“Employment Recapitulation Program (PUNASCHRANA)** and **“Effective Mentoring System for Students”**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANUBOSE INSTITUTE OF TECHNOLOGY
Address	K.S.P ROAD, PALONCHA, BHADRADRI KOTHAGUDEM (DISTRICT), TELANGANA.
City	PALONCHA
State	Telangana
Pin	507115
Website	www.abit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G S Rao	08744-258334	9246907407	08744-258385	abitjntu@gmail.com
IQAC / CIQA coordinator	K Nagendra Babu	08744-258335	9885460959	08744-258385	abitnaac@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	26-06-2017	View Document
12B of UGC		

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	07-06-2023	12	Every Year Extension of Approval is given by AICTE through Online Application

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	K.S.P ROAD, PALONCHA, BHADRADRI KOTHAGUEDEM (DISTRICT), TELANGANA.	Rural	10.05	17742.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering,	48	Intermediate	English	60	60
UG	BTech,Civil Engineering,	48	Intermediate	English	60	43
UG	BTech,Electrical And Electronics Engineering,	48	Intermediate	English	60	49
UG	BTech,Electronics And Communications Engineering,	48	Intermediate	English	60	55
UG	BTech,Mechanical Engineering,	48	Intermediate	English	30	10
UG	BTech,Minig Engineering,	48	Intermediate	English	30	9
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	Intermediate	English	60	44
UG	BTech,Computer Science And Engineering Data Science,	48	Intermediate	English	60	51
PG	MBA,Management,	24	Degree	English	60	43

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	12				1				92			
Recruited	9	3	0	12	0	1	0	1	59	33	0	92
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	19	7	0	26
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				11
Recruited	8	3	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	3	0	0	0	0	0	0	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	59	33	0	93
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		0		2

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	0	0	0	0	0
	Female	321	0	0	0	321
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	31	0	0	0	31
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	7	1	19
	Female	98	94	70	20
	Others	0	0	0	0
ST	Male	4	8	0	16
	Female	113	112	73	17
	Others	0	0	0	0
OBC	Male	4	5	3	27
	Female	123	120	97	22
	Others	0	0	0	0
General	Male	1	1	0	7
	Female	18	18	15	16
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		364	365	259	144

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The fundamental aim of the National Educational Policy (NEP-2020) for higher education is to eliminate higher education fragmentation by transforming these institutions into massive interdisciplinary universities, colleges, and higher education institutions as Knowledge Hubs. According to NEP standards, the purpose of ABIT is to obtain accreditation from the National Assessment Accreditation Board (NAAC) with a satisfactory grade and to work towards achieving autonomy. Once autonomous status is granted, the college would be entitled and authorized to determine the curriculum for the programs it offers, including the inclusion of multidisciplinary programs. The</p>
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college's long-term goal is to attain autonomy as a degree-awarding university in a more organized manner. Our institution is committed to holistic and multidisciplinary education, as evidenced by the introduction of a value-based course on universal human values for BTech, MBA, and Diploma students. Additionally, we provide life skills and yoga sessions for all female students on campus, both in offline and online formats. Moreover, our students actively participate in community outreach initiatives, including organizing health clinics, blood donation drives, and counseling services, among others. Within our cluster of higher education institutions (HEIs), students have the opportunity to exchange for various programs. This consolidation of HEIs under the ABIT umbrella will facilitate the coordination and execution of numerous academic and other important initiatives. ABIT is the principal institution of a women's engineering college affiliated with JNTUH in Hyderabad, and it plays a mentoring role in terms of curriculum delivery and examinations. We prioritize effective leadership and governance for higher education institutions. Specifically: A) ABIT is a self-financed private HEI affiliated with JNTUH, Hyderabad, and our aim is to become an independent self-governing institution dedicated to pursuing innovation and excellence through accreditation and autonomy. B) ABIT has developed a strategic institutional development plan that aligns with the vision of NEP, ensuring that our efforts are consistent with the broader goals of transforming higher education in India. Please note that while this text aims to provide a comprehensive overview, you may need to review and adapt it according to the specific requirements and guidelines of your institution or for official documentation.

2. Academic bank of credits (ABC):

Academic bank credits constitute a crucial component of the NEP 2020, which academic institutions are mandated to implement. In the context of the imperative to integrate Higher Educational Institutions into the globalized landscape, taking swift and decisive action is imperative. As JNTUH Hyderabad embraces and operationalizes academic bank credits, allowing for the redemption of credits towards the conferment of certificates, degrees, or diplomas, ABIT is committed to aligning with this framework and adopting

	<p>academic bank credits as well. This proactive approach ensures that ABIT remains in step with the evolving educational landscape and maintains its commitment to providing students with comprehensive and globally relevant education.</p>
<p>3. Skill development:</p>	<p>In comparison to other nations, the outcome of the 12th five-year plan predicted that only 5% of Indian workers in the 19-24 age bracket had received formal vocational education. The expansion of vocational education in India is of paramount importance for accelerating skill development. The NEP 2020 anticipates a potentially significant surge in skill development in the country through vocational education. As part of this transformative vision, all Higher Educational and Educational Institutions were expected to incorporate vocational education into their curricula. In the coming years, vocational education will be progressively integrated into both schools and universities. ABIT is dedicated to advancing the cause of young women's empowerment while also addressing the engineering industry's demands. To achieve these goals, ABIT has outlined a specific plan: 1. To compile a list of vocational courses and skill-based programs, along with designing the curriculum for these courses, seamlessly integrating vocational education with engineering education. This integration prioritizes social inclusion and inclusive education. 2. To nurture workplace-related skills and attitudes among students through internships and on-the-job training. 3. To emphasize the incorporation of best practices and innovative teaching-learning methods. 4. To facilitate the horizontal mobility of vocational students, enabling them to explore various avenues for their development. 5. To establish collaborations with industries for the imparting of practical skills and hands-on experience, and the development of industry-relevant courses. 6. To promote online and open vocational education, making it more accessible and flexible for learners. 7. To introduce novel learning methods and digital tools, such as Massive Open Online Courses (MOOCs) and the flipped classroom model, for the training and empowerment of teachers. 8. To develop and implement a comprehensive assessment and evaluation system that holistically measures the achievements of learning outcomes. 9. To assess and evaluate students</p>

	<p>using various tools and methods, in line with the outcome-based education system, ensuring a 360-degree assessment of students' progress. ABIT firmly believes in affording equal dignity to individuals pursuing vocational courses and contributing to the development of a nation's workforce. This commitment underscores the institution's dedication to promoting skill development and inclusive education.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The promotion of Indian arts and culture is not only beneficial to the country but also to individuals. However, because engineering is a professional course, using English as the medium of communication and conducting coursework in all engineering programs is essential. Nevertheless, the institution recognizes the importance of commemorating significant dates and hosting activities in regional languages to engage students and instill a sense of regional pride. Republic Day and Independence Day serve as examples of celebrations during which students are addressed in their native languages. Engineers' Day and Teacher's Day hold special significance throughout the year. Additionally, Women's Day and Telugu New Year Day are prominent occasions marked by cultural events. Festivals like Sankranti Sambaralu and Vinayaka Chavithi are instrumental in promoting awareness of both international and regional languages, along with the respective cultures they represent. ABIT also showcases its regional culture by organizing traditional Kuchipudi and Bharatanatyam Induction/Orientation Programs for young women. Furthermore, the institution observes national commemorative days, including Constitution Day and Yoga Day, as part of its commitment to celebrating and preserving the rich cultural heritage of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Anubose Institute of Technology has embraced outcome-based education, aligning its standards with those set by the National Board of Accreditation. The metrics used to gauge the effectiveness of our educational system include Program Outcomes (PO) and Program Specific Outcomes (PSO). These outcomes are crucial in assessing the final product of each course (CO). Our innovative curriculum incorporates various elements, such as community participation and service, environmental education,</p>

	<p>and value-based education. This curriculum encompasses credit-based courses and projects, ensuring a comprehensive educational experience. ABIT follows the syllabus set forth by JNTUH University, Hyderabad, and integrates lab exercises and mini projects with a strong emphasis on community engagement. One of the highlights of our curriculum is the inclusion of a value-based education course, "Professional Ethics & Human Values," which is introduced at the II B.Tech I Semester level. Additionally, we offer a course in Environmental Sciences that covers a wide range of topics related to environmental sustainability. ABIT actively engages in several community outreach initiatives through organizations like the Student Club and NSS, which facilitate extension activities for the community. This commitment to community involvement reflects our dedication to holistic education and social responsibility.</p>
<p>6. Distance education/online education:</p>	<p>In compliance with affiliating university regulations and government guidelines, distance education is not a suitable option for our institution. Despite the challenges posed by the pandemic, we have successfully implemented a hybrid format for conducting both theory and practical sessions, adhering to the prescribed norms of the government and the university. Moreover, in alignment with the National Education Policy, our institution is actively developing a strategic plan to promote and encourage the active participation of stakeholders in online education. This proactive approach reflects our commitment to embracing technology and modern educational methods to enhance the learning experience for all.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>An Electoral Literacy Club has been established at Anubose Institute of Technology and Science with the primary goal of raising awareness among the student community about democratic rights. This includes educating them on the importance of casting votes in elections and familiarizing them with the electoral registration and voting processes. To achieve this objective, we organize various activities,</p>
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	<p>such as mock polling exercises, to provide students with hands-on experience and practical knowledge of the democratic system. In addition to mock polling activities, our club conducts a range of awareness-building programs, including poster presentations, debates, mock parliamentary sessions, elocution contests, essay writing competitions, and other events. These activities are designed to enhance students' understanding of electoral procedures and promote active participation in the democratic process</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The institution has its Electoral Literacy Club (ELC) functioning with the following office bearers: 1. Dr. N.V. Subba Rao - Professor - ELC Coordinator 2. Miss S. Sandhya - Assistant Professor - ELC Additional Coordinator 3. B. Kalavathi - B.Tech IV Year Student - Student Representative 4. B. Sirisha - B.Tech III Year Student - Student Representative 5. M. Thirumula - B.Tech II Year Student - Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) of Anubose Institute of Technology and Science engages in the following activities: 1. Our students actively participate in Voter Awareness Campaigns, with the goal of educating the residents of nearby villages. These campaigns aim to empower them by providing essential information on the electoral process, ultimately fostering an informed and empowered electorate. 2. The ELC conducts workshops to create awareness and generate interest among both faculty members and students. These workshops serve as platforms for discussions and knowledge-sharing on various aspects of the electoral system, thus promoting electoral literacy within the academic community. 3. The ELC is dedicated to educating targeted populations about voter registration, the electoral process, and related matters. This is achieved through hands-on experiences and practical activities, ensuring that individuals gain a comprehensive understanding of their rights and responsibilities as voters</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>The Electoral Literacy Club (ELC) takes socially relevant initiatives related to electoral issues, including awareness campaigns, content creation, and publications that underscore their role in promoting democratic values and encouraging participation in</p>

<p>electoral processes, etc.</p>	<p>the electoral process. These initiatives serve the following purposes: 1. To aid the target audience in comprehending the significance of their vote, ensuring that they exercise their right to suffrage with confidence, comfort, and ethics. 2. To foster a culture of active electoral participation, with an emphasis on maximizing informed and ethical voting. The ELC adheres to the principles of "Every vote counts" and "No Voter to be Left Behind," promoting inclusivity and encouraging all eligible voters to participate in the democratic process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students above 18 years of age, who are eligible to be enrolled as voters, undergo sensitization about democratic rights, including the importance of casting votes in elections. To facilitate this, we organize mock polling activities that provide students with experiential learning about the democratic process. Additionally, we conduct a range of awareness-building programs, such as poster presentations, debates, mock parliamentary sessions, elocution contests, essay writing competitions, and other activities. These initiatives are designed to enhance students' understanding of electoral procedures and foster awareness about the democratic system.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1326	1379	1201	954	968

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 194

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	118	112	110	110

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
586.41	541.01	95.73	774.94	254.33

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The academic year at **ABIT** begins with the preparation of an academic calendar by a committee organized for this purpose, working under the guidance of the Principal. This calendar outlines the schedule for the year, including teaching plans, evaluations, and other activities. At the start of the academic year, teachers create teaching plans for their subjects, which are then verified by the Head of the Department. These plans allow for flexibility to adapt to changes. Student evaluations are conducted periodically in line with university norms. The college primarily follows the curriculum prescribed by Jawaharlal Nehru Technological University, Hyderabad (JNTUH). Teachers follow the teaching plan according to their designated credit hours. Curriculum compliance is closely monitored, and regular tutorials, class tests, and examinations assess student understanding. Continuous evaluation, including attendance, quizzes, and internal exams, is balanced with summative evaluation, which involves external examinations conducted by the affiliating university. Weaker students receive additional support. The curriculum combines Humanities and Social Sciences, Basic Sciences, Engineering Sciences, Professional Core, Internships, and Project Work as per AICTE guidelines, addressing both industrial needs and ethical values.

Effective curriculum delivery is ensured through the IQAC, adhering to the JNTUH academic calendar. Subject allocation is based on expertise, and department-level timetables include academic, extracurricular, and co-curricular activities. Various teaching methods are adopted. The curriculum development process involves experienced faculty designing courses with defined outcomes. The curriculum's content, delivery, and assessment align with Course Outcomes (COs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Program Educational Objectives (PEOs). To implement the curriculum effectively, department heads strategize academic calendars, timetables, industrial visits, and expert lectures. Faculty prepare comprehensive course files, including syllabi, objectives, outcomes, lesson plans, and assessments. Continuous assessment through unit tests, mid-term exams, project monitoring, and departmental audits ensures student progress. An examination committee oversees internal assessments, and compliance is submitted annually. The academic calendar, published before the academic year begins, contains teaching and learning schedules, events, holidays, and examination dates. It is available online and displayed within the institution. Regular monitoring of students' academic progress includes attendance, quizzes, unit tests, seminars, projects, and semester-end exams. The curriculum development process involves teachers, department heads, and IQAC, leading to a comprehensive plan uploaded to the college website. Stakeholders are informed about continuous internal evaluation.

The academic calendar also covers working periods, curricular activities, co-curricular activities, and extra-curricular activities. Working days adhere to university guidelines, and curricular activities are

documented in the academic diary. Co-curricular activities include various tests, projects, and seminars. Extra-curricular activities encompass sports, social events, environmental initiatives, and community engagement. In summary, ABIT follows a well-structured process for curriculum planning, delivery, and assessment, aligning with university guidelines and AICTE standards while emphasizing holistic student development and ethical values.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 55</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 60.14

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five

years

2022-23	2021-22	2020-21	2019-20	2018-19
655	768	709	651	722

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Anubose Institute of Technology places a strong emphasis on integrating cross-cutting issues relevant to Environmental Sciences, Universal Human Values, Ethics, the Indian Constitution, and the Essence of Indian Traditional Knowledge into our curriculum:

Human Values & Professional Ethics: ABIT offers a mandatory non-credit course on Human Values & Professional Ethics. This course is designed to help students understand the importance of professional ethics and human values in their personal, social, and professional lives. It aims to inculcate values and ethical competence in decision-making. The institution also celebrates national and international days of significance to nurture moral, ethical, and social values among students.

Gender Sensitization: We have established a Women Grievance Cell and Grievance Redressal Cell to promote gender sensitivity and equity among students. These cells provide counseling and address safety and security issues for female students and staff. The college campus is equipped with CCTV surveillance and high-level security. Gender sensitization is offered as a non-credit mandatory course.

Environmental Science: ABIT curriculum includes a course on Environmental Science, which educates students about ecosystems, their balance, and sustainability. This awareness is essential for environmental protection and human survival. The institution is actively involved in environmental initiatives, such as rainwater harvesting, tree planting, and celebrating important environmental days. Plans are underway for implementing solar alternate and renewable energy solutions.

Indian Constitution: Understanding the Indian Constitution is crucial for students to grasp their rights and responsibilities as citizens. This knowledge empowers them to be responsible members of society.

Essence of Indian Traditional Knowledge: Indian Traditional Knowledge is integrated into the

curriculum to preserve and promote culture, identity, and livelihood sustainability. This knowledge is passed down through generations, contributing to cultural and spiritual identity.

Promoting Human Values and Ethics: To instill human values and professional ethics, JNTUH introduced Universal Human Values as a credit course and Social Values & Ethics as an Audit Course. Our institute has committees dedicated to women's grievances and anti-ragging, promoting human rights. Special lectures, seminars, and awareness programs are organized to raise awareness on these issues, including safety programs like Nirbhaya.

Gender Equality: ABIT actively maintains a gender-balanced workforce and student ratio. Workshops and talks on women's empowerment, laws for women, and their roles in nature conservation are organized. Women's grievance cells and anti-ragging committees work consistently to ensure women's safety on campus. Special programs are conducted to promote gender equality, and International Women's Day is celebrated to honor women staff members.

Environment and Sustainability: We encourage students to participate in various conferences, workshops, and competitions to boost their confidence. Environmental awareness is promoted through tree planting, Swachha Bharat Abhiyaan, and green technology initiatives. Our NSS unit organizes events like Earth Day, World Environment Day, plastic-free drives, and guest lectures on environmental awareness. Environment, Green, and Energy Audits are conducted periodically to ensure sustainability.

In summary, our institution is committed to integrating these cross-cutting issues into our curriculum and campus life, fostering a holistic and socially responsible educational environment.

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

1.3.2

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

Response: 38.24

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 507

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
364	365	259	144	227

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	480	390	420

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 91.88

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	166	96	126

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

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	168	137	147

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

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 12.63

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

Response:**Student-Centric Learning Methods:**

1. **Experiential Learning:** ABIT promotes experiential learning through industrial visits and internships, bridging the gap between theory and practice. Faculty members create immersive learning experiences through experimentation, demonstrations.
2. **Participative Learning:** Active student involvement is encouraged through participative learning techniques, including smart boards, audio/video clips, animations, and open discussions. Group activities like discussions, quizzes, debates, and puzzles stimulate interest in subjects. Students also choose innovative technical topics for seminars, enhancing their knowledge and communication skills.
3. **Problem-Solving Methodologies:** ABIT focuses on developing critical thinking, creativity, and problem-solving skills. Real-world business challenges are explored through case analysis, research projects, and discussions, encouraging students to think broadly and contribute opinions and suggestions.
4. **ICT-Enabled Teaching-Learning:** ABIT provides modern ICT-enabled teaching methods with Wi-Fi facilities, fully equipped classrooms, LCD projectors, and smart boards. Students and teachers access SWAYAM/MOOCs through NPTEL and utilize digital library resources, including the National Digital Library (NDL), online databases, e-journals, e-books, DELNET and JGATE for academic and research enrichment.
5. **Teacher Use of ICT-Enabled Tools:**

Faculty members at ABIT actively leverage ICT-enabled tools to enhance teaching and learning. They create multimedia presentations, incorporate LCD projectors, and integrate videos and animations to make lectures more engaging. These tools cater to students' diverse learning styles and abilities, optimizing their learning experiences.

Additional Facilities and Resources:

ABIT boasts dedicated digital classrooms, an air-conditioned seminar hall, an open-air auditorium, and four e-classrooms, all equipped with multimedia facilities using ICT tools. The institution hosts invited talks and webinars in the seminar hall, taking full advantage of ICT facilities. Faculty members are encouraged to utilize modern teaching aids to create effective and engaging learning environments.

Benefits of ICT Integration:

- **Increased Motivation and Engagement:** ICT tools boost learner motivation and engagement, making learning enjoyable and effective.
- **Acquisition of Basic Skills:** ICT facilitates the acquisition of essential skills, enhancing overall educational quality.
- **Access to Online Resources:** Students gain access to valuable online resources like DELNET, JGATE, NPTEL, and E-learning platforms, enriching their learning experiences.
- **Interactive Learning:** Multimedia tools, audio-visual aids, and innovative teaching techniques foster interactive, communicative, and effective learning.

In conclusion, ABIT's student-centric learning methods, combined with the active use of ICT-enabled tools and a commitment to providing additional facilities and resources, create a holistic educational

experience that prepares students not only for academic success but also for the challenges and opportunities of the modern world. The institution's focus on experiential learning, participative learning, problem-solving methodologies, and ICT integration ensures that students graduate with the skills, knowledge, and adaptability needed to thrive in a rapidly evolving global landscape.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	118	112	110	110

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 6.13

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	09	07	03	03

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

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Anubose Institute of Technology(ABIT) has implemented a robust and transparent mechanism for internal assessment, ensuring the quality of the education system and fostering student development. Here's how the institution maintains transparency and frequency in its internal assessment procedures:

1. Continuous Internal Evaluation (CIE):

- The institution strictly adheres to the academic calendar and rules set by JNTUH. Two CIE (Mid-Term Exams) are conducted for all theory and laboratory courses in each semester.
- Before the semester begins, course outcomes (COs) are defined in alignment with revised Bloom's taxonomy, and these are mapped with Program Outcomes (POs) and Program Specific Outcomes (PSOs).
- Lesson plans are developed by faculty, outlining content delivery and assessment tools to achieve defined course outcomes, POs, and PSOs.
- The institution communicates these outcomes to stakeholders.
- Question papers for internal exams are designed to assess various cognitive learning levels, moving beyond simple memory recall.
- Activities and programs, including co-curricular and extra-curricular activities, provide students opportunities to showcase their talents and skills.

2. Transparency in Assessment:

- Faculty members receive periodic training on fairness and transparency in the evaluation process.
- The syllabus for internal assessments is communicated well in advance to students by class teachers.
- Standard formats for question papers, based on Course Outcomes (COs), are created for continuous evaluations.
- Questions are designed with reference to previous years' university exam
- After internal exams, answer scripts are evaluated and distributed within a week, and students have the opportunity to review their marks.
- The institution maintains complete transparency by showing answer books to students. Projects are assessed based on predefined rubrics covering aspects like scope, content, social approach, student attitudes, and conclusions.
- Marks are displayed on notice boards for verification.
- The IQAC team monitors the entire evaluation process and provides recommendations for improvement continually.

3. Mechanism for Examination-Related Grievances:

College Level:

- The college follows University guidelines during internal tests and semester-end examinations.
- Time tables for internal assessments are prepared in advance and communicated to students, along with seating plans and table markings.
- If grievances remain unresolved, a committee is formed by the Head of the Institute to address the issues.
- Practical, viva-voce, Seminars and lab evaluations are conducted transparently in the presence of students.

University Level:

- Grievances related to application forms, hall tickets, and admit card discrepancies are promptly communicated to the University Examination Section and resolved.
- Grievances regarding question papers during external examinations are reported to the University Examination Section, which then addresses them.
- After result declaration, students can seek recourse through Re-Counting (RC), and Challenge Valuation (CV) options with prescribed fees.
- The institution forwards student queries related to results, printing errors, and grace marks to the University for resolution.
- Any issues during online examinations are immediately communicated to JNTUH for rectification.

In conclusion, ABIT ensures that its internal assessment process is transparent, frequent, and aligned with best practices, allowing students to engage actively in their learning.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Outcome Based Education (OBE) is implemented in our Institute since 2014 to give emphasis on what is expected from students when they finish their course. For UG Programs, 12 well defined Program Outcomes (POs) of NBA are adopted. Minimum of 2 Program Specific Outcomes (PSOs) are defined for all programs. Course Outcomes (COs) are direct statements that describe essential and enduring disciplinary knowledge and abilities that students should possess and depth of learning that is expected upon completion of course. While defining the COs care is taken to follow Blooms Taxonomy. There are minimum of 4 CO's defined for each course and maximum of 6. COs are defined for every course of all programs. COs are defined by subject handling faculty and Subject experts and approved in Department Advisory Committee (DAC). The COs are then mapped on to POs and PSOs. Course Exit Survey is taken from students at the end of course, which is useful in tuning the CO's further.

The Vision and Mission both of Institution and Departments, POs and PSOs, COs are published at

- College Website
- Principal Office
- Department Notice
- Boards All Classrooms HOD,
- Faculty Rooms
- Central Library
- Placement Cell
- Canteen Laboratories
- Course Files
- Lab Manuals
- Records Project Reports
- Learning Management System (LMS)

Attainment of Course Outcomes: A correlation is established between COs and POs, PSOs on the scale of 1 to 3.

'1' indicates low

'2' indicates medium

'3' indicates high correlation

The attainments of COs have two components i.e., Direct and Indirect.

To achieve final CO attainment, 80% of direct attainment and 20% of indirect attainment is considered. Direct Attainment (80%): Internal Examination: Two Internal Examinations are focused in achieving the COs. Semester End Examination: Semester End examination comprising entire syllabus of course is a measure for assessing whether the entire COs are attained or not. Indirect Attainment (20%): Course exit Survey of each course helps in accomplishment of COs.

Attainment of POs and PSOs:

POs are attained using the following generalized formulae PO/PSO attainment = 80% of Direct attainment+ 20% of Indirect attainment

a) Direct Attainment (80%): The direct attainment is evaluated by CO-PO/PSO mapping. Direct attainment= (Average of COs of a PO) /3 * final CO attainment of course

b) Indirect Attainment (20%): This method of attainment is based on Graduate Exit survey,

Alumni survey and Employer survey.

Student Exit Survey: Collect feedback about program from final year students at the end of program.

Alumni Survey: Collect feedback about program satisfaction from the graduate after one year of their completion of graduation.

Employer survey: Collect feedback from employers to obtain feedback on the quality of students. Course Exit Survey: Collect feedback from Students after completion of each course.

Indirect attainment= Average of (Student Exit survey, Alumni survey, Employer survey)

Attainment help faculty members to ensure outcomes are being reached, monitor the student's performance in upcoming sessions, and improving teaching efficiency.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Anubose Institute of Technology (ABIT) takes a systematic and comprehensive approach to evaluate the attainment of Program Outcomes (POs) and Course Outcomes (COs) with the use of evidence. Here's an overview of their assessment process:

1. Learning Outcome Integration:

- The institution ensures that each academic program has clearly stated learning outcomes that are integrated with its goals and objectives. These learning outcomes are vital for the Outcome-Based Education (OBE) system and contribute to creating an academic environment focused on achieving excellence.

2. Continuous Monitoring and Improvement:

- The efficiency and effectiveness of the assessment process are continuously monitored, assessed, and improved. Inputs and feedback are gathered from discussions, suggestions, and decisions made in meetings of the Department Academic Council (DAC) and the College Academic Council (CAC) of the Institute.
- The IQAC (Internal Quality Assurance Cell) closely monitors the assessment and attainment process, ensuring its effectiveness and alignment with institutional goals.

3. Assessment Methods:

- In the OBE framework, assessment is conducted through various processes that identify, collect, and prepare data to evaluate the achievement of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

4. Direct and Indirect Components:

Direct Component: Direct assessment of POs for a course is obtained by mapping the average value of Course Outcomes (COs) attainment with the expected or target POs for that specific course. This assessment is also based on students' performance in various assessments, including MID Examinations, Lab Examinations, End-Semester Examinations, Presentations, Classroom Assignments, and more. COs are well articulated for each course before computing the attainments of COs. Each question of the internal marks is mapped to the respective CO. Weightage of 25% and 75% are assigned to CIE and SEE respectively to compute direct CO attainment.

Indirect Component: The indirect assessment component gathers data from surveys such as the Graduate Exit Survey, Alumni Survey, and Employer Survey. These surveys provide insights into graduate knowledge and skills from external perspectives.

Graduate Exit Survey: Conducted at the end of the program, this survey assesses the level of confidence graduates have in achieving each PO and PSO by the end of their program.

Alumni Survey: This survey gathers feedback on POs and PSOs from alumni, contributing to the assessment of these outcomes. Alumni coordinators administer this survey with former students.

Employer Survey: Feedback on POs and PSOs is collected from employers, providing an external perspective on the attainment of these outcomes. Employer surveys are tools used to measure employee engagement, moral values, and performance.

5. Analyzing Results:

- The levels of attainment are determined based on the percentage of students in the class who achieve more than the average mark allotted for each Course Outcome in the Final Examination.

ABIT's rigorous approach to assessing and evaluating the attainment of POs and COs, along with the incorporation of direct and indirect components, helps ensure that the institution continuously strives for excellence in its academic programs. This commitment to assessment and improvement aligns with their dedication to providing quality education.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 82.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	238	283	176	177

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

2022-23	2021-22	2020-21	2019-20	2018-19
283	281	322	234	226

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	3	00	1.0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

ABIT has successfully established an ecosystem for fostering innovation and knowledge transfer within its institution. This ecosystem is designed to provide an enabling environment, resources, and confidence for both students and teachers to enhance their research and innovative capabilities, even in the case of young female students from rural backgrounds. Most of ABIT's innovative activities are centered around students, helping them address societal issues and come up with solutions. Here are some key elements of ABIT's innovation ecosystem:

1. Research and Development Cell:

- **Objective:** The R&D cell aims to facilitate faculty members in sharing their knowledge, experiences, and research endeavors.
- **Scope:** This policy applies to all faculty members and includes:

- Encouraging faculty to dedicate time to research alongside their teaching responsibilities and publish their findings in reputable national and international journals.
- Promoting the creation of books and monographs for publication by well-known national and international publishers.
- Encouraging collaborative research projects with peers from renowned foreign universities.
- Fostering faculty innovation to contribute innovative products, concepts, and patents.

2. Institution's Innovation Council:

- ABIT established the 'Institute Innovation Council' as part of the Ministry of Human Resource Development's Innovation Cell (MIC) initiative.
- **Functions:** The council focuses on:
 - Implementing innovation and entrepreneurship-related initiatives within set timelines.
 - Identifying and rewarding new ideas while sharing success stories.
 - Establishing a mentor pool for student innovators through workshops, seminars, and interactions with entrepreneurs, investors, and professionals.
 - Building connections with organizations that promote entrepreneurship nationally.
 - Organizing events like hackathons, concept competitions, mini-challenges, and industry-participated events.

3. Entrepreneurship Development Cell (EDC):

- EDC plays a crucial role in promoting entrepreneurship and self-employment among technical students, making it an attractive career choice.
- **Functions:** EDC encourages an entrepreneurial mindset among students through activities such as:
 - Entrepreneurship Awareness Camps and Development Programs.
 - Organizing industry visits for aspiring business owners.

4. Intellectual Property Rights (IPR) Cell:

- The IPR Cell is dedicated to raising awareness about the importance of intellectual property and helping individuals protect their creative ideas.
- **Objectives:** The IPR Cell focuses on:
 - Increasing IPR awareness among faculty and students.
 - Conducting workshops, seminars, and training programs on IPR and patent filing.
 - Encouraging faculty and scholars to work on patentable projects and innovations.
 - Facilitating the filing and management of patents and copyrights for faculty member's writings.

ABIT's commitment to nurturing innovation, research, and knowledge transfer through these specialized cells and initiatives demonstrates its dedication to fostering a culture of creativity and entrepreneurship within its institution. This ecosystem provides a strong foundation for students and faculty to thrive in their pursuit of innovative solutions and knowledge dissemination.

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

3.2.2

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

Response: 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	9	6

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	00	01

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

3.3.2

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

Response: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

ABIT's commitment to community engagement and social responsibility through its National Service Scheme (NSS) program has had a significant impact on the holistic development of students and the surrounding community over the past five years. Here is a summary of the extension activities and their impact:

1. **Empathy and Social Awareness:** The NSS program has provided students with opportunities to understand and empathize with the challenges faced by local communities. It has sensitized them to social issues and instilled a sense of social consciousness.
2. **Dignity of Labor and Fellow Feeling:** Students have learned the value of labor and developed a strong sense of fellow feeling through their involvement in various social service initiatives.
3. **Emotional and Moral Bond:** ABIT has fostered a strong emotional and moral bond between the institution and the local community, thanks to the dedication and passion of its students in carrying out social service activities.
4. **Administrative Support:** The college administration actively encourages and supports student participation in social activities while striving to provide higher technical education with a focus on creating an impartial society with ethical values.
5. **Youth Red Cross Society (YRC) and NSS:** These organizations play a crucial role in organizing public programs and special camps in adopted villages. These activities help students recognize rural life, understand the problems faced by villagers
6. **Community Development:** Over the years, the NSS unit has interacted with villagers and carried out a wide range of services, including tree planting, organizing medical camps, distributing free medicines, promoting cleanliness awareness, launching Swachh Bharat programs, distributing optical wear to the elderly, distributing books and pen kits among school children,
7. **Digital India and Cashless Transactions:** NSS volunteers have actively supported Digital India initiatives by helping citizens in adopted villages open Jan-Dhan accounts and enroll for Aadhar cards, which are essential for accessing government online services. They have also raised awareness about the significance of net banking and safe online payments.
8. **Blood Donation and Health Checkup Camps:** The NSS unit has organized blood donation camps and health checkup camps for poor people, with medical officers providing guidance on improving hemoglobin levels.
9. **Support for Vulnerable Groups:** Students and faculty regularly visit orphanages, old age homes, and residential schools for underprivileged students. They provide support in the form of sweets, fruits, stationary, and computer knowledge sessions, fostering a sense of belonging and happiness among the residents.
10. **Tree Plantation:** NSS volunteers have contributed to environmental conservation by planting trees in adopted villages and ensuring that school children take responsibility for their care.
11. **Cleanliness Awareness (Swachh Bharat):** Students and faculty are actively involved in creating awareness about cleanliness and encouraging active participation in maintaining a clean environment.

ABIT's NSS program has not only positively impacted the community but has also enriched the lives of its students, instilling in them values of empathy, social responsibility, and ethical conduct. It serves as a testament to the institution's commitment to holistic education and its dedication to the betterment of society.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The college places a strong emphasis on organizing events aimed at influencing students and raising their awareness of societal concerns. Over the past five years, a multitude of activities of this nature have been successfully conducted. In the surrounding neighbourhood, The institution has received a series of Awards and Appreciation Certificates for its extension activities from different recognized non-governmental bodies over the last five years:

1. **Life Saver Award, Award of Excellence, and Appreciation Certificates from the Red Cross Society:** These accolades recognize the college's exceptional efforts in organizing successful blood donation campaigns. **Outstanding Community Service Award from JD Foundation:** The college has been acknowledged for its significant contributions to awareness activities. This award reflects the institution's commitment to community service and its impact on raising awareness about critical issues.
2. **Recognition Award and Life Saver Awards from 'NTR Trust':** The college received these awards for its dedication to donating 100 units of blood as part of the 'Safe Blood for All' programs
3. **Outstanding Recognition Award for Medical Services in Various Villages from Rotary Club:** The Rotary Club has recognized the college's outstanding contributions to medical services in rural areas.
4. **Certificate of Appreciation and Award for Best Student Leadership from "Nehru Yuva Kendra," Rangareddy:** These honors acknowledge the college's leadership in blood donation activities. They also highlight the exemplary leadership of its students in serving the community.
5. **Service Excellence Award from ESR NGO Foundation on Child Education Services to Orphanages:** The college's commitment to providing education services to orphanages has been commended by the ESR NGO Foundation.
6. **"Best Recognition Award" from Ramakrishna Math on National Youth Day for Awareness in Youth:** This award, presented by Ramakrishna Math, recognizes the college's outstanding efforts in creating awareness among youth.
7. **Pollution Effect on Human Health:** Recognizing the detrimental effects of pollution on human health, the college's students have taken the initiative to engage with residents of neighbouring villages..
8. **Blood Donation Camp:** The annual blood donation camp organized by the college for its students and employees has consistently been a success. This event typically collects over 200 units of blood, which are then donated to reputable organizations like the Red Cross Society and

NTR Trust. This effort plays a crucial role in addressing the constant demand for safe blood supplies.

9. **Road Safety:** The college's various departments collaborated to host "Road Safety Week" The event garnered significant success and promoted road safety awareness. Additionally, a five-kilometer race was held on the NH-30 in Bhadradi Kothagudem, further emphasizing the importance of safe road practices.
10. **Street Cause:** Approximately fifty college students actively engage with Street Cause, a prominent non-governmental organization (NGO). The funds raised through initiatives such as "Run for Cause" and the promotion of eco-friendly clay idols (Eco-Ganesh) have been directed toward adopting a village near Yanambailu
11. In summary, the college has shown an unwavering dedication to promoting social awareness, community service, and environmental sustainability. Its impressive track record of receiving awards and certificates.

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

3.4.3

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	05	3	04

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

3.5 Collaboration

3.5.1

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

Response: 31

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution boasts a serene and eco-friendly campus that spans across an expansive 10.5 acres of lush greenery, creating an ideal environment for learning and personal growth. Nestled within this natural oasis are two well-designed blocks, offering a total built-up area of 17742.14 square meters.

In the pursuit of educational excellence, the institution prioritizes modernity and innovation, equipping all 33 classrooms nine tutorial rooms with state-of-the-art amenities. These well-ventilated spaces, averaging 66 square meters in area. These rooms serve as hubs for conducting assignments, remedial classes, and stimulating group discussions, promoting collaborative and engaging learning experiences. The institution is well-prepared for hands-on learning, offering 40 fully-equipped laboratories and two dedicated research labs, all with an average area of 66 square meters. These facilities provide students with ample opportunities to engage in practical experimentation and research, ensuring they are well-prepared for the demands of their chosen fields. For accessibility, the institution has taken proactive measures, including the provision of ramps to accommodate students with diverse needs. Additionally, separate washrooms are available, ensuring that every student feels comfortable and included within the campus.

In the pursuit of holistic development, the institution encourages cultural activities, recognizing their pivotal role in shaping well-rounded individuals. An open-air auditorium spanning 2000 square meters hosts an average of 200 competitions annually, covering a wide spectrum of talents, including singing, dancing, rangoli, skits, painting, and mime. These activities foster creativity and healthy competition among students.

Safety and sustainability are paramount concerns for the institution. It has invested in a robust power supply infrastructure, including an 82.5 kVA generator and a 120 kVA UPS system, ensuring uninterrupted power availability. Moreover, a 64 kW solar system has been implemented, resulting in substantial savings of approximately Rs. 80,000 per month, while also contributing to a greener and more sustainable campus. Fire extinguishers are strategically placed in all laboratories and prominent locations, ensuring the safety of students and staff.

Physical well-being is also a priority, with dedicated facilities for fitness and sports. Separate gyms are available for both boys and girls, promoting a healthy lifestyle. A yoga center is provided for students and staff, emphasizing the importance of mental and physical wellness.

Outdoor sports

- 1 badminton court,
- 1 kabaddi court,
- 1 throwball court,
- 1 tennikoit court,
- 1 Kho-Kho field.
- 1 Shot put

Indoor games are equally catered for with 11 carrom boards, 24 chess board and 1 table tennis board ensuring that students have a diverse array of options to stay active and entertained.

To satisfy culinary needs, a cafeteria with a seating capacity of 100 members is available on campus, Parking facilities for both staff and students have also been provided

In conclusion, the institution's commitment to providing a comprehensive and enriching educational experience is evident through its state-of-the-art facilities, emphasis on inclusivity, dedication to safety and sustainability, and promotion of cultural and physical activities. The campus serves as a vibrant ecosystem where students can thrive academically, personally, and socially, laying the foundation for their future success.

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

4.1.2

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

Response: 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at ABIT plays a pivotal role in facilitating academic research and study for both students and faculty. Its extensive collection encompasses a wide range of resources, including textbooks, reference materials, and specialized books tailored to various courses, such as GRE and TOEFL. Furthermore, ABIT Library subscribes to several academic journals, databases, and digital resources like DELNET, J-GATE, NDL, and NPTEL, offering students and faculty access to an extensive repository of research articles, reports, and publications.

ABIT Library's digital infrastructure extends beyond traditional resources. It provides students with access to computers, printers, and other essential equipment crucial for research and assignments. Moreover, the library fosters an environment conducive to focused study and research. Its tranquil setting enables students to engage in reading, study sessions, and project work. One of the library's remarkable attributes is its role in building a sense of community among students. It serves as a gathering place where students can collaborate on group projects and assignments. With dedicated group study rooms and other resources, students can work collaboratively, share ideas, and learn from one another.

In total, ABIT Library maintains an impressive collection of 3,306 titles and 24,061 volumes, catering to the diverse academic needs of its students and faculty.

Library Objectives:

- **Enrich Collection:** Continuously expanding and enhancing the library's collection of resources.
- **Optimum Utilization of Resources:** Ensuring the efficient and effective utilization of existing resources.
- **Increasing Readership:** Striving to attract new readers every year.
- **Promoting Reading Habits:** Encouraging reading habits among both students and staff.
- **Vibrant Learning Unit:** Positioning the library as a dynamic and vital learning hub.
- **Promoting ICT Usage:** Encouraging the adoption and utilization of Information and

Communication Technology.

Library Sections:

- **Reception & Circulation Center, Library Office, and Reprographic Section:** Managing circulation, administrative tasks, and document reproduction.
- **Stack Area, Book Bank Section, Syllabus, and Old Question Papers:** Storing and providing access to various materials and past question papers.
- **Online Public Access Catalogue, Reference Section, and Reading Hall:** Facilitating easy search and access to resources and offering a quiet reading space.
- **E-Learning Center, Book Volume Section, Newspaper Section, and Periodical Section:** Supporting e-learning, storing books, providing newspapers, and maintaining periodicals.

The library operates with the help of ECAP Software, a fully automated system that manages various library activities. The software includes modules for administration, academics, accounts, admissions, fee payments, examinations, placements, correspondence, library management, staff management, central stores, departmental stores, hostel, transport, and student management. Some notable features include creating and managing departments, courses, and branches, handling fees and due dates, defining user levels and access rights, data backup and restoration, tracking staff logins, managing complaints and suggestions, setting academic calendars, posting news and events, uploading student data to the college website, and maintaining attendance records using device IDs.

In conclusion, ABIT's library is a dynamic and vital component of the institution, catering to the diverse academic needs of students and faculty while actively embracing modern technology and fostering a culture of continuous improvement and learning.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

ABIT, a forward-thinking institution, has recognized the paramount importance of establishing a robust Information Technology Policy to ensure the efficient management and security of its IT resources. This comprehensive policy encompasses guidelines and procedures pertaining to IT infrastructure, network and security, data management, software and application management, e-learning and digital resources, IT training and support, as well as compliance with industry best practices.

The Institution is hosting a full-fledged website where all information is available. A committee headed by the Principal is looked after by D.Veerawamy Assistant Professor in CSE Department to periodically update & maintain the website in a cloud-based server by support of Amaravathi Software Innovations Pvt.Ltd,Rajahmundry

The member constitutes one faculty from each department who collects & helps in updating centrally. Our domain name is **www.abit.ac.in**

To illustrate ABIT's commitment to staying technologically current, here is an overview of key updates and upgrades in recent academic years:

Frequency of Updates

- **A.Y. 2021-22:** ABIT acquired 20 new Dell Optiplex Intel i3 processor 4th Generation computers in alignment with the university curriculum. Additionally, 20 non-functional computers were replaced with Foxin Intel i3 processor 4th Generation computers.
- **A.Y. 2020-21:** The institution procured 23 new computers, a mix of Acer Veriton M200-H410 and DELL Intel i5 processor 4th Generation computers, while also successfully updating the existing functional computers.
- **A.Y. 2019-20:** ABIT invested in the future by acquiring 100 new computers, 50 each of HP Intel i3 and Intel i5 processors.
- **A.Y. 2018-19:** The institution purchased 100 HP core i3 processor computers, retiring non-functional computers in the process. ABIT currently boasts a total of 453 computers, all connected to LAN for seamless communication and access.

Internet & Wi-Fi:

ABIT recognizes the need for robust internet connectivity in the modern educational landscape and has taken significant steps to address this:

- The campus is equipped with a high-speed 100 Mbps broadband internet connection, aligning with the dynamic demands of higher education and technology.
- Wi-Fi facilities were introduced in the academic year 2017-18, benefitting both students and faculty members.
- In the academic year 2020-21, Wi-Fi coverage was extended to all floors of the campus, including the canteen, enhancing accessibility.
- The college currently boasts over 8 Wi-Fi hotspots with extenders to ensure comprehensive wireless coverage.
- The internet bandwidth was increased from 40 Mbps to 100 Mbps in the academic year 2020-21, providing students with faster and more reliable internet access.

ABIT recognizes the importance of ICT (Information and Communication Technology) resources in

education and has established an in-house team to address software development, hardware and networking, website design and hosting, email solutions, SMS solutions, and more. Moreover, the institution actively encourages the use of ICT resources in teaching and learning, offering advanced library web broadband office facilities for the benefit of both staff and students.

In conclusion, ABIT's commitment to staying technologically advanced is evident through its continuous updates and upgrades, robust internet infrastructure, and proactive approach to IT resource management. These efforts ensure that students and faculty have access to cutting-edge technology and support their academic pursuits effectively.

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

4.3.2

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

Response: 5.12

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

Response: 259

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 83.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
1249	1017	902	844	848

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 96.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1239	1323	1189	941	929

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 78.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	173	238	133	123

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
231	238	283	176	177

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 8.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 2.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	03	03	02

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement**5.4.1**

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

Response:

ABIT Alumni Association is a body of ex-students of the college. This Association will be acting as a link between the industries / organizations they are working with and the Institution. Moreover they will also work to strengthen the network of alumni of ABIT who are serving in different parts of the world. They will be visiting colleges for guiding existing students about the recent trends in industries, skill enhancement and for sharing their experiences. They will work for the betterment of their alumna and its stakeholders.

- The aim of the Alumni Association is to provide a forum for former students to make in valuable contributions.
- To build and maintain positive relationship between the college and Alumni by serving the needs and interests of Alumni and encourage Alumni to play an active role in the future pursuits of the college.
- To encourage the Alumni to take abiding interest in the process and development of Institute. To arrange and support in placement activities for the students of Institute.
- To encourage the students of the Institute and members of the Association for research&development work in various fields like engineering, computer Industrialization etc.
- To guide the students of the Institute for high education, development to of character which will help them to grow as a responsible citizens of the country
- To encourage and guide the students of the Institute on self-employment to become entrepreneurs. To guide students of the Institute on various professional avenues available and support them through various activities such as expert advice, seminars, visit etc.
- To keep track of the achievements of its Alumni, one of the senior faculty member is appointed as the coordinator of Alumni association.
- The alumni members are helping in the students' recruitment process.

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

In addition to the above activities, An alumna contributes to the development of the college in the following ways:

- Provide feedback on infrastructure development and other academic related matters of the college. Alumni members residing in various parts of India share their experiences with staff and students whenever they visit the institution.
- An alumna supports placement activities of the students.

Network with the Alumni:

- The members of college administration and the senior faculty of all the departments participate in the annual alumni meetings on invitation and support for the development of the institution.
- The departments seek the opinion / suggestions of alumni on various developmental activities by sending mails to them and requesting them to fill the proforma supplied in this regard.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institute Vision and Mission:

Vision: To flourish as a center of excellence for producing skilled technocrats and committed human beings.

Mission:

1. To create a conducive environment for teaching and learning.
2. To impart quality education through demanding academic programs.
3. To enhance career opportunities by exposure to recent and industry technologies.
4. To develop professionals with strong ethics and human values for the betterment of society.

Objectives:

1. **Knowledge Hub:** Become a knowledge hub for addressing diverse student learning needs.
2. **Institutional Improvement Plans:** Develop skills to formulate institutional improvement plans in collaboration with stakeholders.
3. **Faculty Consulting:** Attain expertise where faculty members engage in major consulting assignments.
4. **Promote Innovation:** Foster innovative thinking among faculty, students, and staff within a culture of high expectations and accountability.
5. **Consistent Placements:** Achieve targeted results and consistent placements.
6. **Centers of Excellence:** Establish centers of excellence by nurturing skilled personnel and initiating incubation centers.
7. **Community Support:** Understand how professional learning communities can create state-of-the-art facilities to support the rural environment.

Role of Top Management in Policy Implementation:

Top management plays a critical role in policy implementation by providing support, conducting need analysis, and integrating research inputs. They ensure regular inspections and monitoring of laboratories, continuous resource improvement, decentralization, and delegation of powers. Action plans are formulated to enhance the strategic plan and implement academic freedom effectively.

Policy Formulation and Implementation:

Policy formulation and implementation involve faculty members, who are key contributors to the academic process. Faculty members prepare and execute plans and policies, addressing daily operational matters. The Principal oversees policy implementation, while any higher-level requirements are addressed in consultation with the management and faculty members.

Interaction with Stakeholders:

Active interaction with various stakeholders, including students, parents, faculty, management, society, industry, and government, is a priority. This involvement is led by the Management, Principal, and faculty members.

Effective Leadership Practices:

The institution practices decentralized governance. The secretary and correspondent play vital roles in ensuring the college's smooth administration. Management and the principal collaborate to implement programs successfully. HoDs conduct meetings, gather suggestions, and make final decisions related to the college.

Faculty Development:

HODs foster faculty development by assigning roles in academic, co-curricular, and extracurricular activities. Faculty members are encouraged to participate in industrial tours, engage in research, publications, and examinations, and take on leadership roles.

Student Participation:

Students with exceptional academic performance are selected as class representatives and actively encouraged to participate in various activities, both academic and extracurricular.

Committees for Decentralization:

Several committees, including disciplinary, women empowerment, NSS, canteen, transport, OBC, SC/ST, and minority cells, contribute to decentralization and participative management. The events at the college serve as a notable case study of effective decentralization and participative management. The event's organization, budgeting, and execution involve the collaborative efforts of the management, principal, HoDs, committee heads, faculty, and students. Responsibilities are distributed efficiently, resulting in a well-organized event that demonstrates the success of decentralized and participative management principles. This event showcases the college's commitment to teamwork and active stakeholder engagement.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution operates under a well-structured administrative framework governed by a set of policies and procedures outlined in the Manual of Human Resource Policies and Administrative Practices, approved by the Governing Body. The organizational hierarchy is designed to ensure effective functioning and development, involving key roles and committees. Here is an elaboration:

Administrative Hierarchy and Roles

- **Governing Body (GB)** This body is responsible for setting the strategic direction and policies of the institution, ensuring its compliance with established norms and regulations.
- **Principal** The Principal serves as the leader responsible for promoting and overseeing academic and administrative activities, playing a pivotal role in the qualitative development of the institution.
- **Dean-Academics:** The Dean of Academics supports the Principal and collaborates with HoDs in assessing and enhancing academic activities.
- **Administrative Officer:** This role focuses on the effective implementation of administrative policies and decisions, ensuring the efficient functioning of administrative processes.
- **IQAC Coordinator:** The IQAC Coordinator is responsible for maintaining quality assurance in both academic and administrative activities, ensuring that the institution adheres to high standards.
- **R&D Coordinator:** This coordinator oversees the implementation of research policies, the execution of research activities, in-house student projects, and external consultancy projects, promoting innovation and development.
- **Heads of the Department (HODs):** The HODs are responsible for the efficient functioning of their respective academic departments, managing both academic and administrative matters.

Committees for Effective Administration:

- The institution operates through various committees, including the Academic Planning and Advisory Committee, Grievance & Redressal Committee, Library Committee, Staff Appraisal Committee, Admissions Committee, and Finance Committee. These committees contribute to the institution's effective functioning by addressing specific areas of concern and decision-making.

Recruitment and Staff Policies:

- Faculty and staff are recruited following the guidelines and norms set by AICTE/JNTUH, ensuring that the institution maintains the required standards.
- The institution has established a robust staff appraisal policy and incentive policy to recognize and reward staff members for their performance and commitment, fostering a culture of

excellence.

Strategic Development Plans:

- The institution has outlined a comprehensive strategic plan for the period of 2020 to 2025, categorized into two key areas:
 1. **Excellence in Teaching and Learning:** This involves embracing ICT-enabled and online modes of teaching and learning, upgrading facilities for e-content generation, and extensively utilizing the MOODLE platform.
 2. **Research & Development, Innovation:** The institution aims to increase the number of research publications, engage in consultancy projects, create centers of excellence in emerging areas, strengthen industry-institution collaboration, and set up an incubation center.

Impact of Initiatives:

- The initiatives undertaken by the institution have resulted in several positive outcomes, including:
 - Implementation of ICT-enabled teaching methods.
 - Faculty engagement in research and publication.
 - Enhanced research and consultancy activities.
 - Strengthened industry-institution collaboration.
 - The establishment of an incubation center to promote innovation.

In summary, the institution's administrative framework is well-structured and guided by a set of policies and strategic plans that aim to foster academic excellence, research, and innovation, while also ensuring the well-being and professional growth of its faculty and staff.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution places a strong emphasis on the well-being, professional development, and performance assessment of its teaching and non-teaching staff through a comprehensive set of measures:

Welfare Measures for Teaching and Non-teaching Staff

- 1. Leave Benefits:** Staff members are entitled to medical, marriage, and maternity leaves, ensuring their well-being and work-life balance.
- 2. Subsidized Transport Fee:** The institution offers a full subsidy on transport fees, making commuting more affordable for staff members.
- 3. Group Health Insurance:** Staff members are provided with free group health insurance, ensuring that they have access to medical coverage for themselves and their families.
- 4. EPF and ESI Facilities:** Employees have access to Employee Provident Fund (EPF) facilities, ensuring their financial security in the long term. Non-teaching staff also benefit from Employee State Insurance (ESI) facilities, further enhancing their welfare.

Performance Appraisal System for Teaching Staff:

The institution has established a robust performance appraisal system for teaching staff to promote their continuous growth and development. This system includes the following key components:

- 1. Self-Appraisal:** Faculty members are encouraged to perform a yearly self-appraisal, reflecting on their performance in teaching, administration, and research
- 2. Assessment Criteria:** Teaching staff members with a minimum of one year of service are

eligible for performance appraisal, with assessments based on a 100-point scale. The criteria include academic performance (20 marks), results (20 marks), research output (35 marks for publishing in reputable journals and securing DST projects), and administrative duties (25 marks).

3. **Categorization:** Based on their appraisal scores, faculty members are categorized into Category-A (80% and above), Category-B (between 50% and 80%), and Category-C (below 50%).

Incentives:

The institution recognizes and rewards staff members for their performance and commitment through the following incentives:

- **Additional Increment:** Staff members in Categories A and B are awarded one additional increment, providing financial motivation for their excellent performance.
- **Skill Upgradation:** Staff members in Categories C and D are supported in undergoing skill upgradation, ensuring that they have the opportunity to improve their performance and contribute effectively.

Impact of These Measures:

The institution's dedication to staff welfare and performance assessment has yielded several positive outcomes:

- Four faculty members are pursuing Ph.D. degrees.
- One faculty members have been awarded Ph.D. degrees, demonstrating academic excellence.
- Approximately 50 research articles have been published by the faculty, contributing to the institution's research output.
- On average, 75% of faculty members achieve 90% results in the subjects they handle, reflecting their commitment to teaching.
- A significant proportion (80%) of faculty members fall into Categories A and B of the appraisal system, highlighting their high performance.
- Non-teaching staff are motivated by the provision of additional increments, further enhancing their job satisfaction and performance.

In conclusion, the institution's comprehensive welfare measures, performance appraisal systems, and incentives have created a conducive environment for staff development, leading to improved academic and administrative outcomes.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 33.51**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	30	33	37	32

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 32.08**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	42	64	31	22

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	4	5	6

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The College has established an effective mechanism for financial resource mobilization, optimal utilization of resources, and regular financial audits to ensure the efficient management of its finances.

Financial Resource Mobilization:

- 1. Tuition Fees:** The institution collects tuition fees from its students, which serves as a significant source of revenue.
- 2. Consultancy Fund:** The College secures Consultancy fund from Non-Government agencies.
- 3. Alumni Contribution :** The College secures fund from Alumni

Strategies for Optimal Utilization of Resources:

The College has a clear strategy for the optimal utilization of its financial resources. These resources are allocated to various expenditure heads to support the institution's overall development:

- **Staff Salaries:** A substantial portion of the funds (60%) is allocated to staff salaries, ensuring that faculty and staff are compensated appropriately.
- **Development of Administrative Facilities:** Funds are dedicated to enhancing administrative facilities, contributing to the smooth functioning of the institution.

- **Strengthening of Academic Facilities:** Resources are allocated to improving academic infrastructure and facilities, creating a conducive learning environment for students.
- **Faculty Development Programs:** The institution organizes faculty development programs, workshops, guest lectures, hackathons, tech fests, and annual events to enhance the professional development of its teaching staff.
- **Student Activities:** A portion of the budget (3%) is dedicated to organizing various student activities, ensuring their holistic development beyond academics.
- **Field Trips and Industrial Visits:** Funds are allocated for organizing field trips and industrial visits, enriching students' practical knowledge and exposure.
- **Sports and Games Facilities:** Resources are invested in improving sports and games facilities, promoting physical fitness and extracurricular activities.

The allocation of funds is done in a manner that supports both the academic and extracurricular needs of the institution, fostering an all-round development approach.

Financial Audits (Internal and External):

The institution places a strong emphasis on financial transparency and accountability through regular internal and external audits.

Internal Audit:

- An internal audit committee, chaired by the Principal and consisting of key administrative personnel, oversees internal audits.
- An Internal Certified Auditor conducts thorough audits of transactions and all books of accounts, generating audit reports.
- The reports are submitted to the Chairman of the Institute Internal Audit Committee.
- Any identified discrepancies are rectified by the Head of Accounts, who maintains a record of the report for submission to the external auditor.

External Audit:

- The financial statements of the institution are audited by M/s. M SAI SAGAR, an external auditing firm.
- The auditors visit the institute to conduct audits of the account statements prepared by the accounts department.
- Any observations or findings made by the external audit team are diligently addressed and rectified.

Both internal and external audits are conducted regularly, ensuring compliance with statutory procedures and maintaining financial integrity.

Impact:

Due to the efficient mobilization and utilization of resources, the institution has experienced significant improvements in resource management. This has enabled the institution to effectively support women's empowerment initiatives and foster a robust research ecosystem, contributing to its overall growth and development.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Institutional Focus on Quality Teaching and Learning

The institution is dedicated to delivering quality education and focuses on the holistic development of students through a range of initiatives, including certificate programs for skill development, training programs, and co-curricular and extra-curricular activities. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring and enhancing the quality of academic activities.

Composition of IQAC:

1. **Chairperson:** Head of the Institution
2. **Teachers:** Representation from various academic levels (Three to eight)
3. **Management Representative**
4. **Senior Administrative Office Bearers**
5. **Nominee from Local Society, Students, and Alumni**
6. **Nominee from Employers/Industrialists/Stakeholders**
7. **Coordinator/Director of IQAC (Senior Teacher)**

Functions of IQAC:

1. **Development and Application of Quality Benchmarks:** IQAC establishes quality benchmarks and parameters for academic and administrative activities.
2. **Creating a Learner-Centric Environment:** Facilitates an environment conducive to quality education and faculty development.
3. **Feedback Collection:** Collects and analyzes feedback from all stakeholders to improve institutional processes.
4. **Dissemination of Quality Information:** Shares information on quality parameters with stakeholders.
5. **Organizing Workshops and Seminars:** Conducts workshops, seminars, and quality circles on quality-related themes.
6. **Documentation:** Documents programs and activities aimed at quality improvement.
7. **Nodal Agency for Quality Coordination:** Acts as a nodal agency for coordinating quality-

related activities and best practice dissemination.

Two Practices:

1. **Mentoring:** Facilitates continuous communication between students and mentors to promote personal and tutorial growth. Mentors provide guidance, motivation, and emotional support while addressing academic challenges.
2. **Remedial Classes:** Conducted weekly for weaker students to improve their foundational skills and competencies. These sessions are designed to help students develop effective learning habits and discipline.

Quality Enhancement Measures:

1. **Video Lectures:** Incorporates video lectures by professors from renowned institutions and universities to enhance students' understanding of subjects.
2. **E-Learning:** Promotes e-learning through Information and Communication Technology (ICT).
3. **Outcome-Based Education:** Implements Outcome-Based Education strategies to ensure learning outcomes are achieved.
4. **NPTEL and MOOCs:** Encourages students to take NPTEL and MOOCs courses for advanced study and exposure.
5. **Guest Lectures:** Organizes guest lectures and seminars by industry experts to bridge the gap between academics and industry.
6. **Field Trips and Lab Lectures:** Conducts field trips and lab lectures to provide practical exposure to students.
7. **Mentoring:** Facilitates mentorship to guide students in their personal and academic growth.
8. **Tutorial Teaching:** Provides tutorial support to help students excel in their studies.

Learning Management System (LMS): Utilizes various LMS platforms, such as Great Learning, CODETANTRA, to facilitate self-learning. All stake holders can access these platforms for communication.

The institution also focuses on administrative quality enhancement by implementing HR policies, ensuring transparency, and promoting discipline and ethics among students. It actively engages with industry experts and organizes talks to bridge the gap between academia and industry.

The institution continually reviews and improves its teaching, learning, and assessment strategies, embracing Outcome-Based Education, ICT usage, academic research, guest lectures, field trips, mentoring, and more. It strives to create a learner-centric environment that empowers students and enhances their overall development.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

ABIT is committed to promoting gender equity within its institution by ensuring equal access to knowledge and skills for all genders. The institution has implemented various processes and strategies to foster gender equity, create awareness, and provide support to its students and staff:

1. Awareness Programs:

- ABIT organizes awareness programs for both staff and students to educate them on gender equity and sensitization. These programs cover topics such as fundamental rights, equal opportunities, the power of girls, gender issues in the workplace, and gender discrimination in society and at home.

2. Equal Opportunities:

- The institution ensures equal opportunities for learning and career advancement for all genders, fostering an environment where individuals can thrive based on their skills and abilities, rather than their gender.

3. Safe and Secure Environment:

- ABIT prioritizes the safety and security of its female students and staff. Measures such as CCTV surveillance on every floor and secured hostel facilities for girls are in place to create a safe environment.

4. Grievance Redressal:

- The institution has established a speedy mechanism for grievance redressal, ensuring that any concerns related to gender equity or any other issues are addressed promptly and effectively.

5. Women Empowerment Cell:

- ABIT has a dedicated Women Empowerment Cell that actively organizes various initiatives:
 - Gender sensitization programs, workshops, group discussions, and lectures.
 - Inviting renowned personalities as guest speakers to educate both male and female, including socio-economic, political, legal, psychological, health, and hygiene topics.

- Availability of sanitary pads in every girl's restroom for the benefit of female students and staff.
- Gender-related topics, such as gender discrimination and violence against women, are incorporated into the curriculum.
- Activities like poster presentations on the impact of gender discrimination on children raise awareness among students.
- Donations of clothes and sanitary pads are organized for the benefit of those in need.

6. Gender Sensitization Action Plan:

- ABIT has developed a gender sensitization action plan that includes:
 - Seminars on health and hygiene-related topics for women staff and students.
 - Programs on women empowerment and yoga classes to improve overall well-being.
 - Seminars on stress management for staff.
 - Seminars on constitutional rights-related topics for both staff and students.

In addition to promoting gender equity, ABIT actively participates in celebrating national and international commemorative days, fostering a sense of unity and patriotism among its staff and students. These events include National Youth Day, National Science Day, Republic Day, Independence Day, Gandhi Jayanti, International Women's Day, World Environment Day, International Yoga Day, Bathukamma, Sankranti Sambaraalu, Ugadi, Ganesha Festival, Dusshera, Christmas, and Cultural Festivals. National Youth Day. Similarly, National Science Day, National Mathematics day encourages innovation and awareness in the fields of science and technology, benefitting both students and faculty.

In summary, ABIT's commitment to gender equity, awareness, and inclusivity, along with its active participation in national and international events, contributes to creating a supportive and inclusive educational environment for all its stakeholders.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

At ABIT, the institution is dedicated to fostering an inclusive and diverse learning environment that welcomes students from various cultural, regional, linguistic, and socio-economic backgrounds. The college firmly embraces the concept of "**Unity in Diversity**" and actively works to integrate students into the socio-cultural fabric of the state. To achieve this goal, ABIT celebrates numerous festivals, awareness days, and cultural. Here are some of the key aspects of the institution's efforts in this regard:

1. Cultural Festivals:

- ABIT organizes cultural and departmental festivals annually, featuring a wide range of cultural competitions in areas such as music, dance, drama, fine arts, and literary competitions. These events recognize and reward the talented students in these domains.

2. Regional Festivals:

- The institution gives equal importance to regional cultural festivals, including Sankranthi Sambaraalu, Brathukamma panduga, Dushera, Holi, and Christmas. Celebrating these festivals promotes inclusivity and diverse thinking among students from various cultural backgrounds and religions.

3. National Festivals:

- National festivals like Independence Day, Republic Day, and National Youth Day are celebrated with enthusiasm to instill patriotism and a sense of national identity among students.

4. Linguistic Activities/Celebrations:

- ABIT conducts events like Mathrubhasha Dinotsavam, Sanskrit Day, Bhashotsava, These events encourage students to participate in various language-related competitions and win prizes, promoting linguistic diversity.

5. Communal Socio-Economic Activities:

- The institution actively celebrates communal festivals such as Ganesha Chaturthi and Christmas, fostering a spirit of unity and understanding among students of different communities and faiths.

6. International Awareness Days:

- ABIT also observes major international awareness days, including:
 - International Women's Day (March 8th) with renowned women speakers addressing women staff and students.
 - World Environment Day (June 5th) with tree planting initiatives and student participation to raise environmental awareness.
 - World Water Day (March 22nd) marked by rallies in the local community to create awareness.
 - International Yoga Day (June 21st) with yoga sessions and pranayama to promote physical and mental well-being.

Sensitization to Constitutional Obligations:

ABIT places significant emphasis on sensitizing both students and employees to their constitutional obligations, values, rights, and responsibilities as Indian citizens:

Constitutional Values:

- Women's rights activists, lawyers, and educationists are invited to educate the ABIT community about constitutional values related to women's rights,
- **Constitutional Rights:**
- Seminars and awareness programs are conducted to educate students and staff about their fundamental rights enshrined in the Constitution.

Constitutional Duties:

- Special sessions and talks are organized to sensitize students on their duties as responsible citizens, including the right to equality of opportunities.

Constitutional Responsibilities:

- ABIT actively participates in citizenship training, which includes traffic awareness programs. These programs educate students about their responsibilities in adhering to traffic rules and regulations.

ABIT's efforts in educating students about their constitutional rights, duties, and responsibilities have yielded positive outcomes, including increased voter participation during elections. The institution remains committed to creating a welcoming and inclusive environment where students can celebrate their diversity while also understanding their role as responsible citizens of India.

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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice 1 : Employment Recapitulation Program (PUNASCHRANA)

1. Objective:**PUNASCHRANA** is:

- To achieve the vision of the institution viz., to develop all round personality of the Alumni on progressive lines.
- To provide training to alumni on Latest technologies to bridge the Gap between Academia to Industry to former women Engineering Graduate of rural region to get back to explore opportunities

1. The context:

Women participation in the workforce is not only important from an organizational perspective but also from a developing economy perspective. As a part of social responsibility ABIT launched a new employment recapitulation program named “PUNASCHRANA” for women on World Malala Day. For those who wish to return to the work force or enter into it for the first time after the long break. This initiative aimed at rural women technology ABIT (Engineering Graduates) of Rural Region of Tealagana. Who are a career break and keen to resume active work. Industry will lose so much of skill, talent and loyalty which is existed in the desired market just because there is no bridge? Obviously not, we at ABIT have compiled A initiative named “PUNASCHARANA”, which have been already tried and tested by industry leaders to engage with such talent to encourage their growth. We at ABIT campaigns and programs to attract and engage Alumni with targeted the Women candidates sitting at home. Under this, we will train them with latest skills and encouraged them through social media platforms to come and explore various kind of jobs they can try and join back with the novel program initiated by ABIT Named “PUNASCHARANA”. They also promoted through our news letter “*ABIT-Pulse*”, to keep them posted about upcoming skills, daycare, on-premises nursing & paediatrician etc. As part of this initiative, ABIT provides structured training on latest skill . It helps women sharpen their programming skills, We encourage women looking get back to explore opportunities irrespective of college Ones the Women Graduates completes this programme they are free to apply to any company they choose, job as they choose.

1. The Practice:

Training session for alumni on technical and life skills is conducted every day from 3:00 PM to 5:00 PM for 2 to 3 Months. The Trainers are provided with details of Alumni’s performances in terms of academic (weekly test, monthly-Test) and attendance records. The trainer also keeps track of the student’s personal development such as Skills, discipline and career related issues. The practice of the Technical skills training system is evaluated by the Dean Academics, so as to ensure quality and efficiency in practice. The grievances of the students are taken up by the Trainer and if necessary it is forwarded to the Principal for necessary remedial actions.

1. Evidence of Success:

- Improvement in Technical and life skills, interaction and communication skills.
- Improvement in students’ attendance.
- Establishment of a vibrant relationship between Institute and Alumni

6. Problems encountered and resources required:

The diversity in students' background and upbringing i.e. lack in the art of effective articulation, indifferent attitude etc.

Best Practice - 2: Effective Mentoring System for Students

1. Objectives of the Practice: To minimize dropouts, improve performance and reduce the stress of the students through personal counselling.

1. The Context: Students undergo various problems of stress- personal, academic, physical, and mental. Students are new to professional college life. It creates a lot of stress, especially for hostel students who are away from family for the first time. Students from educationally weak backgrounds feel complex and hesitations in class and are unable to perform well due to inhibitions. Statistics reveal an increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to students in class. One solution, therefore, is a 'Mentor' who can form a bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

1. The Practice

Each teacher is assigned around 10-15 students for the complete duration of their study.

- They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.
- The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.
- The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc., on a weekly basis
- The mentors also counsel the students in need of emotional problems.
- When the students have any problem in any department either with the staff or with work completion the mentors speak with the respective staff and sort out the problem.
- Mentors take special care of weak students, who are given advice on how to study, prepare a timetable for study and clarify the doubts and also give notes to study.
- The Head of the department takes the progress of counselling of students by mentors.

Students' problems are discussed with the departmental heads, and other faculties and necessary actions are taken to solve them.

1. Evidence of Success: Evidence of the success of the practice includes better results in the examinations, improved attendance, fewer dropouts, increased participation in co-curricular and extracurricular activities, better discipline on campus and respectful relationships between teachers and students. The students are more relaxed and have a healthy relationship with the staff.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctiveness: Providing Freeships to Deserving Students

In a landscape where access to quality education is often hindered by financial constraints, the distinctiveness of Anubose Institute of Technology (ABIT) lies in its unwavering commitment to providing freeships to deserving students, particularly those from socially and economically disadvantaged backgrounds. This practice is rooted in the institution's core objective of ensuring that financial disability does not impede a student's pursuit of higher education. ABIT stands out through its dedicated efforts to empower academically bright yet economically weak students, a mission that sets it apart and serves as an inspiration to many.

Background: ABIT, located in a region that draws students from both rural and urban areas of Telangana, Andhra Pradesh, and beyond, recognizes the diverse socioeconomic backgrounds of its students. Many of these students hail from local rural areas and face severe financial constraints. Although they possess the competence and a genuine interest in technical education, their parents are unable to provide sustained financial support. ABIT steps in to provide these students with a lifeline, granting them the opportunity to pursue their academic and professional dreams. Central to this mission is the institution's commitment to delivering technical education at an affordable cost.

Objectives of the Practice:

- To extend financial aid to poor students, especially from rural areas, to prevent them from discontinuing their studies due to poverty.
- To support financially all deserving, economically disadvantaged students without any discrimination based on caste, creed, or gender.
- To provide quality career opportunities for deserving students.
- To equip rural students with the skills necessary to be industry-ready before their graduation.

The Practice: The institution's practice begins with local government authorities recognizing the need for scholarships and freeships for deserving students. ABIT takes an active role by issuing a circular at the start of each academic year, inviting all needy students to apply for these scholarships. A committee, composed of knowledgeable and dedicated individuals, is constituted to meticulously scrutinize the applications, ensuring that they adhere to the set criteria. The scholarship committee, armed with these

applications and their supporting documents, submits its final recommendations to the Head of the Institution (HoI). The HoI, after obtaining the necessary approvals from the governing body, finalizes the scholarship amounts and communicates the selections to the chosen students.

The freeships awarded encompass various areas of financial support, including tuition fees, bus fees, hostel fees, and academic incentives. For example 2022-23 Academic Year, tuition fees are reduced by 75000 for 51 students, bus fees receive support of up to 7500 each for 26 students, and hostel fees are partially covered for 35 students up to 15000. Additionally, 1000 academic incentives are provided for 190 students. This financial relief significantly alleviates the economic burden on these students and their families.

Importantly, the students who receive these freeships are not left to fend for themselves; rather, they are continuously monitored and supported by mentors, heads of departments, and the HoI. This support extends to academic performance, participation in co-curricular and extra-curricular activities, and guidance to help them pursue their career aspirations.

Evidence of Success: Since the inception, the institution offered freeships to more than 1000 students during last 5 Academic years. The success of ABIT's distinctive practice is evident through multiple indicators., the institution provided substantial financial support to 116 students, including tuition fee waivers, 126 students for bus fee support, 76 students for hostel fee coverage, and 729 students for academic incentives. This support allowed students from economically weaker backgrounds to access and continue their education, significantly reducing the financial burden on their families. All the students who received freeships showed very good performance in terms of pass percentage and in cocurricular and extra-curricular activities. Most of the freeship recipients are working with MNCs at leadership roles. Some of the students turned out to be entrepreneurs.

Challenges/Problems Encountered:

- Although many students apply for the scholarship, it becomes difficult to award

scholarships/freeships to the needy student.

- As the free scholarships are limited some students get disappointed for not getting a scholarship despite being eligible.
- Keeping the student motivated throughout the duration of the program is a challenging task for the institution

In conclusion, ABIT's distinctive practice of providing freeships to deserving students sets it apart as an institution deeply committed to social equity and inclusive education. While there are challenges to be addressed, the impact on the lives of underprivileged students and the success stories that have emerged make this practice a source of inspiration and a shining example of the transformative power of education. The institution's dedication to empowering economically disadvantaged students is a model worth emulating for others in the field of education.

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

5. CONCLUSION

Additional Information :

Anubose Institute of Technology (ABIT) was established with the collective efforts of experts having long and excellent academic involvement in the field of technical education with the mission '*Social transformation through active education.*' At ABIT, emphasis is given to training the deserving young women who have an ambition to ensue higher education in engineering and are desirous of securing skills to meet the demands of the industries, ABIT has distinct characteristics, which have guided the Institution to quality and excellence in all its activities.

ABIT established with the motto of '*Rural Empowerment*', an exclusive educational stream for Technical education, caters to the needs of technical and IT industries of the global job market with skilled women personnel. Having "**A sound mind is a sound body**" as a mantra and focal point, the institute also encourages student's sports activities. To ensure this, we have created a special period for games for students to generate and activate their hidden energies to make them physically and mentally sound.

ABIT aims to create a policy of quality assurance to address, monitor and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a centre of excellence for Engineering graduates. The institute implements distinctive practices, successful student engagement for holistic development, research and development, and societal consciousness.

Concluding Remarks :

The Anubose Institute of Technology, guided by the motto of 'Young Mind Empowerment,' relentlessly strives to unleash the full potential of its students, impart knowledge, and equip them with the necessary skills to excel. Recognizing the importance of accreditation from various bodies, we aspire to achieve autonomy in the distant future, following a well-defined roadmap.

Our institution boasts a range of statutory committees, including the Governing Body, Academic Council, Finance Committee, and other non-statutory committees. These committees play pivotal roles in helping us reach our goals.

Our Training and Placement Cell has been highly successful in transforming young talent into skilled professionals, with a track record of placing more number of students in the industry over the past five years. This success boosts the confidence of our female students and contributes to our nation's growth.

The preparation of the Self-Study Report (SSR) in accordance with NAAC standards has provided us with the opportunity to comprehensively assess the various facets of quality education. We believe that this report, a collective effort of all our staff members, meets the expectations of the NAAC committee for the accreditation process.

As the Principal and Head of the Institution, I extend my congratulations to the members of the NAAC Steering Committee (Internal), IQAC Cell, and all staff members who directly or indirectly contributed to the preparation of this SSR. We aim to present a flawless report that accurately reflects our institution's commitment to excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 55 Answer After DVV Verification :55</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>655</td> <td>768</td> <td>709</td> <td>651</td> <td>722</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>655</td> <td>768</td> <td>709</td> <td>651</td> <td>722</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	655	768	709	651	722	2022-23	2021-22	2020-21	2019-20	2018-19	655	768	709	651	722
2022-23	2021-22	2020-21	2019-20	2018-19																	
655	768	709	651	722																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
655	768	709	651	722																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 555 Answer after DVV Verification: 507</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
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2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	480	390	420

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	480	390	420

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
195	196	166	96	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	166	96	126

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	195	210

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	168	137	147

Remark : Value updated as per HEI clarification and logic

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

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

105	118	112	110	110
-----	-----	-----	-----	-----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105	118	112	110	110

2.4.2 **Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	8	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	09	07	03	03

2.6.3 **Pass percentage of Students during last five years (excluding backlog students)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
230	236	278	173	175

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
231	238	283	176	177

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	1.5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	3	00	1.0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	8	9	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	9	6

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	37	0	30	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	00	01

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	7	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	7	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	05	3	04

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

Answer before DVV Verification :

Answer After DVV Verification :31

Remark : Value updated as per attachment

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
161.08	18.69	282.30	84.93	89.03

Answer After DVV Verification :

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

1	1	1	1	1
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Remark : HEI provided only extract statement and the audited statement, which is not in the name of HEI. Values updated accordingly

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

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

Answer before DVV Verification : 453

Answer after DVV Verification: 259

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
351.85	67.96	464.27	155.39	178.29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

Remark : HEI provided only extract statement and the audited statement, which is not in the name of HEI. Values updated accordingly

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
202	173	238	133	123

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
202	173	238	133	123

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
230	236	278	173	175

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
231	238	283	176	177

Remark : As per 2.6.3 the value for 5.2.1.2 updated

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	4	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	0	0	0

Remark : As per the documents the value updated

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

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*

Answer before DVV Verification:

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

Answer After DVV Verification :

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

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	33	36	24	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	03	03	02

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	30	33	37	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	30	33	37	32

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69	62	54	67	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	42	64	31	22

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

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

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

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

Remark : Value updated as per attachment

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1196 986 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>541.01</td> <td>95.73</td> <td>774.94</td> <td>254.33</td> <td>284.43</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1388 986 1500"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>586.41</td> <td>541.01</td> <td>95.73</td> <td>774.94</td> <td>254.33</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	541.01	95.73	774.94	254.33	284.43	2022-23	2021-22	2020-21	2019-20	2018-19	586.41	541.01	95.73	774.94	254.33
2022-23	2021-22	2020-21	2019-20	2018-19																	
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