# YEARLY STATUS REPORT - 2023-2024

## Part A

## Data of the Institution

| | |
|---|---|
| **1.Name of the Institution** | Audisankara College of Engineering & Technology |
| • Name of the Head of the institution | Dr G V Narayana |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 9248748410 |
| • Alternate phone No. | 9248748401 |
| • Mobile No. (Principal) | 9000612668 |
| • Registered e-mail ID (Principal) | principal@audisankara.ac.in |
| • Address | NH-5, Bypass road |
| • City/Town | Gudur, Tirupathi Dist |
| • State/UT | AndhraPradesh |
| • Pin Code | 524101 |

**2.Institutional status**

| | |
|---|---|
| • Autonomous Status (Provide the date of conferment of Autonomy) | 22/05/2013 |
| • Type of Institution | Co-education |
| • Location | Rural |

- Financial Status                 **UGC 2f and 12(B)**


- Name of the IQAC Co-ordinator/Director     **Prof. J Amarendhra**

- Phone No.                        **8019681152**

- Mobile No:                       **8019681152**

- IQAC e-mail ID                   **iqaccoordinator@audisankara.ac.in**

**3.Website address (Web link of the AQAR (Previous Academic Year)**     https://www.audisankara.ac.in/aqar2223.html

**4.Was the Academic Calendar prepared for that year?**     **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:     https://www.audisankara.ac.in/acal.html

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|----------------------|---------------|-------------|
| **Cycle 1** | **A** | **3.07** | **2011** | **16/09/2011** | **15/09/2016** |
| **Cycle 2** | **B++** | **2.77** | **2017** | **30/10/2017** | **29/10/2022** |
| **Cycle 2** | **A+** | **3.30** | **2021** | **15/02/2021** | **14/02/2026** |

**6.Date of Establishment of IQAC**     **22/03/2010**

**7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|---------------------------------------|--------|----------------|----------------------------|--------|
| **Institution** | **Section 2(f) &12(B)** | **UGC** | **09/08/2012** | **Nil** |

**8.Provide details regarding the composition of the IQAC:**

- Upload the latest notification regarding the composition of the IQAC by the HEI     View File

**9.No. of IQAC meetings held during the year**      4

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?      Yes

- If No, please upload the minutes of the meeting(s) and Action Taken Report      No File Uploaded

**10.Did IQAC receive funding from any funding agency to support its activities during the year?**      No

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

Strengthenging of Outcome-Based Education (OBE): Strengthened OBE in line with Outcome-Based Accreditation and NEP 2020, aligning curriculum design, delivery, and assessment. Conducted continuous training programs for faculty to establish a robust OBE ecosystem on campus.

Integration of ICT Tools for Teaching-Learning: Effectively utilized ICT tools and virtual meeting platforms to ensure a seamless teaching-learning experience akin to physical classroom settings.

Suggested the management to go for campus wide academic digitization and phase wise implementation of smart class rooms across the classroom

Academic Bank of Credits (ABC): Initiated the ABC registration process and successfully created ABC IDs for students admitted in 2022, facilitating seamless credit transfer and record maintenance.

Implementation of National Education Policy (NEP) 2020: Promoted NEP 2020 by introducing trans-disciplinary curricula, enabling credit transfer through ABC, and emphasizing skill development through internships and industry-connect courses. Suggested to develop metacognitive assessment tool for courses related to experiential and applied learning

**12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Formulation of Academic Regulations 2023 To design Academic Regulations 2023 in alignment with NEP 2020, integrating self-learning through online certification courses. | Regulations were formulated by incorporating NEP principles, leveraging expert inputs. |
| Enhancement of Teaching-Learning Processes: Augment facilities for teaching-learning and digitize grievance redressal mechanisms. | Continuous improvement in teaching-learning practices and digital mechanisms. |
| Outcome-Based Education (OBE): Conduct sensitization programs for faculty and other stakeholders on OBE principles and implementation strategies. Collaborate with external experts to guide the development of an outcome-based curriculum under the autonomous framework. | Successfully conducted several OBE sensitization programs, equipping faculty with the necessary skills and knowledge for curriculum development. Developed an autonomous curriculum that integrates OBE principles, focusing on measurable outcomes and skill development. Strengthened the institution's academic ecosystem, paving the way for a systematic and effective outcome-based learning environment |
| Promotion of Research and Innovation Enhance research culture by encouraging publications, product development, and submission of research proposals to funding agencies. | Published 165 high-quality research papers, contributing to institutional research output and visibility. 2 faculty members were awarded PhDs, and 2 faculty members successfully submitted their PhD theses31 faculty members pursuing PhDs, fostering a research-oriented academic culture. |

## 13.Was the AQAR placed before the statutory body?

Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|:---:|:---:|
| IQAC | 21/12/2024 |

**14.Was the institutional data submitted to AISHE ?**   Yes

- Year

| Part A | |
| --- | --- |
| **Data of the Institution** | |
| **1.Name of the Institution** | Audisankara College of Engineering & Technology |
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| **13.Was the AQAR placed before the statutory body?** | Yes |

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| IQAC | 21/12/2024 |

**14.Was the institutional data submitted to AISHE ?** | **Yes**

- Year

| Year | Date of Submission |
|---|---|
| 2022 | 12/03/2024 |

**15.Multidisciplinary / interdisciplinary**

The institution is progressively transforming into a holistic multidisciplinary hub by implementing a comprehensive plan aligned with the National Education Policy (NEP) 2020. It envisions providing students with broad-based, integrated education by incorporating mandatory open electives across diverse fields such as Machine Learning, Data Science, EV Technology, IoT, and other emerging domains. More than 20% of the curriculum comprises multidisciplinary courses complemented by project-oriented learning. This innovative approach fosters collaboration and ensures that students from varied disciplines gain exposure to multiple fields, cultivating critical thinking and adaptability. To further this vision, the institution is actively phasing out single-stream education and introducing trans-disciplinary curricula. Liberal Arts courses such as Psychology, Journalism, and English for Media, along with General and Personal Management courses, have been introduced to bridge the gap between STEM and humanities. Universal Human Values and ethical education are integral components of the curriculum, instilling a sense of societal responsibility among students. The curriculum also includes credit-based courses on environmental education, sustainability, and climate change, reflecting the institution's commitment to fostering responsible global citizens. Community engagement is emphasized through National Social Service (NSS) activities, with plans to formalize these as credit-based courses. These initiatives aim to provide students with practical experience and align education with real-

world social challenges. To promote flexibility in education, the institution has registered under the Academic Bank of Credits (ABC) and secured Governing Board approval for multiple entry and exit options. This enables students to accumulate and transfer credits seamlessly, offering them the flexibility to exit with qualifications after one, two, or three years of undergraduate education. Programs like B.Tech. (Honors) and B.Tech. (Minors) allow students to specialize in niche domains while maintaining academic rigor. Collaborations with other institutions are in progress to diversify learning opportunities further. The institution also emphasizes multidisciplinary research to address societal challenges. Faculty and students are encouraged to collaborate across disciplines to solve complex problems, leveraging diverse knowledge resources and innovative research approaches. This aligns with the principles of the International Engineering Alliance (IEA) and Washington Accord, enhancing the institution's global competitiveness. Good practices that support multidisciplinary education include dedicated Saturdays for industry visits, where students engage in problem-solving activities. The introduction of industry-integrated curricula and specialized B.Tech. (Minors) courses further promotes an interdisciplinary outlook. Sustainability initiatives, such as waste paper recycling projects recognized by ITC, highlight the institution's commitment to environmental and multidisciplinary education.

## 16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC) Implementation In alignment with the objectives of the National Education Policy (NEP) 2020, the institution has proactively adopted measures to implement the Academic Bank of Credits (ABC) system. This initiative is geared towards enhancing academic flexibility and offering students the benefits of multiple entry and exit points during their chosen programs. Institutional Initiatives for ABC Implementation The institution has taken significant steps to meet the requirements of ABC, starting with registering under the National Digital Repository, a foundational aspect of the ABC framework. Governing Board approvals have been secured to formalize the institution's participation in ABC, ensuring a seamless integration of this initiative. Additionally, the institution is collaborating with skill universities and exploring partnerships with reputed national and international institutions to facilitate credit recognition and transfer across a broad spectrum of disciplines. Registration Under ABC The institution has successfully registered under the Academic Bank of Credits, enabling students

to accumulate and transfer credits earned across different courses and institutions. This registration empowers students to avail the benefits of multiple entry and exit points, fostering flexibility and personalized academic pathways. For instance, learners can exit their programs with a diploma after the first year, an advanced diploma after the second year, or a degree upon completion of the third or fourth year. This flexibility aligns with the institution's vision of providing holistic and learner-centric education. Efforts Towards Collaboration and Internationalization To enhance the scope of ABC, the institution is focusing on seamless collaboration with both national and international institutions. Efforts are underway to establish partnerships for joint degree programs and credit transfer mechanisms with foreign universities, fostering the internationalization of education. These collaborations aim to broaden the academic horizons of students and provide them with global exposure. The institution is also working towards creating a robust system for dual degrees and exchange programs, ensuring smooth credit transfers between Indian and foreign institutions. Faculty Empowerment in Curriculum Design Faculty members play a pivotal role in the successful implementation of ABC. The institution encourages them to design curricula and adopt innovative pedagogical approaches within the approved framework. Faculty members are empowered to select textbooks and supplementary reading materials, create assignments, and develop diverse assessment methods to promote a deeper understanding of the subject matter. Regular workshops and training sessions are organized to help faculty integrate ABC principles and outcome-based education into their teaching practices. Good Practices in ABC Implementation The institution has adopted several good practices to support the deployment of ABC: Curriculum Design: A flexible and multidisciplinary curriculum has been developed to align with ABC requirements, including open electives, one-credit courses, and industry-integrated modules. Skill Development: Collaboration with skill universities enables students to gain hands-on training and earn credits through practical exposure. Technology Integration: A digital credit management system has been implemented for real-time tracking and transfer of credits, ensuring transparency and efficiency. Student Guidance: Dedicated academic counselors assist students in planning their academic journeys, leveraging the multiple entry and exit options provided by ABC.

## 17.Skill development:

Skill Development at the Institution in Line with NEP 2020

Efforts to Strengthen Vocational Education and Soft Skills The institution has undertaken several initiatives to align with the National Skills Qualifications Framework (NSQF) and bolster the vocational and soft skill development of students. Key efforts include partnerships with renowned industries and organizations to provide hands-on training and practical exposure to students. For instance, a tripartite MoU with Siemens, Hindustan Shipyard Limited (HSL), and Kuka Robotics has enabled the institution to offer skill-oriented courses such as PCB Design, VLSI, IoT, Embedded Systems, and Industrial Automation. In addition, mandatory soft skills training, integrated into the regular timetable, ensures that students develop essential communication, leadership, and teamwork abilities. Vocational Education Programs The institution integrates vocational education into mainstream academics by offering credited courses such as IT Workshops, where students learn to assemble and dismantle computing gadgets. Moreover, the institution mandates two internships for students during their academic tenure, including semester-long internships, to bridge the gap between academic knowledge and industrial requirements. Value-Based Education for Holistic Development The institution places a strong emphasis on inculcating humanistic, ethical, and constitutional values in students. Courses like Ethics, Intellectual Property Rights (IPR) and Patents, Universal Human Values, and Indian Traditional Knowledge (ITK) are part of the curriculum. Through these courses, students are introduced to principles such as truth (satya), righteous conduct (dharma), peace (shanti), love (prem), and non-violence (ahimsa), fostering a well-rounded personality. Clubs and societies play a key role in promoting positivity and life skills through informal means. The institution also actively engages students in community service through the National Service Scheme (NSS) and sustainability initiatives. Institutional Efforts for Vocational Credit Structure To ensure vocational education is integral to the learning process, the institution has designed a credit structure requiring students to complete at least one vocational course before graduation. This includes one-credit courses conducted in collaboration with government organizations and industry veterans. These experts bridge knowledge gaps by providing practical training in advanced technical skills. In line with the vision of the National Education Policy, the institution plans to extend vocational education through open and distance learning (ODL), blended learning, and modular on-campus courses. NSDC Collaboration and Online Skilling The institution is in discussions with the National Skill Development Corporation (NSDC) to create a unified platform for learner enrollment, skill mapping, and

certification. Skilling courses in online and distance modes are being planned to further enhance accessibility. Good Practices in Skill Development Skill-Oriented Courses: Implementation of software-based courses such as draftsman applications. Industry Collaboration: Partnership with industry leaders to offer advanced training. Internships: Mandatory internships, including semester-long programs. Blended Learning: Implementation of LMS to facilitate flexible learning. Vocational IT Workshop: Hands-on training in computing technology. Value-Added Programs: Courses on ethics, ITK, and value systems promote holistic development.

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Integrating the Indian Knowledge System (IKS) into education bridges ancient wisdom with modern learning, fostering cultural pride and holistic development. Teaching in Indian languages enhances accessibility, allowing students to connect deeply with their heritage. It brings ancient texts like the Vedas, Upanishads, and epics into contemporary relevance, while regional languages make complex philosophical and scientific concepts more relatable. Developing curriculum materials, training educators, and encouraging multilingualism are crucial steps. Incorporating cultural elements in education promotes ethical values and holistic growth. Traditional art forms, ancient texts, and contributions like Yoga, Ayurveda, and Vedic mathematics can enrich the curriculum. This not only nurtures creativity but also instills moral and ethical grounding, equipping students for real-world challenges. Digital platforms play a pivotal role in making IKS widely accessible. Online courses through platforms like SWAYAM and NPTEL, augmented reality for immersive learning, and gamified content can engage students globally. These tools ensure that India's heritage is both preserved and disseminated effectively. Integrating IKS fosters pride, enriches cognitive development, and promotes sustainability. By combining language, culture, and technology, this approach bridges the gap between tradition and innovation, creating a globally relevant and culturally rooted education system.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Focus on Outcome-Based Education (OBE) i. Institutional Initiatives to Transform Curriculum Towards Outcome-Based Education (OBE) The institution is strongly committed to implementing Outcome-Based Education (OBE) by aligning its curriculum with skill, knowledge, and character competencies. To ensure this, the institution has integrated a comprehensive

approach where the curriculum is closely tied to planning, teaching-learning strategies, assessment, and evaluation. The institution established both statutory and non-statutory committees to adhere to the core philosophy of OBE delivery. These committees are responsible for designing appropriate learning activities, choosing effective teaching methods, and incorporating ICT tools that cater to diverse learning needs. In order to ensure that learning outcomes are measurable, direct and indirect assessment tools were developed, including rubrics for non-quantifiable outcomes. Additionally, several MoUs with government and non-government organizations were signed to introduce industry-based learning, which is directly integrated into the curriculum, thereby fostering real-world applications of classroom learning. This integration ensures that students develop the necessary skills to meet industry requirements and gain practical experience. ii. Efforts to Capture Outcome-Based Education in Teaching and Learning Practices The institution has adopted several practices to ensure that Outcome-Based Education is seamlessly incorporated into teaching and learning processes. One key initiative is the development of clear Program Educational Objectives (PEOs) and Program Outcomes (POs), aligned with the mission of the department and the overall institutional goals. The POs focus on the graduate attributes that students should develop by the end of their program, and the Program-Specific Outcomes (PSOs) address specific criteria set by professional accreditation bodies like the Engineering Accreditation Commission (EAC) and ABET. The curriculum is designed with a strong focus on critical thinking, problem-solving skills, and the transdisciplinary approach, which are essential elements of OBE. The curriculum is continuously revised based on the feedback received from a wide range of stakeholders, including faculty, industry experts, and students. This ensures that the learning objectives are aligned with current industry needs and that students are equipped with the necessary skills for their careers. iii. Good Practices in Outcome-Based Education in View of NEP 2020 Several good practices have been implemented to promote OBE in line with the National Education Policy (NEP) 2020. These practices focus on multi-disciplinary and trans-disciplinary approaches, critical thinking, and real-world applications of knowledge. Curriculum Promoting Critical Thinking and Problem-Solving Skills: The curriculum is designed to encourage students to engage in critical thinking and solve real-world problems. Courses are structured to help students think creatively, analyze data, and apply their knowledge in practical scenarios. Semester Away Program for Multiple Entry and Exit: In compliance with the Academic Bank of Credits (ABC), the

institution has introduced a Semester Away Program, allowing students to take multiple entries and exits from the program while still ensuring rigorous learning. Industry-Integrated and Project-Oriented Learning: The institution emphasizes experiential learning through industry-integrated projects and internships. These programs help students develop relevant skills and understand industry demands.

## 20.Distance education/online education:

a) Possibilities of Offering Vocational Courses Through ODL Mode in the Institution The institution has made significant progress in offering vocational courses through Open and Distance Learning (ODL) mode, expanding opportunities for skill-based education. The institution is equipped to offer a wide range of vocational courses, such as IT workshops, Industrial Automation, and other skill-oriented modules, catering to a diverse audience through online platforms. These courses are designed to provide industry-relevant training that equips students with practical skills for the workforce. This initiative aligns with the objectives of NEP 2020, which emphasizes improving access to quality education through technological integration and offering vocational education to promote skill development. By offering these courses through the ODL mode, the institution enhances the gross enrollment ratio and provides opportunities for learners who might not have access to traditional education settings. It also offers flexibility for working professionals and individuals unable to attend physical classes, promoting lifelong learning and skill enhancement. b) Development and Use of Technological Tools for Teaching-Learning Activities The institution utilizes a range of Information and Communication Technology (ICT) tools to facilitate effective distance education and online learning. Faculty members are proficient in using virtual meeting platforms, such as Zoom and Microsoft Teams, to conduct live lectures, webinars, and interactive sessions. These platforms allow for real-time engagement, ensuring that students remain active participants in their learning, even in an online environment. Additionally, the institution integrates non-skippable video content and online assessments to ensure students engage with the full curriculum and receive continuous feedback on their progress. The use of digital content delivery ensures that learning materials are accessible at any time, allowing for a self-paced learning experience that suits the needs of various learners. To further enhance the teaching and learning experience, the institution adopts a blended learning approach, combining online learning

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modules with in-person sessions. This approach offers flexibility
while maintaining a personal connection between instructors and
students. The blended learning model enables students to complete
certain portions of their coursework online and then attend face-
to-face sessions for practical applications, workshops, and
collaborative activities. c) Good Practices of the Institution in
Distance Education/Online Education in View of NEP 2020 In
alignment with NEP 2020, the institution has adopted several best
practices to strengthen its distance education and online
learning initiatives: Blended Learning Approach: The institution
integrates online education with traditional classroom teaching,
creating a flexible learning environment. This blended approach
allows students to access learning materials remotely while
engaging in in-person sessions when necessary. This flexibility
helps cater to a variety of learning preferences and schedules.
Use of ICT Tools for Engagement and Assessment: The institution
makes extensive use of ICT tools for live
interactions, engagement, and assessment. Platforms such
as Zoom and Microsoft Teams are used for live lectures and
discussions, while online assessments help track student
progress, ensuring continuous feedback and engagement.
```

# Extended Profile

## 1.Programme

1.1                                                                  **18**

Number of programmes offered during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

## 2.Student

2.1                                                                  **4488**

Total number of students during the year:

| File Description | Documents |
|---|---|
| Institutional data in Prescribed format | View File |

2.2                                                                  **1273**

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

2.3                                                                 **7670**

Number of students who appeared for the examinations
conducted by the institution during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

**3.Academic**

3.1                                                                 **770**

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

3.2                                                                 **343**

Number of full-time teachers during the year:

# Extended Profile

## 1.Programme

| 1.1 | 18 |
|---|---|
| Number of programmes offered during the year: | |

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

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| File Description | Documents |
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| Institutional data in Prescribed format | View File |

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|---|---|
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| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| 2.3 | 7670 |
|---|---|
| Number of students who appeared for the examinations conducted by the institution during the year: | |

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

## 3.Academic

| 3.1 | 770 |
|---|---|
| Number of courses in all programmes during the year: | |

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| 3.2<br><br>Number of full-time teachers during the year: | **343** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | <u>View File</u> |

| 3.3<br><br>Number of sanctioned posts for the year: | **343** |
|---|---|

**4.Institution**

| 4.1<br><br>Number of seats earmarked for reserved categories as per GOI/State Government during the year: | **1137** |
|---|---|
| 4.2<br><br>Total number of Classrooms and Seminar halls | **98** |
| 4.3<br><br>Total number of computers on campus for academic purposes | **1160** |
| 4.4<br><br>Total expenditure, excluding salary, during the year (INR in Lakhs): | **3418.67322** |

# Part B

**CURRICULAR ASPECTS**

## 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

**The curriculum under autonomous governance is designed to address the needs of stakeholders at local, regional, national, and international levels, reflecting the institution's autonomy. Stakeholder involvement, through regular feedback, is central to the development and revision process, alongside the formal input of the Board of Studies (BoS) and Academic Council. In recent years, the institution has focused on enriching the curriculum**

to align with the core values of the National Education Policy (NEP) 2020 and 21st-century skills. Feedback from various stake holders including alumni, parents, industry, academiaand professional body is gathered in a structured way and analyzed biannually, with necessary adjustments made to meet emerging needs. These changes are implemented following the approval of the BoS and Academic Council. Here is the link of the feed back provison in the institutional websitehttps://www.audisankara.ac.in/feedback.html.

| File Description | Documents |
|---|---|
| Upload additional information, if any | [View File](#) |
| Link for additional information | [https://www.audisankara.ac.in/feedback.html](https://www.audisankara.ac.in/feedback.html) |

## 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

18

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | [View File](#) |
| Details of syllabus revision during the year | [View File](#) |
| Any additional information | No File Uploaded |

## 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

770

| File Description | Documents |
|---|---|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | **No File Uploaded** |

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced across all programmes offered during the year

**6**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format (Data Template) | View File |

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

**18**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | **No File Uploaded** |
| List of Add on /Certificate programs (Data Template) | View File |

## 1.3 - Curriculum Enrichment

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

**The institution is committed to seamlessly integrating cross-**

cutting issues such as Professional Ethics, Gender Sensitivity, Human Values, and Environmental Sustainability into its curriculum. Courses, including Environmental Studies, Universal Human Values, Women and Society, and Intellectual Property Rights (IPR) and Patents, are thoughtfully incorporated to cultivate both awareness and practical understanding of these critical topics. Furthermore, green initiatives and sustainability are emphasized through Community Service Projects (CSP) and co-curricular activities that engage students beyond the classroom. Gender sensitivity is actively promoted through behavioral awareness programs and initiatives that champion equity and gender empowerment. The institution strongly encourages women among its faculty and student body to assume leadership roles, thereby fostering inclusivity and equality. Clubs such as the Women Empowerment Cell and the Green Eco Clubs regularly organize workshops, seminars, and campaigns addressing issues of gender equality, environmental consciousness, and sustainable practices. Additionally, periodic workshops on the Sustainable Development Goals (SDGs), including topics like climate change, ensure that students are equipped with the knowledge and skills to tackle pressing global challenges.

| File Description | Documents |
|---|---|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**

14

| File Description | Documents |
|---|---|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | No File Uploaded |

## 1.3.3 - Number of students enrolled in the courses under 1.3.2 above

**727**

| File Description | Documents |
|---|---|
| List of students enrolled | View File |
| Any additional information | No File Uploaded |

## 1.3.4 - Number of students undertaking field work/projects/ internships / student projects

**761**

| File Description | Documents |
|---|---|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | No File Uploaded |

## 1.4 - Feedback System

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://www.audisankara.ac.in/aqarpdf/1.4.2.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | No File Uploaded |

**1.4.2 - The feedback system of the Institution comprises the following**

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

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://www.audisankara.ac.in/aqarpdf/1.4.2.pdf |
| Any additional information | **No File Uploaded** |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment of Students

### 2.1.1.1 - Number of students admitted (year-wise) during the year

**4488**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

**1082**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

### 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

**Yes.The institution has implemented a comprehensive mechanism to assess students' learning levels and organize special programs for slow and advanced learners, ensuring equitable academic progress. Learning levels are identified through informal classroom assessments during the first two weeks of classes, previous academic performance, and scores from the first continuous assessment.**

**Slow learners are supported with strategies such as remedial and**

make-up classes. A dedicated timetable ensures they can progress at a pace comparable to their peers. These interventions provide focused guidance to strengthen their understanding of core concepts and enhance their academic performance.

Steps are being taken to address advanced learners through self-learning activities, including earning certifications through online courses and participating in internships. Industry-based on-the-job training (OJT) programs further enhance their skills and prepare them for professional challenges.

During 2023-2024, the institution introduced additional measures to support advanced learners, fostering their interests and academic ambitions. This dual approach ensures that both categories of students are nurtured effectively, empowering them to achieve their academic and professional goals. The institution's commitment to personalized learning strategies reflects its dedication to creating an inclusive and supportive educational environment.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://www.audisankara.ac.in/aqarpdf/2.2.1.pdf](https://www.audisankara.ac.in/aqarpdf/2.2.1.pdf) |

## 2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|---|---|---|
| 31/05/2023 | 4488 | 343 |

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |

## 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:

The institute adopts student-centric learning methods to enhance

educational experiences, focusing on experiential learning, participative learning, and problem-solving methodologies. Tailored strategies are implemented across various courses, including theory, laboratory, internships, and projects, to ensure comprehensive development.

For theory courses, independent and peer-to-peer learning methods are employed, encouraging active participation and collaboration among students. Laboratory courses emphasize experiential learning, where students gain practical knowledge by engaging in hands-on activities and experiments. Internships and project-based learning promote collaborative problem-solving, supported by industry partnerships through MoUs. These collaborations provide students with real-world exposure, enhancing their professional skills and employability.

The institute also integrates online certification programs, such as NPTEL, within the curriculum, enabling students to acquire additional skills through direct credit transfers. These courses encourage self-directed learning, allowing students to explore advanced topics and develop expertise in their areas of interest. Credited internships further connect theoretical concepts with practical applications, enabling students to address specific Program Outcomes (POs) and Program Specific Outcomes (PSOs) through detailed internship reports.

By incorporating diverse learning strategies like autonomous learning, project-oriented learning, and participative techniques, the institute nurtures problem-solving abilities and enhances employability. These efforts have resulted in improved outcomes, with students securing premium placements in leading companies.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Link for additional Information | https://www.audisankara.ac.in/aqarpdf/2.3.1.pdf |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The institute actively incorporates ICT-enabled tools to enhance teaching and learning, making education more engaging and

effective. Faculty members leverage a variety of online resources and digital tools to deliver content, promote interactivity, and foster deeper understanding among students.PowerPoint presentations, animations, and videos are commonly used to explain complex concepts visually, ensuring clarity and retention. Online platforms such as Google Classroom, Zoom, and Microsoft Teams facilitate resource sharing, discussions, and real-time interaction during lectures. Digital whiteboards and simulations further enrich the learning experience, especially for subjects requiring visualization and experimentation.To supplement classroom teaching, faculty members use Massive Open Online Courses (MOOCs) like NPTEL and Coursera, integrating them into the curriculum to expose students to global learning resources. Interactive quizzes, online assessments, and discussion forums are utilized to evaluate understanding and encourage active participation. ICT tools also enable blended learning, combining traditional and digital methodologies to cater to diverse learning needs. Recorded lectures and e-content are made available for self-paced learning, ensuring flexibility for students.These initiatives have significantly enhanced the quality of teaching and learning, making education more accessible and adaptive. The institute's commitment to using ICT ensures students are well-prepared for the digital era, with improved engagement and academic performance.

| File Description | Documents |
|---|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://www.audisankara.ac.in/aqarpdf/2.3.2.pdf |
| Upload any additional information | **No File Uploaded** |

## 2.3.3 - Ratio of students to mentor for academic and other related issues

## 2.3.3.1 - Number of mentors

323

| File Description | Documents |
|---|---|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

**The institution prepares an Academic Calendar at the beginning of each academic year, which outlines key academic events, examination schedules, holidays, and other important activities. This calendar is developed by the IQAC in alignment with university guidelines and institutional goals, ensuring that all academic and co-curricular activities are scheduled efficiently. The Teaching Plans for each course are prepared by faculty members prior to the start of the semester. These plans detail the course objectives, syllabus, teaching methods, assessment strategies, and timelines for completing various topics. The plans are structured to ensure that the entire syllabus is covered within the prescribed timeframe, while also allowing flexibility for practical sessions, guest lectures, and other activities.**

**Adherence to both the Academic Calendar and Teaching Plans is monitored regularly by the academic leadership. Any deviations or adjustments are promptly addressed to maintain continuity in learning. Regular meetings are held to review the progress of course coverage, ensuring that all faculty members are aligned with the academic objectives. This systematic approach to planning and monitoring enhances the effectiveness of the teaching-learning process, ensuring a smooth academic experience for students.**

| File Description | Documents |
|---|---|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

**343**

| File Description | Documents |
|---|---|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | No File Uploaded |

## 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

**55**

| File Description | Documents |
|---|---|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | No File Uploaded |

## 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

**1725**

| File Description | Documents |
|---|---|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | No File Uploaded |

## 2.5 - Evaluation Process and Reforms

## 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

**45**

| File Description | Documents |
|---|---|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

## 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

**44**

| File Description | Documents |
|---|---|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

The institution has implemented key reforms in its examination procedures, integrating Information Technology (IT) to enhance the Examination Management System (EMS). These reforms focus on improving efficiency, transparency, and academic integrity.

Examination Procedures:The institution follows a structured procedure for exam scheduling, question paper preparation, and allocation of examiners, all planned according to the Academic Calendar. Regular reviews ensure adherence to institutional policies, maintaining fairness and integrity.

Processes/Procedures Integrating IT:IT integration has streamlined many examination processes. Online platforms manage exam scheduling, issue hall tickets, and conduct digital assessments. Question paper generation is automated for security and accuracy, and results are published electronically, providing students with quick access to their performance data.

Continuous Internal Assessment (CIA):The CIA system incorporates online quizzes, assignments, and presentations throughout the semester, allowing continuous evaluation. IT tools facilitate

the collection, evaluation, and documentation of student performance. This ongoing assessment provides timely feedback, helps students monitor their progress, and reduces exam-related stress.

These reforms have significantly improved the EMS, fostering a more efficient, transparent, and comprehensive examination process, enhancing the overall learning experience for students.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.audisankara.ac.in/oocoe.html |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Course Outcomes (COs) for all courses offered by the institution are formulated in alignment with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs), as prescribed by the National Board of Accreditation (NBA) and relevant lead societies. Each course syllabus includes 4 to 6 initial course outcomes, which are rephrased according to the Revised Bloom's Taxonomy (RBT), ensuring they are measurable and aligned with the program's learning objectives. Typically, 6 COs are defined for each course to ensure comprehensive coverage.

The formulation of COs follows a Standard Operating Procedure (SOP), and all faculty members are trained and empowered to implement this process.

COs are communicated to teachers through departmental meetings and faculty development programs. They are also displayed on department notice boards and included in course handouts, syllabi, and discussed during the first class session, ensuring students are informed about the learning objectives. Additionally, COs are prominently displayed on the institution's website for easy access by all stakeholders.

This multi-channel communication ensures transparency and alignment, helping both faculty and students understand the

course expectations and outcomes clearly, which enhances the overall learning experience.

| File Description | Documents |
|---|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://www.audisankara.ac.in/cse.html |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is measured through a combination of direct and indirect assessment methods. For COs, attainment is evaluated through descriptive exams, assignments, and online quizzes. Descriptive exams are conducted twice a semester (Mid-1 and Mid-2), alongside assignments and online quizzes. COs 1–3 are assessed through Mid-1, Assignment-1, and Online Quiz-1, while COs 4–6 are assessed through Mid-2, Assignment-2, and Online Quiz-2. The End Semester Examination contributes significantly to the attainment of all COs, with 80% weightage given to the End Semester assessment and 20% to continuous internal assessments.

For POs and PSOs, both direct and indirect assessment tools are employed. Direct assessments are conducted through internal continuous assessments such as tests, quizzes, seminars, projects, assignments, and semester-end exams. Indirect assessments include program exit surveys administered at graduation, facilitating self-assessment of POs and providing valuable feedback for continuous improvement.

The attainment of POs, PSOs, and COs is evaluated at the end of each semester to ensure alignment with the academic objectives, and the results are used for further enhancing the curriculum and teaching strategies.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://www.audisankara.ac.in/aqarpdf/2.6.2.pdf |

## 2.6.3 - Pass Percentage of students

## 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

**710**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Paste link for the annual report | https://www.audisankara.ac.in/aqarpdf/2.6.3.pdf |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://www.audisankara.ac.in/aqarpdf/2.7.1.pdf

## RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 - Promotion of Research and Facilities

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

**The institution has a well-defined research policy that fosters a robust research ecosystem and supports faculty and students in their research endeavors. The policy encourages quality research through several initiatives, including incentives for publishing research papers in SCI, Scopus, and Web of Science indexed journals. Faculty members are also incentivized for patent**

filings and securing research grants.

To further promote research, the institution provides financial assistance for faculty attending professional development programs, including support for registration, travel, and dearness allowance. Additionally, a seed grant policy is in place to fund innovative research projects, and consultancy revenue is shared to support research activities.

The institution enhanced its research facilities by upgrading laboratories, acquiring advanced equipment, and adding new software applications to support both student and faculty research. Several industry partnerships have also been established to sponsor research labs and student projects, particularly during capstone projects.

The research policy document is publicly available on the institution's website, ensuring transparency and easy access for all stakeholders. This comprehensive approach to promoting research creates a conducive environment for scholarly activities, helping faculty and students build strong research profiles and secure sponsored research grants.

| File Description | Documents |
|---|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | No File Uploaded |
| Provide URL of policy document on promotion of research uploaded on the website | https://www.audisankara.ac.in/research.html |
| Any additional information | No File Uploaded |

## 3.1.2 - The institution provides seed money to its teachers for research

## 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

30

| File Description | Documents |
|---|---|
| Minutes of the relevant bodies of the institution regarding seed money | **No File Uploaded** |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | **No File Uploaded** |

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

**0**

| File Description | Documents |
|---|---|
| e-copies of the award letters of the teachers | **No File Uploaded** |
| List of teachers and details of their international fellowship(s) | **No File Uploaded** |
| Any additional information | **No File Uploaded** |

### 3.2 - Resource Mobilization for Research

### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

**2**

| File Description | Documents |
|---|---|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

### 3.2.2 - Number of teachers having research projects during the year

1

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional Information | https://www.audisankara.ac.in/rproj.html |
| List of research projects during the year | View File |

### 3.2.3 - Number of teachers recognised as research guides

6

| File Description | Documents |
|---|---|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

### 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://www.audisankara.ac.in/rproj.html |
| Any additional information | **No File Uploaded** |

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

**Yes.The institution has created a vibrant ecosystem that fosters innovation, research, and the transfer of knowledge, supported by dedicated centers for research, entrepreneurship, and community engagement. Through partnerships with industries, the institute has established several industry-sponsored product**

development laboratories, including Design Space and NI Lab with
GPU-based processors, which promote multidisciplinary research
and innovation.

To encourage talent incubation, the institution provides
students with opportunities for real-time research and hands-on
projects, enabling the development of critical thinking, problem-
solving skills, and entrepreneurship.

In terms of entrepreneurship, the institution actively promotes
entrepreneurial spirit by inviting successful alumni
entrepreneurs, MSME representatives, and industry icons to share
their insights and experiences. The World Entrepreneurs Day is
celebrated annually, further encouraging students to pursue
their entrepreneurial passions.

Additionally, the institution integrates community service
projects as part of the curriculum, encouraging students to
engage with and contribute to societal development. These
projects help students apply their knowledge to address real-
world challenges and foster a sense of social responsibility.

The institution also has specialized labs and centers, such as
the AP CM Skill Centre, Siemens CNC Lab, Electrical Labs, Agro
Machinery Lab, and ATAL Innovation Centres, all designed to
enhance practical learning and innovation, creating a supportive
environment for both research and entrepreneurship.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | [https://www.audisankara.ac.in/aqarpdf/3.3.1.pdf]() |

**3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year**

4

| File Description | Documents |
|---|---|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

## 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

**A. All of the above**

| File Description | Documents |
|---|---|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

**3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year**

**3.4.2.1 - Number of PhD students registered during the year**

0

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | [https://www.audisankara.ac.in/research.html](https://www.audisankara.ac.in/research.html) |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | [View File](#) |
| Any additional information | **No File Uploaded** |

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

**107**

| File Description | Documents |
|---|---|
| List of research papers by title, author, department, and year of publication | [View File](#) |
| Any additional information | [View File](#) |

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

**4**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://www.audisankara.ac.in/rbocha.html](https://www.audisankara.ac.in/rbocha.html) |

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

### 3.4.5.1 - Total number of Citations in Scopus during the year

**145**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Bibliometrics of the publications during the year | [View File](#) |

### 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

### 3.4.6.1 - h-index of Scopus during the year

19

| File Description | Documents |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View File](#) |
| Any additional information | [View File](#) |

### 3.5 - Consultancy

### 3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.04

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | [View File](#) |
| List of consultants and revenue generated by them | No File Uploaded |
| Any additional information | No File Uploaded |

### 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | No File Uploaded |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | No File Uploaded |

## 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

During the year, various extension activities were conducted to sensitise students to pressing social issues, fostering their holistic development. These activities included awareness campaigns on environmental sustainability, health and hygiene drives, literacy programs for underprivileged children, and workshops promoting gender equality. Students actively participated in plantation drives, waste management initiatives, and energy conservation projects, enhancing their environmental consciousness. Additionally, they engaged in community outreach programs addressing issues like illiteracy and sanitation, providing them with real-world exposure and empathy for societal challenges.

These activities instilled in students a sense of social responsibility and teamwork, nurturing their leadership and communication skills. Interaction with diverse communities enhanced their cultural sensitivity and problem-solving abilities. As a result, students became more compassionate and proactive citizens, capable of addressing societal issues effectively.

The impact of these initiatives is evident in the students' increased awareness of social issues, willingness to volunteer, and development of critical life skills. By integrating academic learning with community service, these programs have

**successfully contributed to the students' personal growth and societal well-being, creating a generation equipped to drive positive change**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/3.6.1.pdf |

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

**0**

| File Description | Documents |
|---|---|
| Number of awards for extension activities in during the year | **No File Uploaded** |
| e-copy of the award letters | **No File Uploaded** |
| Any additional information | **No File Uploaded** |

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

**17**

| File Description | Documents |
|---|---|
| Reports of the events organized | [View File](#) |
| Any additional information | [View File](#) |

### 3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

**546**

| File Description | Documents |
|---|---|
| Reports of the events | View File |
| Any additional information | View File |

## 3.7 - Collaboration

## 3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

**491**

| File Description | Documents |
|---|---|
| Copies of documents highlighting collaboration | View File |
| Any additional information | No File Uploaded |

## 3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

**18**

| File Description | Documents |
|---|---|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | No File Uploaded |

## INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

**Adequacy of Infrastructure and Physical Facilities for Teaching-Learning**

**The institution offers state-of-the-art infrastructure and physical facilities that meet and exceed the requirements specified by statutory bodies, ensuring a conducive teaching-**

learning environment.

**Classrooms**

The campus houses spacious, well-ventilated classrooms equipped with modern amenities such as LCD projectors, smart boards, and ergonomic seating arrangements. These facilities ensure an interactive and student-friendly learning experience.

**Laboratories**

Dedicated laboratories for engineering, science, and technology disciplines are equipped with advanced instruments and tools, conforming to curriculum requirements. Regular updates and maintenance ensure alignment with the latest technological advancements.

**Computing Facilities**

A robust network of computer labs with over1160 high-performance computersensures seamless access to computing resources. Labs are equipped with licensed software and high-speed internet, fostering research, programming, and data analysis capabilities.

**Library and Digital Resources**

A centralized library with over95,000 books, journals, and access to e-resources like IEEE, NPTEL, and J-Gate enhances the academic experience. A dedicated reading hall and digital library provide a quiet, resourceful space for learning.

These facilities are routinely reviewed and upgraded to meet statutory standards and evolving academic needs, ensuring a comprehensive, modern, and effective teaching-learning ecosystem.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/facilities.html |

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

The institution provides extensive facilities for cultural activities, yoga, sports, and games, fostering holistic development. The KVT Auditorium (2014), with a 1500-seat capacity and advanced audio-visual systems, hosts cultural programs, seminars, and workshops. The Swami Vivekananda Seminar Hall (2012), accommodating 300 participants, is ideal for lectures, interactive sessions, and student gatherings. An open auditorium within the spacious campus facilitates large-scale events and annual celebrations.

The yoga center (2021) offers a serene space for yoga, meditation, and wellness programs, while the open gymnasium (2021) provides modern equipment for fitness and strength training. Sports facilities include a 5-acre playground for cricket, football, and athletics, along with indoor amenities for badminton, table tennis, and chess, actively utilized during intercollegiate events and annual sports meets.

The institution also collaborates with Maharishi Vedic University, Holland, integrating ancient wisdom through workshops, seminars, and curriculum enrichment. A course onTranscendental Meditation and Consciousness-Based Educationfosters self-awareness, mental clarity, and personal growth.

Together, these facilities and initiatives nurture physical fitness, cultural engagement, and mental well-being, ensuring a balanced and enriching campus experience.

| File Description | Documents |
|---|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/stwf.html |

### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

11

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

## 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

**3418.67322**

| File Description | Documents |
|---|---|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | No File Uploaded |

## 4.2 - Library as a Learning Resource

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

**The library at our institution is a fully automated facility, providing seamless and efficient services to users through the implementation of theIntegrated Library Management System (ILMS). The automation is powered byAutolib Software, developed by Autolib Software Systems in Chennai. This state-of-the-art software, currently runningVersion 22.01, ensures that the library operates with optimal efficiency, catering to the diverse needs of its users.**

**The automation process was initiated in the year2009, marking a significant transformation in library operations. With full automation, the library has integrated modules for cataloging, circulation, acquisition, serial control, and user management, streamlining various functions and reducing manual intervention. The system is designed to support user-centric services, including online access to the library catalog, book reservations, and renewals.**

**The adoption of ILMS has greatly enhanced the library's capacity to manage a vast collection of resources, including books,**

journals, e-resources, and other academic materials. The software also facilitates data analysis, reporting, and inventory management, ensuring that library staff can effectively monitor and optimize resource utilization.

By leveraging the advanced capabilities ofAutolib Software, the library has evolved into a dynamic hub of learning and research, fostering a culture of knowledge sharing and academic excellence.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/4.2.1.pdf |

### 4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

**A. Any 4 or more of the above**

| File Description | Documents |
|---|---|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | [View File](#) |
| Upload any additional information | [View File](#) |

### 4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

**10.86**

| File Description | Documents |
|---|---|
| Audited statements of accounts | [View File](#) |
| Any additional information | **No File Uploaded** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | [View File](#) |

**4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**

**4.2.4.1 - Number of teachers and students using the library per day during the year**

256

| File Description | Documents |
|---|---|
| Upload details of library usage by teachers and students | [View File](#) |
| Any additional information | No File Uploaded |

## 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Audisankara's IT policy provides a comprehensive framework for campus security, efficient software usage, personal gadget management, and equipment maintenance, ensuring a technology-driven academic environment.

1. Security and Surveillance Mechanism

The institution employs a robust CCTV surveillance system covering classrooms, corridors, and common areas to ensure safety and discipline. Privacy is upheld by restricting access to footage to authorized personnel, with the control room managed by trained staff. Routine checks and updates ensure operational efficiency while safeguarding user confidentiality.

2. Software Applications Licensing Policy

All software used is licensed, with regular updates to maintain compliance with intellectual property laws. Open-source applications are encouraged to enhance cost-effectiveness while ensuring high-quality resources for academic and administrative activities.

3. Use of Personal Gadgets

Students and staff are permitted to use personal gadgets for academic purposes, provided they adhere to secure network usage policies, maintain ethical conduct, and comply with institutional guidelines to protect data integrity.

4. Replacement and Service Policy

A dedicated budget supports the replacement and maintenance of IT infrastructure, ensuring timely upgrades. Backup systems are in place to protect critical data, with annual reviews to assess performance and plan for future needs.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/7.1.1(B).pdf |

### 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|---|---|
| 4430 | 1160 |

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |

### 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

| File Description | Documents |
|---|---|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | No File Uploaded |

### 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/4.3.4.pdf |
| List of facilities for e-content development (Data Template) | View File |

## 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

**2349.35292**

| File Description | Documents |
|---|---|
| Audited statements of accounts | View File |
| Upload any additional information | View File |

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

Systems and Procedures for Maintaining and Utilizing Institutional Facilities: The institution has well-defined policies and procedures to maintain and efficiently utilize physical, academic, and support facilities such as classrooms, laboratories, library, sports complex, and computers.

Maintenance Systems:A dedicated maintenance team ensures regular upkeep of classrooms, laboratories, and computing facilities. Periodic inspections, preventive maintenance schedules, and annual audits are conducted to identify and address infrastructure needs. A complaint register system allows staff and students to report issues, ensuring timely resolutions.

Classrooms and Laboratories:Classrooms and laboratories are allocated based on a structured timetable to optimize utilization. Lab equipment is maintained through annual calibration and servicing contracts. Consumables are replenished regularly, and obsolete equipment is replaced as per policy.

**Library:The library follows an automated system for book issuance and returns. Routine stock verification is conducted to maintain inventory accuracy. Library hours are extended during examinations to meet increased student demand.**

**Sports and Computing FacilitiesThe sports complex is managed by a faculty-in-charge who oversees scheduling and equipment maintenance. Computer labs are equipped with licensed software and high-speed internet, regularly updated to meet academic needs.These systems and procedures ensure optimal utilization, longevity, and availability of resources, fostering an efficient and supportive academic environment.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

## STUDENT SUPPORT AND PROGRESSION

**5.1 - Student Support**

**5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year**

**2896**

| File Description | Documents |
|---|---|
| Upload self-attested letters with the list of students receiving scholarships | [View File](#) |
| Upload any additional information | [View File](#) |

**5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year**

**397**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Institutional data in prescribed format | [View File](#) |

**5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology**     A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.audisankara.ac.in/aqarpdf/5.1.3.pdf |
| Details of capability development and schemes | View File |
| Any additional information | View File |

**5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**

**521**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**     A. All of the above

| File Description | Documents |
|---|---|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | **No File Uploaded** |

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

**521**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

### 5.2.2 - Number of outgoing students progressing to higher education

**133**

| File Description | Documents |
|---|---|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | **No File Uploaded** |

### 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

### 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

**102**

| File Description | Documents |
|---|---|
| Upload supporting data for students/alumni | [View File](#) |
| Any additional information | [View File](#) |

## 5.3 - Student Participation and Activities

### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

**12**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | [View File](#) |
| Any additional information | [View File](#) |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

**The institution has an active Student Council that serves as a vital link between the administration and the student community, fostering collaboration and student engagement in institutional development.**

**Student Council Activities:**

**The Student Council organizes and participates in various curricular, co-curricular, and extracurricular activities, including cultural festivals, technical symposiums, and sports events. It takes the lead in planning and executing activities such as blood donation drives, awareness campaigns, and community service projects. The council also plays a significant role in promoting environmental sustainability through tree-planting initiatives and clean-up drives.**

**Representation in Academic and Administrative Bodies:**

**Students are actively involved in academic and administrative decision-making through their representation in various committees. They are part of the Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee and Grievance Redressal Cell. Their inputs are valued in areas such as curriculum design, campus infrastructure development, and organizing academic**

events like guest lectures and workshops.

Through these roles, students develop leadership, teamwork, and organizational skills while contributing to the institution's growth. The active involvement of students ensures that their perspectives are incorporated into key decisions, creating a vibrant and inclusive campus environment.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://www.audisankara.ac.in/aqarpdf/5.3.2.pdf](https://www.audisankara.ac.in/aqarpdf/5.3.2.pdf) |

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

2

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| List of sports and cultural events / competitions organised per year | [View File](#) |
| Upload any additional information | No File Uploaded |

## 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association of the institution, along with its active chapters, plays a crucial role in fostering the institution's growth and development.

Financial Contributions: The alumni association provides financial support for various developmental initiatives, including infrastructure upgrades, scholarships for meritorious and economically weaker students, and funding for research and innovation projects. Contributions are also made towards organizing cultural and technical events, fostering a vibrant campus environment.

Knowledge Sharing and Mentorship: Alumni regularly engage with

current students through guest lectures, webinars, and workshops, sharing their industry expertise and career experiences. They provide mentorship for internships, projects, and placement preparation, guiding students toward achieving their professional goals.

Placement Support: The alumni network significantly aids the institution's placement activities by creating industry connections, facilitating campus recruitment drives, and referring students to job opportunities in reputed organizations.

Infrastructure and Resource Development: Alumni support has contributed to setting up labs, libraries, and other facilities. They also assist in sponsoring technical equipment and software to keep the institution's resources updated with industry standards.

Through their active participation and generous contributions, the alumni association strengthens the institution's ecosystem, ensuring that students and the institution as a whole benefit from their continued engagement.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.audisankara.ac.in/aqarpdf/5.4.1.pdf |

**5.4.2 - Alumni's financial contribution during the year**          E. <2 Lakhs

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

Yes. The institution is overseen by a cadre of scholarly academicians and seasoned administrators with a profound acumen

for managing educational establishments at the zenith of excellence. In particular, the Standard Operating Procedures (SOPs) governing extant systems mirror the leadership's expertise in strategic ideation, judicious decision-making, unwavering accountability, and the capacity to inspire and guide team members. Moreover, policies are vigilantly monitored for perpetual refinement, attuned to the exigencies of evolving circumstances, and seamlessly aligned with the Institute's overarching Vision and Mission. Typical samples of SOPs are enclosed to demonstrate the governance of the institution reflecting effective leadership. Understanding the Vision and Mission, the institution has made policies creating an enabling environment for achieving the goals moving towards excellence.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | [https://www.audisankara.ac.in/index.html](https://www.audisankara.ac.in/index.html) |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Yes. The institution strategically employs decentralization, participative management, and delegation of powers to cultivate a robust leadership ecosystem on campus. Concrete instances of decentralization and delegation of powers at various levels serve as exemplars of these principles as cited in additional documents as it firmly upholds the belief that these practices are indispensable for the seamless operation of individual departments and the institution as a whole, aligning with the overarching principles of effective organizational governance. At every hierarchical level, be it department heads, administrative heads, or others, significant autonomy is bestowed to make independent decisions, ensuring alignment with institutional goals and targets in the pursuit of theninstitute's mission. Ameticulously crafted strategic initiative for comprehensive development is integrated into the Management Information System(MIS) or the Annual Operating Plan (AOP) for all unit heads. Powers are clearly demarcated within specified limits, granting autonomy to unit heads to fulfil their responsibilities effectively, guided by their discretion while adhering to ethical standards and professionalism.

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | https://www.audisankara.ac.in/mcomt.html |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

**Certainly. The institution is guided by a well-structured strategic plan that is clear, actionable, and focused on achieving long-term goals. Every aspect of the plan is regularly reviewed and discussed in administrative meetings, ensuring continuous evaluation of progress. This ongoing scrutiny guarantees alignment with our objectives and facilitates adjustments where necessary. The full strategic plan, including detailed implementation steps, is available on the institution's website, offering full transparency and insight into our efforts towards its successful realization.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/6.2.1.pdf |
| Upload any additional information | **No File Uploaded** |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

**The institution prides itself on a well-structured administrative framework, featuring clearly defined policies and systems that govern its various functional units. These policies extend beyond documentation to include a robust feedback mechanism, enabling ongoing refinement and improvement.**

The comprehensive policy suite encompasses HR and IT policies, ethical guidelines such as the Code of Conduct, and detailed Standard Operating Procedures (SOPs) for examinations and other academic processes, including internship policies, among others.

To ensure widespread awareness, the institution employs a multi-faceted sensitization strategy. Traditional methods, such as roadshows conducted in both online and offline formats, are complemented by modern approaches, including digital dissemination via official internal WhatsApp groups. Additionally, policies are prominently displayed on notice boards, fostering transparency and encouraging feedback in a manner aligned with corporate best practices.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://www.audisankara.ac.in/ornc.html |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | https://www.audisankara.ac.in/ipd.html |

**6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**     B. Any three of the above

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning) Documen | No File Uploaded |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | No File Uploaded |

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution is committed to ensuring the well-being and professional growth of its teaching and non-teaching staff

through a variety of welfare measures and career development initiatives.Staff are provided with Employees' Provident Fund (EPF), Employee State Insurance (ESI), and group accident insurance. Faculty members can claim registration fees for conferences and Faculty Development Programs (FDPs) and avail of a 50% subsidy on professional body memberships.The management also supports faculty pursuing Ph.D. programs by covering tuition fees and offers international travel grants for presenting research papers at global conferences. Fee concessions are extended to staff children. On-campus amenities include banking services, ATMs, wellness clinics, counseling centers, and a canteen with dedicated seating for staff. The campus is fully Wi-Fi enabled, and computing facilities are available through a Central Computing Facility (CCF). Recreational activities, medical camps, and support cells like the Women Empowerment Cell and Internal Complaints Cell are active.Paid medical, maternity along with duty leaves for official purposes, are provided. Staff achievements are recognized through awards, appreciation letters, and performance-based promotions. FDPs, national and international conferences, and research initiatives are actively supported. These measures create a supportive environment, fostering professional excellence and personal well-being among all staff members.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | https://www.audisankara.ac.in/ipd.html |

**6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year**

26

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development / administrative training programmes**

**organized by the Institution for its teaching and non-teaching staff during the year**

**12**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

## 6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

**26**

| File Description | Documents |
|---|---|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | No File Uploaded |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

**The institution has a well-structured protocol for financial resource management, facilitated by a fully computerized accounts section that ensures accuracy and transparency in maintaining financial records. Every financial transaction is documented with corresponding vouchers, and collections are promptly deposited in the bank. Major expenditures, both recurring and non-recurring, are conducted via cheques and managed by authorized personnel.**

**To maintain oversight, the institution conductsinternal and external financial auditson a regular basis. Internal Audit: An internal audit committee, comprising the Principal, Management, Heads of Departments (HODs), and the Administrative Officer, conducts periodic reviews of financial records to ensure compliance with institutional policies and statutory**

requirements.

External Audit: An external audit is carried out annually by a qualified Chartered Accountant appointed by the Governing Body. The external auditor scrutinizes the financial records and provides an independent assessment of the institution's financial health.

The most recent external audit, conducted in 2020, reported no objections. Audit reports are presented to the Governing Body for review and approval. Any discrepancies identified during audits are resolved promptly through consultation with relevant stakeholders, ensuring a robust financial management system.

These comprehensive mechanisms ensure accountability, transparency, and efficient utilization of financial resources.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| Paste link for additional information | Nil |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)**

0

| File Description | Documents |
|---|---|
| Annual statements of accounts | No File Uploaded |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | No File Uploaded |
| Any additional information | No File Uploaded |

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

The institution, under the aegis of Aishwarya Educational Society, adopts strategic policies for resource mobilization and ensures optimal utilization to support academic excellence and infrastructure development. The institution secures funding through tuition fees, grants from government agencies such as AICTE, DST, and UGC, and sponsorships from Aishwarya Educational

Society. Contributions from philanthropic organizations and industries further augment resources. The institution also focuses on obtaining research grants, consultancy projects, and collaborations with industries to enhance funding opportunities. Funds are allocated based on a carefully prepared annual budget that prioritizes academic, infrastructural, and student development needs. The Governing Body and Finance Committee of Aishwarya Educational Society review and approve the budget to ensure alignment with institutional objectives.

To maximize resource efficiency, the institution emphasizes:

- Infrastructure Development:Maintenance and upgrading of facilities to meet academic and research demands.
- Faculty and Staff Welfare:Allocations for professional development, training programs, and participation in research and conferences.
- Student Support:Scholarships, skill development initiatives, and extracurricular activities.
- Sustainable Growth:Investments in renewable energy, waste management systems, and eco-friendly practices.
- Regular internal and external audits by committees appointed by Aishwarya Educational Society ensure transparency, accountability, and effective fund utilization. This approach enables sustained growth and academic excellence.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | Nil |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Institutionalized Practices as a Result of IQAC Initiatives

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies, fostering a culture of continuous improvement. Two key practices

institutionalized during the preceding year are:

1. Outcome-Based Education (OBE) Framework IQAC has implemented an Outcome-Based Education framework to align academic processes with clearly defined learning outcomes. Faculty were trained to develop outcome-centric curricula, assessments, and teaching strategies. Regular stakeholder feedback from students, alumni, and industry was utilized to update course content. This initiative has enhanced student competencies, employability skills, and placement outcomes, making learning more focused and industry-relevant.

2. Academic Bank of Credits (ABC) IQAC facilitated the adoption of the Academic Bank of Credits to promote flexible learning pathways. This initiative enables students to earn, accumulate, and transfer academic credits across institutions. The ABC system aligns with the National Education Policy (NEP) 2020, fostering lifelong learning and academic mobility. Its implementation has empowered students with greater flexibility in charting their educational journeys, leading to increased satisfaction and academic success.

These initiatives demonstrate the IQAC's commitment to embedding quality practices that enhance academic excellence and institutional effectiveness.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://www.audisankara.ac.in/abc.html |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

1. Adoption of Outcome-Based Education (OBE)

The IQAC facilitated the transition to an Outcome-Based Education (OBE) model to align teaching and learning with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Faculty were trained to design COs using Bloom's Taxonomy, ensuring assessments evaluated CO attainment effectively. Continuous Internal Assessments (CIA) and End Semester Examinations were redesigned to reflect OBE principles.

IQAC also introduced a systematic process for monitoring the attainment levels of COs, POs, and PSOs and implemented corrective measures as needed. This reform has resulted in better alignment between academic delivery and industry expectations.

2. Promotion of MOOCs and NPTEL/SWAYAM Courses

The IQAC actively encouraged the integration of Massive Open Online Courses (MOOCs) and NPTEL/SWAYAM certifications into the curriculum. Students were motivated to register for these courses to enhance their knowledge and skillsets beyond the classroom. Faculty guided students in selecting relevant courses and incorporated credits for these certifications into academic evaluations. Additionally, virtual labs and simulation-based experiments were introduced in select courses to strengthen experiential learning.

These initiatives have fostered higher student engagement, improved academic performance, and widened the scope of learning opportunities. The reforms exemplify IQAC's role in driving continuous improvement

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/onlinecer.html |

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Paste the web link of annual reports of the Institution | https://www.audisankara.ac.in/aqarpdf/6.5.3.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**The institution is committed to promoting gender equity through various initiatives and creating a supportive and inclusive environment.**

**Curricular and Sensitization Activities: Courses on ethics, human values, and societal issues include components that address gender equity and sensitization. Workshops, seminars, and guest lectures are organized on topics such as women empowerment, gender rights, and workplace equity. Special programs during International Women's Day and gender sensitization campaigns foster awareness among students and staff.**

**Co-curricular and Extra-curricular Activities: Activities such as debates, role-plays, poster presentations, and essay competitions focusing on gender equality are regularly conducted. Women-centric events like self-defense workshops, health awareness camps, and leadership development programs help enhance confidence and skills among female students and staff.**

**Facilities for Women: The institution provides a dedicated Women's Cell and an Internal Complaints Committee to address and resolve gender-related grievances. A separate women's lounge, hygienic washrooms, and a well-equipped health room ensure comfort and convenience. Security measures include CCTV surveillance, adequate campus lighting, and a well-trained security team.**

These efforts aim to empower women, promote inclusivity, and cultivate a culture of respect and equity, ensuring a safe and supportive campus environment for all.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | [https://www.audisankara.ac.in/aqarpdf/7.1.1.pdf](https://www.audisankara.ac.in/aqarpdf/7.1.1.pdf) |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy        Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Geotagged Photographs | [View File](#) |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institution is committed to sustainable waste management and has implemented facilities for managing degradable and non-degradable waste effectively.

Solid Waste Management: The campus promotes segregation of solid waste at source into biodegradable and non-biodegradable categories. Biodegradable waste, such as food and garden waste, is processed in compost pits to produce organic manure, which is used for campus landscaping. Non-biodegradable waste, including plastics and paper, is collected separately and sent to authorized recyclers for further processing.

Liquid Waste Management: The institution ensures the proper disposal of liquid waste through a well-maintained drainage system. Periodic inspections and maintenance are carried out to prevent blockages and contamination, ensuring compliance with environmental standards.

E-Waste Management: Electronic waste, such as obsolete

computers, peripherals, and batteries, is collected and handed over to authorized e-waste recyclers. Awareness drives on e-waste hazards and its proper disposal are conducted regularly.

Waste Recycling System: The campus encourages recycling practices, including the reuse of paper and the conversion of organic waste into compost. Regular sensitization programs promote a culture of recycling and responsible waste disposal among students and staff.

These efforts ensure an eco-friendly and sustainable campus environment while promoting environmental awareness.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways

4. **Ban on use of plastic**
5. **Landscaping**

| File Description | Documents |
|---|---|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | **No File Uploaded** |
| Any other relevant documents | **No File Uploaded** |

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

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

B. Any 3 of the above

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions/awards**
5. **Beyond the campus environmental promotional activities**

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities:**

A. Any 4 or all of the above

**accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | View File |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

**The institution is committed to fostering an inclusive environment that embraces cultural, regional, linguistic, communal, and socio-economic diversity. Initiatives are designed to promote tolerance, harmony, and mutual respect among students, faculty, and staff. Cultural and regional festivals such as Diwali, Eid, Christmas, Pongal, Navartri are celebrated on campus, providing opportunities for students to share and appreciate each other's traditions. International student exchange programs and multicultural events like food fests and cultural exhibitions encourage cross-cultural interactions and understanding.**

**To address linguistic diversity, the institution offers language support programs, including workshops and language clubs, enabling students from various backgrounds to enhance their communication skills. This fosters a more inclusive learning environment.**

**Special emphasis is placed on socio-economic inclusivity through need-based scholarships, financial aid, and mentorship programs. These initiatives ensure that students from economically weaker sections can access quality education without barriers.**

**Workshops, seminars, and awareness campaigns on communal**

harmony, gender equality, and social justice are regularly
organized. The institution also conducts activities under the
NSS and similar programs to engage students in community
service, thereby instilling values of empathy and cooperation.

Through these efforts, the institution creates a harmonious
ecosystem that respects and celebrates diversity while promoting
unity and inclusiveness.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View File](#) |

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

The institution actively engages in sensitizing students and
employees to constitutional obligations, emphasizing values,
rights, duties, and responsibilities as enshrined in the
Constitution of India. These initiatives aim to foster a sense
of patriotism, social responsibility, and ethical behavior among
all stakeholders.

To promote awareness, the institution organizes events such as
Constitution Day (Samvidhan Divas), where sessions are held to
explain the Preamble, Fundamental Rights, and Directive
Principles of State Policy. Activities like quizzes, debates,
and essay competitions on constitutional themes further enhance
understanding.

The institution also conducts workshops, seminars, and guest
lectures by legal experts and social activists to highlight the
importance of citizenship values, gender equality, environmental
conservation, and communal harmony.

Programs like voter awareness campaigns and celebrations of
National Unity Day, Human Rights Day, and Anti-Corruption Week
encourage active participation in democratic processes and
ethical governance.

The curriculum integrates courses and projects on ethics and
values, ensuring that students internalize constitutional
principles. Additionally, NSS and other student-led initiatives

promote community engagement, focusing on civic duties like cleanliness drives, plantation programs, and supporting marginalized groups.

Through these efforts, the institution nurtures responsible citizens equipped with the knowledge and values to contribute meaningfully to society and uphold constitutional ideals.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values necessary to transform students into responsible citizens | [View File](#) |
| Any other relevant information | No File Uploaded |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**A. All of the above**

| File Description | Documents |
|---|---|
| Code of Ethics - policy document | [View File](#) |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | [View File](#) |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively celebrates and organizes national and international commemorative days, events, and festivals to

promote cultural diversity, patriotism, and awareness among students and faculty. These events are integrated into the academic calendar and are planned to foster a sense of unity, respect, and inclusiveness.

National days such as Independence Day, Republic Day, and Gandhi Jayanti are celebrated with flag hoisting, speeches, and cultural programs that highlight their historical significance. International events like International Yoga Day are marked with yoga sessions and awareness campaigns to promote health and well-being.

The institution also organizes festivals and events such as World Environment Day, National Science Day, and Teachers' Day to inspire students to engage in activities related to sustainability, scientific temper, and gratitude toward educators. Cultural festivals and traditional celebrations like Diwali, Pongal, and Christmas are also organized to reflect the nation's rich heritage and foster inclusivity.

Seminars, workshops, and guest lectures are conducted as part of these commemorations to educate students on relevant themes. These initiatives not only enhance the learning experience but also instill values, community spirit, and global awareness among students, aligning with the institution's vision of holistic development.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

https://www.audisankara.ac.in/pdf/bp2324.pdf

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.audisankara.ac.in/pdf/bp2324.pdf |
| Any other relevant information | Nil |

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Online Evaluation and Correction at Audisankara College of Engineering and Technology (ASCET): Leading the Digital Transformation in Academic Assessment Audisankara College of Engineering and Technology (ASCET) has pioneered the integration of online evaluation and correction, revolutionizing its academic assessment processes. This shift to digital tools reflects the college's commitment to innovation and academic excellence, enhancing both the efficiency and effectiveness of evaluations. The online evaluation system at ASCET allows for real-time feedback, instant result processing, and secure, efficient assessments since the introduction of the online evaluation. Equally transformative is the online correction system, which enhances grading precision and speed. Automated grading for objective questions and an intuitive interface for subjective answers ensure a more personalized evaluation. Through a cutting-edge Learning Management System (LMS), it is also suggested by IQAC to deploy LMS for complete campus academic digitization and also suggested to introduce AI-based analytics provides insights into student performance, empowering faculty to make data-driven decisions and offer tailored deliverables. This digital approach ensures transparency, reduces grading delays, and promotes a student-centered learning experience. ASCET's commitment to digital innovation is setting new standards in education, fostering a digitally inclusive campus where both students and faculty thrive in an ever-evolving academic environment.

| Part B |
|---|

**CURRICULAR ASPECTS**

### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

**The curriculum under autonomous governance is designed to address the needs of stakeholders at local, regional, national, and international levels, reflecting the institution's autonomy. Stakeholder involvement, through regular feedback, is central to the development and revision process, alongside the formal input of the Board of Studies (BoS) and Academic Council. In recent years, the institution has focused on enriching the curriculum to align with the core values of the National Education Policy (NEP) 2020 and 21st-century skills. Feedback from various stake holders including alumni, parents, industry, academiaand professional body is gathered in a structured way and analyzed biannually, with necessary adjustments made to meet emerging needs. These changes are implemented following the approval of the BoS and Academic Council. Here is the link of the feed back provison in the institutional websitehttps://www.audisankara.ac.in/feedback.html.**

| File Description | Documents |
|---|---|
| Upload additional information, if any | [View File](#) |
| Link for additional information | [https://www.audisankara.ac.in/feedback.html](https://www.audisankara.ac.in/feedback.html) |

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

**18**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | **No File Uploaded** |

## 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

**770**

| File Description | Documents |
|---|---|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | **No File Uploaded** |

## 1.2 - Academic Flexibility

## 1.2.1 - Number of new courses introduced across all programmes offered during the year

**6**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format (Data Template) | View File |

## 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

**18**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | **No File Uploaded** |
| List of Add on /Certificate programs (Data Template) | View File |

## 1.3 - Curriculum Enrichment

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

**The institution is committed to seamlessly integrating cross-cutting issues such as Professional Ethics, Gender Sensitivity, Human Values, and Environmental Sustainability into its curriculum. Courses, including Environmental Studies, Universal Human Values, Women and Society, and Intellectual Property Rights (IPR) and Patents, are thoughtfully incorporated to cultivate both awareness and practical understanding of these critical topics. Furthermore, green initiatives and sustainability are emphasized through Community Service Projects (CSP) and co-curricular activities that engage students beyond the classroom. Gender sensitivity is actively promoted through behavioral awareness programs and initiatives that champion equity and gender empowerment. The institution strongly encourages women among its faculty and student body to assume leadership roles, thereby fostering inclusivity and equality. Clubs such as the Women Empowerment Cell and the Green Eco Clubs regularly organize workshops, seminars, and campaigns addressing issues of gender equality, environmental consciousness, and sustainable practices. Additionally, periodic workshops on the Sustainable Development Goals (SDGs), including topics like climate change, ensure that students are equipped with the knowledge and skills to tackle pressing global challenges.**

| File Description | Documents |
|---|---|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**

**14**

| File Description | Documents |
|---|---|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | **No File Uploaded** |

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above**

**727**

| File Description | Documents |
|---|---|
| List of students enrolled | View File |
| Any additional information | **No File Uploaded** |

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects**

**761**

| File Description | Documents |
|---|---|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | **No File Uploaded** |

**1.4 - Feedback System**

| 1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni | A. All 4 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://www.audisankara.ac.in/aqarpdf/1.4.2.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | No File Uploaded |

| 1.4.2 - The feedback system of the Institution comprises the following | A. Feedback collected, analysed and action taken made available on the website |
|---|---|

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://www.audisankara.ac.in/aqarpdf/1.4.2.pdf |
| Any additional information | No File Uploaded |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment of Students

## 2.1.1.1 - Number of students admitted (year-wise) during the year

4488

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

## 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

**1082**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Yes.The institution has implemented a comprehensive mechanism to assess students' learning levels and organize special programs for slow and advanced learners, ensuring equitable academic progress. Learning levels are identified through informal classroom assessments during the first two weeks of classes, previous academic performance, and scores from the first continuous assessment.

Slow learners are supported with strategies such as remedial and make-up classes. A dedicated timetable ensures they can progress at a pace comparable to their peers. These interventions provide focused guidance to strengthen their understanding of core concepts and enhance their academic performance.

Steps are being taken to address advanced learners through self-learning activities, including earning certifications through online courses and participating in internships. Industry-based on-the-job training (OJT) programs further enhance their skills and prepare them for professional challenges.

During 2023-2024, the institution introduced additional measures to support advanced learners, fostering their interests and academic ambitions. This dual approach ensures that both categories of students are nurtured effectively, empowering them to achieve their academic and professional goals. The institution's commitment to personalized learning strategies reflects its dedication to creating an inclusive and supportive educational environment.

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/2.2.1.pdf |

## 2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
| --- | --- | --- |
| 31/05/2023 | 4488 | 343 |

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |

## 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:

The institute adopts student-centric learning methods to enhance educational experiences, focusing on experiential learning, participative learning, and problem-solving methodologies. Tailored strategies are implemented across various courses, including theory, laboratory, internships, and projects, to ensure comprehensive development.

For theory courses, independent and peer-to-peer learning methods are employed, encouraging active participation and collaboration among students. Laboratory courses emphasize experiential learning, where students gain practical knowledge by engaging in hands-on activities and experiments. Internships and project-based learning promote collaborative problem-solving, supported by industry partnerships through MoUs. These collaborations provide students with real-world exposure, enhancing their professional skills and employability.

The institute also integrates online certification programs, such as NPTEL, within the curriculum, enabling students to acquire additional skills through direct credit transfers.

These courses encourage self-directed learning, allowing students to explore advanced topics and develop expertise in their areas of interest. Credited internships further connect theoretical concepts with practical applications, enabling students to address specific Program Outcomes (POs) and Program Specific Outcomes (PSOs) through detailed internship reports.

By incorporating diverse learning strategies like autonomous learning, project-oriented learning, and participative techniques, the institute nurtures problem-solving abilities and enhances employability. These efforts have resulted in improved outcomes, with students securing premium placements in leading companies.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional Information | https://www.audisankara.ac.in/aqarpdf/2.3.1.pdf |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

The institute actively incorporates ICT-enabled tools to enhance teaching and learning, making education more engaging and effective. Faculty members leverage a variety of online resources and digital tools to deliver content, promote interactivity, and foster deeper understanding among students.PowerPoint presentations, animations, and videos are commonly used to explain complex concepts visually, ensuring clarity and retention. Online platforms such as Google Classroom, Zoom, and Microsoft Teams facilitate resource sharing, discussions, and real-time interaction during lectures. Digital whiteboards and simulations further enrich the learning experience, especially for subjects requiring visualization and experimentation.To supplement classroom teaching, faculty members use Massive Open Online Courses (MOOCs) like NPTEL and Coursera, integrating them into the curriculum to expose students to global learning resources. Interactive quizzes, online assessments, and discussion forums are utilized to evaluate understanding and encourage active participation. ICT tools also enable blended learning, combining traditional and digital methodologies to cater to

diverse learning needs. Recorded lectures and e-content are made available for self-paced learning, ensuring flexibility for students.These initiatives have significantly enhanced the quality of teaching and learning, making education more accessible and adaptive. The institute's commitment to using ICT ensures students are well-prepared for the digital era, with improved engagement and academic performance.

| File Description | Documents |
|---|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://www.audisankara.ac.in/aqarpdf/2.3.2.pdf |
| Upload any additional information | No File Uploaded |

## 2.3.3 - Ratio of students to mentor for academic and other related issues

## 2.3.3.1 - Number of mentors

**323**

| File Description | Documents |
|---|---|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The institution prepares an Academic Calendar at the beginning of each academic year, which outlines key academic events, examination schedules, holidays, and other important activities. This calendar is developed by the IQAC in alignment with university guidelines and institutional goals, ensuring that all academic and co-curricular activities are scheduled efficiently. The Teaching Plans for each course are prepared by faculty members prior to the start of the semester. These plans detail the course objectives, syllabus, teaching methods, assessment strategies, and timelines for completing various topics. The plans are structured to ensure that the entire syllabus is covered within the prescribed timeframe, while also allowing flexibility for practical

sessions, guest lectures, and other activities.

Adherence to both the Academic Calendar and Teaching Plans is monitored regularly by the academic leadership. Any deviations or adjustments are promptly addressed to maintain continuity in learning. Regular meetings are held to review the progress of course coverage, ensuring that all faculty members are aligned with the academic objectives. This systematic approach to planning and monitoring enhances the effectiveness of the teaching-learning process, ensuring a smooth academic experience for students.

| File Description | Documents |
|---|---|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full-time teachers against sanctioned posts during the year

343

| File Description | Documents |
|---|---|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | No File Uploaded |

## 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

55

| File Description | Documents |
|---|---|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | No File Uploaded |

**2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)**

**1725**

| File Description | Documents |
|---|---|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | No File Uploaded |

**2.5 - Evaluation Process and Reforms**

**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

**45**

| File Description | Documents |
|---|---|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

**2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year**

**44**

| File Description | Documents |
|---|---|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

**The institution has implemented key reforms in its examination procedures, integrating Information Technology**

(IT) to enhance the Examination Management System (EMS). These reforms focus on improving efficiency, transparency, and academic integrity.

Examination Procedures:The institution follows a structured procedure for exam scheduling, question paper preparation, and allocation of examiners, all planned according to the Academic Calendar. Regular reviews ensure adherence to institutional policies, maintaining fairness and integrity.

Processes/Procedures Integrating IT:IT integration has streamlined many examination processes. Online platforms manage exam scheduling, issue hall tickets, and conduct digital assessments. Question paper generation is automated for security and accuracy, and results are published electronically, providing students with quick access to their performance data.

Continuous Internal Assessment (CIA):The CIA system incorporates online quizzes, assignments, and presentations throughout the semester, allowing continuous evaluation. IT tools facilitate the collection, evaluation, and documentation of student performance. This ongoing assessment provides timely feedback, helps students monitor their progress, and reduces exam-related stress.

These reforms have significantly improved the EMS, fostering a more efficient, transparent, and comprehensive examination process, enhancing the overall learning experience for students.

| File Description | Documents |
| --- | --- |
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://www.audisankara.ac.in/oocoe.html |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Course Outcomes (COs) for all courses offered by the institution are formulated in alignment with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs), as prescribed by the National Board of Accreditation (NBA) and relevant lead societies. Each course syllabus includes 4 to 6 initial course outcomes, which are rephrased according to the Revised Bloom's Taxonomy (RBT), ensuring they are measurable and aligned with the program's learning objectives. Typically, 6 COs are defined for each course to ensure comprehensive coverage.

The formulation of COs follows a Standard Operating Procedure (SOP), and all faculty members are trained and empowered to implement this process.

COs are communicated to teachers through departmental meetings and faculty development programs. They are also displayed on department notice boards and included in course handouts, syllabi, and discussed during the first class session, ensuring students are informed about the learning objectives. Additionally, COs are prominently displayed on the institution's website for easy access by all stakeholders.

This multi-channel communication ensures transparency and alignment, helping both faculty and students understand the course expectations and outcomes clearly, which enhances the overall learning experience.

| File Description | Documents |
|---|---|
| Upload COs for all courses (exemplars from the Glossary) | [View File](#) |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://www.audisankara.ac.in/cse.html |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is

measured through a combination of direct and indirect assessment methods. For COs, attainment is evaluated through descriptive exams, assignments, and online quizzes. Descriptive exams are conducted twice a semester (Mid-1 and Mid-2), alongside assignments and online quizzes. COs 1-3 are assessed through Mid-1, Assignment-1, and Online Quiz-1, while COs 4-6 are assessed through Mid-2, Assignment-2, and Online Quiz-2. The End Semester Examination contributes significantly to the attainment of all COs, with 80% weightage given to the End Semester assessment and 20% to continuous internal assessments.

For POs and PSOs, both direct and indirect assessment tools are employed. Direct assessments are conducted through internal continuous assessments such as tests, quizzes, seminars, projects, assignments, and semester-end exams. Indirect assessments include program exit surveys administered at graduation, facilitating self-assessment of POs and providing valuable feedback for continuous improvement.

The attainment of POs, PSOs, and COs is evaluated at the end of each semester to ensure alignment with the academic objectives, and the results are used for further enhancing the curriculum and teaching strategies.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://www.audisankara.ac.in/aqarpdf/2.6.2.pdf |

## 2.6.3 - Pass Percentage of students

## 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

710

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://www.audisankara.ac.in/aqarpdf/2.6.3.pdf |

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink**

https://www.audisankara.ac.in/aqarpdf/2.7.1.pdf

**RESEARCH, INNOVATIONS AND EXTENSION**

**3.1 - Promotion of Research and Facilities**

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

The institution has a well-defined research policy that fosters a robust research ecosystem and supports faculty and students in their research endeavors. The policy encourages quality research through several initiatives, including incentives for publishing research papers in SCI, Scopus, and Web of Science indexed journals. Faculty members are also incentivized for patent filings and securing research grants.

To further promote research, the institution provides financial assistance for faculty attending professional development programs, including support for registration, travel, and dearness allowance. Additionally, a seed grant policy is in place to fund innovative research projects, and consultancy revenue is shared to support research activities.

The institution enhanced its research facilities by upgrading laboratories, acquiring advanced equipment, and adding new software applications to support both student and faculty research. Several industry partnerships have also been established to sponsor research labs and student projects,

particularly during capstone projects.

The research policy document is publicly available on the institution's website, ensuring transparency and easy access for all stakeholders. This comprehensive approach to promoting research creates a conducive environment for scholarly activities, helping faculty and students build strong research profiles and secure sponsored research grants.

| File Description | Documents |
|---|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | No File Uploaded |
| Provide URL of policy document on promotion of research uploaded on the website | https://www.audisankara.ac.in/research.html |
| Any additional information | No File Uploaded |

**3.1.2 - The institution provides seed money to its teachers for research**

**3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)**

30

| File Description | Documents |
|---|---|
| Minutes of the relevant bodies of the institution regarding seed money | **No File Uploaded** |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | **No File Uploaded** |

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

| File Description | Documents |
|---|---|
| e-copies of the award letters of the teachers | **No File Uploaded** |
| List of teachers and details of their international fellowship(s) | **No File Uploaded** |
| Any additional information | **No File Uploaded** |

## 3.2 - Resource Mobilization for Research

### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

2

| File Description | Documents |
|---|---|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

## 3.2.2 - Number of teachers having research projects during the year

1

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional Information | https://www.audisankara.ac.in/rproj.html |
| List of research projects during the year | View File |

## 3.2.3 - Number of teachers recognised as research guides

6

| File Description | Documents |
|---|---|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

## 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://www.audisankara.ac.in/rproj.html |
| Any additional information | **No File Uploaded** |

## 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

**Yes.The institution has created a vibrant ecosystem that**

fosters innovation, research, and the transfer of knowledge, supported by dedicated centers for research, entrepreneurship, and community engagement. Through partnerships with industries, the institute has established several industry-sponsored product development laboratories, including Design Space and NI Lab with GPU-based processors, which promote multidisciplinary research and innovation.

To encourage talent incubation, the institution provides students with opportunities for real-time research and hands-on projects, enabling the development of critical thinking, problem-solving skills, and entrepreneurship.

In terms of entrepreneurship, the institution actively promotes entrepreneurial spirit by inviting successful alumni entrepreneurs, MSME representatives, and industry icons to share their insights and experiences. The World Entrepreneurs Day is celebrated annually, further encouraging students to pursue their entrepreneurial passions.

Additionally, the institution integrates community service projects as part of the curriculum, encouraging students to engage with and contribute to societal development. These projects help students apply their knowledge to address real-world challenges and foster a sense of social responsibility.

The institution also has specialized labs and centers, such as the AP CM Skill Centre, Siemens CNC Lab, Electrical Labs, Agro Machinery Lab, and ATAL Innovation Centres, all designed to enhance practical learning and innovation, creating a supportive environment for both research and entrepreneurship.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/3.3.1.pdf |

**3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year**

4

| File Description | Documents |
|---|---|
| Report of the events | [View File](#) |
| List of workshops/seminars conducted during the year | [View File](#) |
| Any additional information | [View File](#) |

**3.4 - Research Publications and Awards**

| | |
|---|---|
| **3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | [View File](#) |
| Any additional information | **No File Uploaded** |

**3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year**

**3.4.2.1 - Number of PhD students registered during the year**

0

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | [https://www.audisankara.ac.in/research.html](https://www.audisankara.ac.in/research.html) |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | [View File](#) |
| Any additional information | **No File Uploaded** |

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

**107**

| File Description | Documents |
|---|---|
| List of research papers by title, author, department, and year of publication | [View File](#) |
| Any additional information | [View File](#) |

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

**4**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://www.audisankara.ac.in/rbocha.html](https://www.audisankara.ac.in/rbocha.html) |

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

### 3.4.5.1 - Total number of Citations in Scopus during the year

**145**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Bibliometrics of the publications during the year | View File |

## 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

## 3.4.6.1 - h-index of Scopus during the year

**19**

| File Description | Documents |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | View File |

## 3.5 - Consultancy

## 3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

**0.04**

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | **No File Uploaded** |
| Any additional information | **No File Uploaded** |

## 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

**0**

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | **No File Uploaded** |
| List of training programmes, teachers and staff trained for undertaking consultancy | **No File Uploaded** |
| List of facilities and staff available for undertaking consultancy | **No File Uploaded** |
| Any additional information | **No File Uploaded** |

## 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

**During the year, various extension activities were conducted to sensitise students to pressing social issues, fostering their holistic development. These activities included awareness campaigns on environmental sustainability, health and hygiene drives, literacy programs for underprivileged children, and workshops promoting gender equality. Students actively participated in plantation drives, waste management initiatives, and energy conservation projects, enhancing their environmental consciousness. Additionally, they engaged in community outreach programs addressing issues like illiteracy and sanitation, providing them with real-world exposure and empathy for societal challenges.**

**These activities instilled in students a sense of social responsibility and teamwork, nurturing their leadership and communication skills. Interaction with diverse communities enhanced their cultural sensitivity and problem-solving abilities. As a result, students became more compassionate and proactive citizens, capable of addressing societal issues effectively.**

**The impact of these initiatives is evident in the students' increased awareness of social issues, willingness to volunteer, and development of critical life skills. By integrating academic learning with community service, these**

**programs have successfully contributed to the students'**
**personal growth and societal well-being, creating a**
**generation equipped to drive positive change**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/3.6.1.pdf |

**3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year**

**0**

| File Description | Documents |
|---|---|
| Number of awards for extension activities in during the year | **No File Uploaded** |
| e-copy of the award letters | **No File Uploaded** |
| Any additional information | **No File Uploaded** |

**3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)**

**17**

| File Description | Documents |
|---|---|
| Reports of the events organized | [View File](#) |
| Any additional information | [View File](#) |

**3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year**

**546**

| File Description | Documents |
|---|---|
| Reports of the events | View File |
| Any additional information | View File |

## 3.7 - Collaboration

## 3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

**491**

| File Description | Documents |
|---|---|
| Copies of documents highlighting collaboration | View File |
| Any additional information | **No File Uploaded** |

## 3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

**18**

| File Description | Documents |
|---|---|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | **No File Uploaded** |

## INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

**Adequacy of Infrastructure and Physical Facilities for Teaching-Learning**

**The institution offers state-of-the-art infrastructure and physical facilities that meet and exceed the requirements**

specified by statutory bodies, ensuring a conducive teaching-learning environment.

## Classrooms

The campus houses spacious, well-ventilated classrooms equipped with modern amenities such as LCD projectors, smart boards, and ergonomic seating arrangements. These facilities ensure an interactive and student-friendly learning experience.

## Laboratories

Dedicated laboratories for engineering, science, and technology disciplines are equipped with advanced instruments and tools, conforming to curriculum requirements. Regular updates and maintenance ensure alignment with the latest technological advancements.

## Computing Facilities

A robust network of computer labs with over1160 high-performance computersensures seamless access to computing resources. Labs are equipped with licensed software and high-speed internet, fostering research, programming, and data analysis capabilities.

## Library and Digital Resources

A centralized library with over95,000 books, journals, and access to e-resources like IEEE, NPTEL, and J-Gate enhances the academic experience. A dedicated reading hall and digital library provide a quiet, resourceful space for learning.

These facilities are routinely reviewed and upgraded to meet statutory standards and evolving academic needs, ensuring a comprehensive, modern, and effective teaching-learning ecosystem.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | https://www.audisankara.ac.in/facilities.html |

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

The institution provides extensive facilities for cultural activities, yoga, sports, and games, fostering holistic development. The KVT Auditorium (2014), with a 1500-seat capacity and advanced audio-visual systems, hosts cultural programs, seminars, and workshops. The Swami Vivekananda Seminar Hall (2012), accommodating 300 participants, is ideal for lectures, interactive sessions, and student gatherings. An open auditorium within the spacious campus facilitates large-scale events and annual celebrations.

The yoga center (2021) offers a serene space for yoga, meditation, and wellness programs, while the open gymnasium (2021) provides modern equipment for fitness and strength training. Sports facilities include a 5-acre playground for cricket, football, and athletics, along with indoor amenities for badminton, table tennis, and chess, actively utilized during intercollegiate events and annual sports meets.

The institution also collaborates with Maharishi Vedic University, Holland, integrating ancient wisdom through workshops, seminars, and curriculum enrichment. A course onTranscendental Meditation and Consciousness-Based Educationfosters self-awareness, mental clarity, and personal growth.

Together, these facilities and initiatives nurture physical fitness, cultural engagement, and mental well-being, ensuring a balanced and enriching campus experience.

| File Description | Documents |
|---|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/stwf.html |

### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

11

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

## 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

**3418.67322**

| File Description | Documents |
|---|---|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | **No File Uploaded** |

## 4.2 - Library as a Learning Resource

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

**The library at our institution is a fully automated facility, providing seamless and efficient services to users through the implementation of theIntegrated Library Management System (ILMS). The automation is powered byAutolib Software, developed by Autolib Software Systems in Chennai. This state-of-the-art software, currently runningVersion 22.01, ensures that the library operates with optimal efficiency, catering to the diverse needs of its users.**

**The automation process was initiated in the year2009, marking a significant transformation in library operations. With full automation, the library has integrated modules for cataloging, circulation, acquisition, serial control, and user management, streamlining various functions and reducing manual intervention. The system is designed to support user-centric services, including online access to the library catalog, book reservations, and renewals.**

**The adoption of ILMS has greatly enhanced the library's capacity to manage a vast collection of resources, including**

**books, journals, e-resources, and other academic materials. The software also facilitates data analysis, reporting, and inventory management, ensuring that library staff can effectively monitor and optimize resource utilization.**

**By leveraging the advanced capabilities ofAutolib Software, the library has evolved into a dynamic hub of learning and research, fostering a culture of knowledge sharing and academic excellence.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/4.2.1.pdf |

| **4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources** | **A. Any 4 or more of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | [View File](#) |
| Upload any additional information | [View File](#) |

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

**10.86**

| File Description | Documents |
|---|---|
| Audited statements of accounts | [View File](#) |
| Any additional information | **No File Uploaded** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | [View File](#) |

| 4.2.4 - Usage of library by teachers and students (footfalls and login data for online access) |
|---|

| 4.2.4.1 - Number of teachers and students using the library per day during the year |
|---|

**256**

| File Description | Documents |
|---|---|
| Upload details of library usage by teachers and students | [View File](#) |
| Any additional information | **No File Uploaded** |

## 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

**Audisankara's IT policy provides a comprehensive framework for campus security, efficient software usage, personal gadget management, and equipment maintenance, ensuring a technology-driven academic environment.**

**1. Security and Surveillance Mechanism**

**The institution employs a robust CCTV surveillance system covering classrooms, corridors, and common areas to ensure safety and discipline. Privacy is upheld by restricting access to footage to authorized personnel, with the control room managed by trained staff. Routine checks and updates ensure operational efficiency while safeguarding user confidentiality.**

**2. Software Applications Licensing Policy**

**All software used is licensed, with regular updates to maintain compliance with intellectual property laws. Open-source applications are encouraged to enhance cost-effectiveness while ensuring high-quality resources for academic and administrative activities.**

**3. Use of Personal Gadgets**

**Students and staff are permitted to use personal gadgets for academic purposes, provided they adhere to secure network usage policies, maintain ethical conduct, and comply with**

institutional guidelines to protect data integrity.

4. Replacement and Service Policy

A dedicated budget supports the replacement and maintenance of IT infrastructure, ensuring timely upgrades. Backup systems are in place to protect critical data, with annual reviews to assess performance and plan for future needs.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/7.1.1(B).pdf |

## 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|---|---|
| 4430 | 1160 |

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |

| 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus | A. ?50 Mbps |
|---|---|

| File Description | Documents |
|---|---|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | No File Uploaded |

| 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for | A. All four of the above |
|---|---|

**editing**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/4.3.4.pdf |
| List of facilities for e-content development (Data Template) | [View File]() |

## 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

**2349.35292**

| File Description | Documents |
|---|---|
| Audited statements of accounts | [View File]() |
| Upload any additional information | [View File]() |

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

Systems and Procedures for Maintaining and Utilizing Institutional Facilities: The institution has well-defined policies and procedures to maintain and efficiently utilize physical, academic, and support facilities such as classrooms, laboratories, library, sports complex, and computers.

Maintenance Systems:A dedicated maintenance team ensures regular upkeep of classrooms, laboratories, and computing facilities. Periodic inspections, preventive maintenance schedules, and annual audits are conducted to identify and address infrastructure needs. A complaint register system allows staff and students to report issues, ensuring timely resolutions.

Classrooms and Laboratories:Classrooms and laboratories are allocated based on a structured timetable to optimize

utilization. Lab equipment is maintained through annual calibration and servicing contracts. Consumables are replenished regularly, and obsolete equipment is replaced as per policy.

Library:The library follows an automated system for book issuance and returns. Routine stock verification is conducted to maintain inventory accuracy. Library hours are extended during examinations to meet increased student demand.

Sports and Computing FacilitiesThe sports complex is managed by a faculty-in-charge who oversees scheduling and equipment maintenance. Computer labs are equipped with licensed software and high-speed internet, regularly updated to meet academic needs.These systems and procedures ensure optimal utilization, longevity, and availability of resources, fostering an efficient and supportive academic environment.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

2896

| File Description | Documents |
|---|---|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

397

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

| 5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.audisankara.ac.in/aqarpdf/5.1.3.pdf |
| Details of capability development and schemes | View File |
| Any additional information | View File |

**5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**

**521**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| 5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism | A. All of the above |
|---|---|

**for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

| File Description | Documents |
|---|---|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | **No File Uploaded** |

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

**521**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

### 5.2.2 - Number of outgoing students progressing to higher education

**133**

| File Description | Documents |
|---|---|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | **No File Uploaded** |

### 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

### 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/  GRE/

**TOEFL/Civil Services/State government examinations) during the year**

**102**

| File Description | Documents |
| --- | --- |
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

## 5.3 - Student Participation and Activities

**5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year**

**12**

| File Description | Documents |
| --- | --- |
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

**The institution has an active Student Council that serves as a vital link between the administration and the student community, fostering collaboration and student engagement in institutional development.**

**Student Council Activities:**

**The Student Council organizes and participates in various curricular, co-curricular, and extracurricular activities, including cultural festivals, technical symposiums, and sports events. It takes the lead in planning and executing activities such as blood donation drives, awareness campaigns, and community service projects. The council also plays a significant role in promoting environmental sustainability through tree-planting initiatives and clean-up drives.**

**Representation in Academic and Administrative Bodies:**

**Students are actively involved in academic and administrative decision-making through their representation in various**

committees. They are part of the Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee and Grievance Redressal Cell. Their inputs are valued in areas such as curriculum design, campus infrastructure development, and organizing academic events like guest lectures and workshops.

Through these roles, students develop leadership, teamwork, and organizational skills while contributing to the institution's growth. The active involvement of students ensures that their perspectives are incorporated into key decisions, creating a vibrant and inclusive campus environment.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/5.3.2.pdf |

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

2

| File Description | Documents |
|---|---|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

## 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association of the institution, along with its active chapters, plays a crucial role in fostering the institution's growth and development.

Financial Contributions: The alumni association provides financial support for various developmental initiatives, including infrastructure upgrades, scholarships for

meritorious and economically weaker students, and funding for research and innovation projects. Contributions are also made towards organizing cultural and technical events, fostering a vibrant campus environment.

Knowledge Sharing and Mentorship: Alumni regularly engage with current students through guest lectures, webinars, and workshops, sharing their industry expertise and career experiences. They provide mentorship for internships, projects, and placement preparation, guiding students toward achieving their professional goals.

Placement Support: The alumni network significantly aids the institution's placement activities by creating industry connections, facilitating campus recruitment drives, and referring students to job opportunities in reputed organizations.

Infrastructure and Resource Development: Alumni support has contributed to setting up labs, libraries, and other facilities. They also assist in sponsoring technical equipment and software to keep the institution's resources updated with industry standards.

Through their active participation and generous contributions, the alumni association strengthens the institution's ecosystem, ensuring that students and the institution as a whole benefit from their continued engagement.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://www.audisankara.ac.in/aqarpdf/5.4.1.pdf |

| 5.4.2 - Alumni's financial contribution during the year | E. <2 Lakhs |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

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

Yes. The institution is overseen by a cadre of scholarly academicians and seasoned administrators with a profound acumen for managing educational establishments at the zenith of excellence. In particular, the Standard Operating Procedures (SOPs) governing extant systems mirror the leadership's expertise in strategic ideation, judicious decision-making, unwavering accountability, and the capacity to inspire and guide team members. Moreover, policies are vigilantly monitored for perpetual refinement, attuned to the exigencies of evolving circumstances, and seamlessly aligned with the Institute's overarching Vision and Mission. Typical samples of SOPs are enclosed to demonstrate the governance of the institution reflecting effective leadership. Understanding the Vision and Mission, the institution has made policies creating an enabling environment for achieving the goals moving towards excellence.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://www.audisankara.ac.in/index.html |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Yes. The institution strategically employs decentralization, participative management, and delegation of powers to cultivate a robust leadership ecosystem on campus. Concrete instances of decentralization and delegation of powers at various levels serve as exemplars of these principles as cited in additional documents as it firmly upholds the belief that these practices are indispensable for the seamless operation of individual departments and the institution as a whole, aligning with the overarching principles of effective organizational governance. At every hierarchical level, be it department heads, administrative heads, or others, significant autonomy is bestowed to make independent

**decisions, ensuring alignment with institutional goals and targets in the pursuit of theninstitute's mission. Ameticulously crafted strategic initiative for comprehensive development is integrated into the Management Information System(MIS) or the Annual Operating Plan (AOP) for all unit heads. Powers are clearly demarcated within specified limits, granting autonomy to unit heads to fulfil their responsibilities effectively, guided by their discretion while adhering to ethical standards and professionalism.**

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | [View File]() |
| Upload any additional information | [View File]() |
| Paste link for additional Information | https://www.audisankara.ac.in/mcomt.html |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

**Certainly. The institution is guided by a well-structured strategic plan that is clear, actionable, and focused on achieving long-term goals. Every aspect of the plan is regularly reviewed and discussed in administrative meetings, ensuring continuous evaluation of progress. This ongoing scrutiny guarantees alignment with our objectives and facilitates adjustments where necessary. The full strategic plan, including detailed implementation steps, is available on the institution's website, offering full transparency and insight into our efforts towards its successful realization.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | [View File](#) |
| Paste link for additional information | https://www.audisankara.ac.in/aqarpdf/6.2.1.pdf |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The institution prides itself on a well-structured administrative framework, featuring clearly defined policies and systems that govern its various functional units. These policies extend beyond documentation to include a robust feedback mechanism, enabling ongoing refinement and improvement.

The comprehensive policy suite encompasses HR and IT policies, ethical guidelines such as the Code of Conduct, and detailed Standard Operating Procedures (SOPs) for examinations and other academic processes, including internship policies, among others.

To ensure widespread awareness, the institution employs a multi-faceted sensitization strategy. Traditional methods, such as roadshows conducted in both online and offline formats, are complemented by modern approaches, including digital dissemination via official internal WhatsApp groups. Additionally, policies are prominently displayed on notice boards, fostering transparency and encouraging feedback in a manner aligned with corporate best practices.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://www.audisankara.ac.in/ornc.html |
| Upload any additional information | **No File Uploaded** |
| Paste link for additional Information | https://www.audisankara.ac.in/ipd.html |

| **6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination** | **B. Any three of the above** |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning) Documen | **No File Uploaded** |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | **No File Uploaded** |

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

**The institution is committed to ensuring the well-being and professional growth of its teaching and non-teaching staff through a variety of welfare measures and career development initiatives.Staff are provided with Employees' Provident Fund (EPF), Employee State Insurance (ESI), and group accident insurance. Faculty members can claim registration fees for conferences and Faculty Development Programs (FDPs) and avail of a 50% subsidy on professional body memberships.The management also supports faculty pursuing Ph.D. programs by covering tuition fees and offers international travel grants for presenting research papers at global conferences. Fee concessions are extended to staff children. On-campus amenities include banking services, ATMs, wellness clinics, counseling centers, and a canteen with dedicated seating for staff. The campus is fully Wi-Fi enabled, and computing**

**facilities are available through a Central Computing Facility (CCF). Recreational activities, medical camps, and support cells like the Women Empowerment Cell and Internal Complaints Cell are active.Paid medical, maternity along with duty leaves for official purposes, are provided. Staff achievements are recognized through awards, appreciation letters, and performance-based promotions. FDPs, national and international conferences, and research initiatives are actively supported. These measures create a supportive environment, fostering professional excellence and personal well-being among all staff members.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | https://www.audisankara.ac.in/ipd.html |

**6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year**

**26**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year**

**12**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

**6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)**

26

| File Description | Documents |
|---|---|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | No File Uploaded |

**6.4 - Financial Management and Resource Mobilization**

6.4.1 - Institution conducts internal and external financial audits regularly

The institution has a well-structured protocol for financial resource management, facilitated by a fully computerized accounts section that ensures accuracy and transparency in maintaining financial records. Every financial transaction is documented with corresponding vouchers, and collections are promptly deposited in the bank. Major expenditures, both recurring and non-recurring, are conducted via cheques and managed by authorized personnel.

To maintain oversight, the institution conductsinternal and external financial auditson a regular basis. Internal Audit: An internal audit committee, comprising the Principal, Management, Heads of Departments (HODs), and the Administrative Officer, conducts periodic reviews of financial records to ensure compliance with institutional policies and statutory requirements.

External Audit: An external audit is carried out annually by a qualified Chartered Accountant appointed by the Governing Body. The external auditor scrutinizes the financial records and provides an independent assessment of the institution's financial health.

The most recent external audit, conducted in 2020, reported no objections. Audit reports are presented to the Governing Body for review and approval. Any discrepancies identified

during audits are resolved promptly through consultation with relevant stakeholders, ensuring a robust financial management system.

These comprehensive mechanisms ensure accountability, transparency, and efficient utilization of financial resources.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | Nil |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)**

0

| File Description | Documents |
|---|---|
| Annual statements of accounts | No File Uploaded |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | No File Uploaded |
| Any additional information | No File Uploaded |

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

The institution, under the aegis of Aishwarya Educational Society, adopts strategic policies for resource mobilization and ensures optimal utilization to support academic excellence and infrastructure development. The institution secures funding through tuition fees, grants from government agencies such as AICTE, DST, and UGC, and sponsorships from Aishwarya Educational Society. Contributions from philanthropic organizations and industries further augment resources. The institution also focuses on obtaining research grants, consultancy projects, and collaborations with industries to enhance funding opportunities. Funds are allocated based on a carefully prepared annual budget that prioritizes academic, infrastructural, and student

development needs. The Governing Body and Finance Committee
of Aishwarya Educational Society review and approve the
budget to ensure alignment with institutional objectives.

To maximize resource efficiency, the institution emphasizes:

- **Infrastructure Development:Maintenance and upgrading of facilities to meet academic and research demands.**
- **Faculty and Staff Welfare:Allocations for professional development, training programs, and participation in research and conferences.**
- **Student Support:Scholarships, skill development initiatives, and extracurricular activities.**
- **Sustainable Growth:Investments in renewable energy, waste management systems, and eco-friendly practices.**
- **Regular internal and external audits by committees appointed by Aishwarya Educational Society ensure transparency, accountability, and effective fund utilization. This approach enables sustained growth and academic excellence.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | Nil |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

**Institutionalized Practices as a Result of IQAC Initiatives**

**The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies, fostering a culture of continuous improvement. Two key practices institutionalized during the preceding year are:**

1. **Outcome-Based Education (OBE) Framework IQAC has implemented an Outcome-Based Education framework to align academic processes with clearly defined learning**

outcomes. Faculty were trained to develop outcome-centric curricula, assessments, and teaching strategies. Regular stakeholder feedback from students, alumni, and industry was utilized to update course content. This initiative has enhanced student competencies, employability skills, and placement outcomes, making learning more focused and industry-relevant.

2. Academic Bank of Credits (ABC) IQAC facilitated the adoption of the Academic Bank of Credits to promote flexible learning pathways. This initiative enables students to earn, accumulate, and transfer academic credits across institutions. The ABC system aligns with the National Education Policy (NEP) 2020, fostering lifelong learning and academic mobility. Its implementation has empowered students with greater flexibility in charting their educational journeys, leading to increased satisfaction and academic success.

These initiatives demonstrate the IQAC's commitment to embedding quality practices that enhance academic excellence and institutional effectiveness.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://www.audisankara.ac.in/abc.html |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

1. Adoption of Outcome-Based Education (OBE)

The IQAC facilitated the transition to an Outcome-Based Education (OBE) model to align teaching and learning with Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Faculty were trained to design COs using Bloom's Taxonomy, ensuring assessments evaluated CO attainment effectively. Continuous Internal Assessments (CIA) and End Semester Examinations were redesigned to reflect OBE principles. IQAC also introduced a systematic process for monitoring the attainment levels of COs, POs, and PSOs and implemented corrective measures as needed. This reform has resulted in better alignment between academic delivery and

industry expectations.

**2. Promotion of MOOCs and NPTEL/SWAYAM Courses**

The IQAC actively encouraged the integration of Massive Open Online Courses (MOOCs) and NPTEL/SWAYAM certifications into the curriculum. Students were motivated to register for these courses to enhance their knowledge and skillsets beyond the classroom. Faculty guided students in selecting relevant courses and incorporated credits for these certifications into academic evaluations. Additionally, virtual labs and simulation-based experiments were introduced in select courses to strengthen experiential learning.

These initiatives have fostered higher student engagement, improved academic performance, and widened the scope of learning opportunities. The reforms exemplify IQAC's role in driving continuous improvement

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://www.audisankara.ac.in/onlinecer.html |

| | |
|---|---|
| **6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)** | B. Any 3 of the above |

| File Description | Documents |
| --- | --- |
| Paste the web link of annual reports of the Institution | https://www.audisankara.ac.in/aqarpdf/6.5.3.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution is committed to promoting gender equity through various initiatives and creating a supportive and inclusive environment.

Curricular and Sensitization Activities: Courses on ethics, human values, and societal issues include components that address gender equity and sensitization. Workshops, seminars, and guest lectures are organized on topics such as women empowerment, gender rights, and workplace equity. Special programs during International Women's Day and gender sensitization campaigns foster awareness among students and staff.

Co-curricular and Extra-curricular Activities: Activities such as debates, role-plays, poster presentations, and essay competitions focusing on gender equality are regularly conducted. Women-centric events like self-defense workshops, health awareness camps, and leadership development programs help enhance confidence and skills among female students and staff.

Facilities for Women: The institution provides a dedicated Women's Cell and an Internal Complaints Committee to address and resolve gender-related grievances. A separate women's lounge, hygienic washrooms, and a well-equipped health room

ensure comfort and convenience. Security measures include CCTV surveillance, adequate campus lighting, and a well-trained security team.

These efforts aim to empower women, promote inclusivity, and cultivate a culture of respect and equity, ensuring a safe and supportive campus environment for all.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.audisankara.ac.in/aqarpdf/7.1.1.pdf |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment** | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geotagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institution is committed to sustainable waste management and has implemented facilities for managing degradable and non-degradable waste effectively.

Solid Waste Management: The campus promotes segregation of solid waste at source into biodegradable and non-biodegradable categories. Biodegradable waste, such as food and garden waste, is processed in compost pits to produce organic manure, which is used for campus landscaping. Non-biodegradable waste, including plastics and paper, is collected separately and sent to authorized recyclers for further processing.

Liquid Waste Management: The institution ensures the proper

disposal of liquid waste through a well-maintained drainage system. Periodic inspections and maintenance are carried out to prevent blockages and contamination, ensuring compliance with environmental standards.

E-Waste Management: Electronic waste, such as obsolete computers, peripherals, and batteries, is collected and handed over to authorized e-waste recyclers. Awareness drives on e-waste hazards and its proper disposal are conducted regularly.

Waste Recycling System: The campus encourages recycling practices, including the reuse of paper and the conversion of organic waste into compost. Regular sensitization programs promote a culture of recycling and responsible waste disposal among students and staff.

These efforts ensure an eco-friendly and sustainable campus environment while promoting environmental awareness.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | No File Uploaded |

| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | A. Any 4 or all of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:**<br><br>1. Restricted entry of automobiles<br>2. Use of bicycles/ Battery-powered vehicles<br>3. Pedestrian-friendly pathways<br>4. Ban on use of plastic<br>5. Landscaping | **A. Any 4 or All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Geotagged photos / videos of the facilities | [View File](#) |
| Various policy documents / decisions circulated for implementation | **No File Uploaded** |
| Any other relevant documents | **No File Uploaded** |

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

| **7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**<br><br>1. Green audit<br>2. Energy audit<br>3. Environment audit<br>4. Clean and green campus recognitions/awards<br>5. Beyond the campus environmental promotional activities | **B. Any 3 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.** | **A. Any 4 or all of the above** |

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | View File |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

**The institution is committed to fostering an inclusive environment that embraces cultural, regional, linguistic,**

communal, and socio-economic diversity. Initiatives are designed to promote tolerance, harmony, and mutual respect among students, faculty, and staff. Cultural and regional festivals such as Diwali, Eid, Christmas, Pongal, Navartri are celebrated on campus, providing opportunities for students to share and appreciate each other's traditions. International student exchange programs and multicultural events like food fests and cultural exhibitions encourage cross-cultural interactions and understanding.

To address linguistic diversity, the institution offers language support programs, including workshops and language clubs, enabling students from various backgrounds to enhance their communication skills. This fosters a more inclusive learning environment.

Special emphasis is placed on socio-economic inclusivity through need-based scholarships, financial aid, and mentorship programs. These initiatives ensure that students from economically weaker sections can access quality education without barriers.

Workshops, seminars, and awareness campaigns on communal harmony, gender equality, and social justice are regularly organized. The institution also conducts activities under the NSS and similar programs to engage students in community service, thereby instilling values of empathy and cooperation.

Through these efforts, the institution creates a harmonious ecosystem that respects and celebrates diversity while promoting unity and inclusiveness.

| File Description | Documents |
| --- | --- |
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

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

The institution actively engages in sensitizing students and employees to constitutional obligations, emphasizing values, rights, duties, and responsibilities as enshrined in the

Constitution of India. These initiatives aim to foster a sense of patriotism, social responsibility, and ethical behavior among all stakeholders.

To promote awareness, the institution organizes events such as Constitution Day (Samvidhan Divas), where sessions are held to explain the Preamble, Fundamental Rights, and Directive Principles of State Policy. Activities like quizzes, debates, and essay competitions on constitutional themes further enhance understanding.

The institution also conducts workshops, seminars, and guest lectures by legal experts and social activists to highlight the importance of citizenship values, gender equality, environmental conservation, and communal harmony.

Programs like voter awareness campaigns and celebrations of National Unity Day, Human Rights Day, and Anti-Corruption Week encourage active participation in democratic processes and ethical governance.

The curriculum integrates courses and projects on ethics and values, ensuring that students internalize constitutional principles. Additionally, NSS and other student-led initiatives promote community engagement, focusing on civic duties like cleanliness drives, plantation programs, and supporting marginalized groups.

Through these efforts, the institution nurtures responsible citizens equipped with the knowledge and values to contribute meaningfully to society and uphold constitutional ideals.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of** | A. All of the above |

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

| File Description | Documents |
|---|---|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | View File |
| Any other relevant information | **No File Uploaded** |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**The institution actively celebrates and organizes national and international commemorative days, events, and festivals to promote cultural diversity, patriotism, and awareness among students and faculty. These events are integrated into the academic calendar and are planned to foster a sense of unity, respect, and inclusiveness.**

**National days such as Independence Day, Republic Day, and Gandhi Jayanti are celebrated with flag hoisting, speeches, and cultural programs that highlight their historical significance. International events like International Yoga Day are marked with yoga sessions and awareness campaigns to promote health and well-being.**

**The institution also organizes festivals and events such as World Environment Day, National Science Day, and Teachers' Day to inspire students to engage in activities related to sustainability, scientific temper, and gratitude toward educators. Cultural festivals and traditional celebrations like Diwali, Pongal, and Christmas are also organized to**

reflect the nation's rich heritage and foster inclusivity.

Seminars, workshops, and guest lectures are conducted as part of these commemorations to educate students on relevant themes. These initiatives not only enhance the learning experience but also instill values, community spirit, and global awareness among students, aligning with the institution's vision of holistic development.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

https://www.audisankara.ac.in/pdf/bp2324.pdf

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.audisankara.ac.in/pdf/bp2324.pdf |
| Any other relevant information | Nil |

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Online Evaluation and Correction at Audisankara College of Engineering and Technology (ASCET): Leading the Digital Transformation in Academic Assessment Audisankara College of Engineering and Technology (ASCET) has pioneered the integration of online evaluation and correction, revolutionizing its academic assessment processes. This shift to digital tools reflects the college's commitment to

innovation and academic excellence, enhancing both the efficiency and effectiveness of evaluations. The online evaluation system at ASCET allows for real-time feedback, instant result processing, and secure, efficient assessments since the introduction of the online evaluation. Equally transformative is the online correction system, which enhances grading precision and speed. Automated grading for objective questions and an intuitive interface for subjective answers ensure a more personalized evaluation. Through a cutting-edge Learning Management System (LMS), it is also suggested by IQAC to deploy LMS for complete campus academic digitization and also suggested to introduce AI-based analytics provides insights into student performance, empowering faculty to make data-driven decisions and offer tailored deliverables. This digital approach ensures transparency, reduces grading delays, and promotes a student-centered learning experience. ASCET's commitment to digital innovation is setting new standards in education, fostering a digitally inclusive campus where both students and faculty thrive in an ever-evolving academic environment.

| File Description | Documents |
| --- | --- |
| Appropriate link in the institutional website | https://www.audisankara.ac.in/aqarpdf/7.3.1.pdf |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

Criterion I: Curricular Aspects Strengthen the feedback mechanism on curriculum Introduce trans-disciplinary courses for broader learning opportunities aligning NEP 2020 Leverage autonomous governance to foster independent learning. Criterion II: Teaching-Learning and Evaluation Enhance student intake quality through targeted initiatives. Strengthen SOPs for experiential learning via internships, OJT, and apprenticeships. Implement meta-cognitive assessment tools to measure course outcomes for applied learning. Criterion III: Research, Innovations, and Extensions Encourage faculty to utilize seed money grants Foster research and entrepreneurship through the IIC and ACIC – ASIIC. Increase applications for external funding and improve publication quality in indexed journals to boost citations. Criterion IV: Infrastructure and Learning Resources Establish

industry-sponsored labs for student upskilling and research. Advance academic digitization to streamline learning and administration. Criterion V: Student Support and Progression Increase student participation in competitive exams like GATE, CAT, GRE, and IES. Encourage active student involvement in national and international platforms. Criterion VI: Governance, Leadership, and Management Continuously upgrade faculty expertise through professional development. Sustain participation in NIRF rankings for institutional benchmarking. Strengthen collaborations with universities, industries, NGOs. Criterion VII: Institutional Values and Best Practices Elevate existing best practices to exemplary levels. Collaborate with leading institutions to adopt best practices for continuous improvement.