



**AUDISANKARA COLLEGE OF
ENGINEERING & TECHNOLOGY**
(AUTONOMOUS)

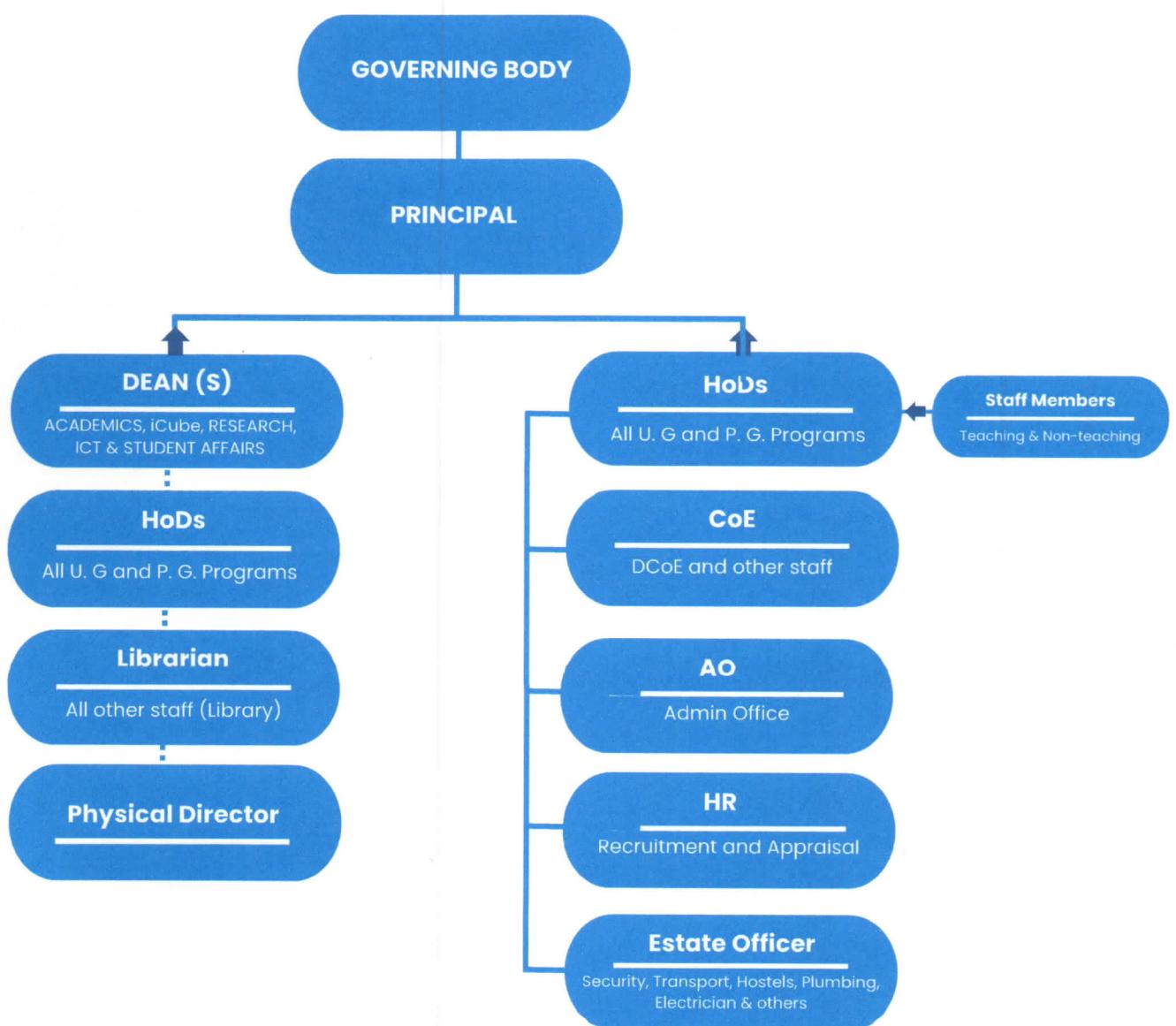


STANDARD OPERATING PROCEDURE

People Management, Systems, Processes & Implementation

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ORGANOGRAM



Standard Operating Procedure (SOP)
People Management, Systems, Processes, and Implementation

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A. E-mail Communication Etiquettes

All e-mail communications shall be responded properly on time to the sender keeping all the concerned members in loop, if necessary. It is strongly encouraged to use CC option wherever necessary, and option of BCC use is strongly discouraged unless otherwise the purpose demands the situation. All mail communications that demand participative management for end action shall be drafted freshly by the recipient and the same shall be communicated to the other members whom it is intended. It is strongly discouraged to forward the mails from higher-ups directly to the other direct reportee (s) as such. By default, all official communications shall be routed only through official mail ID having the domain ID as "@audisankara.ac.in". The access to the official mail ID should be handled by the respective member and it shouldn't be shared to anyone

B. The coordinator (Accreditation & Ranking)

The IQAC Coordinator accreditation & Ranking shall be at the level of Associate Professor or a Professor nominated by the Institute and the tenure shall be one cycle of accreditation. To assist the IQAC Coordinator one co-coordinator shall be nominated for succession planning. ASCET believes that the role of the IQAC coordinators is more than the Head of the Institution as they are primary custodian of maintaining the quality standards in the systems and process and bring changes for quality enhancement.

Objectives

The primary aim of IQAC is

- a. To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution
- b. To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices

IQAC shall evolve mechanisms and procedures for

- a. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- b. Relevant and quality academic/ research programmes
- c. Equitable access to and affordability of academic programmes for various sections of society
- d. Optimization and integration of modern methods of teaching and learning
- e. The credibility of assessment and evaluation process
- f. Ensuring the adequacy, maintenance and proper allocation of support structure and services
- g. Sharing of research findings and networking with other institutions in India and abroad

Roles and Responsibilities

- a. Development and application of quality benchmarks
- b. Parameters for various academic and administrative activities of the institution
- c. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
- d. Collection and analysis of feedback from all stakeholders on quality-related institutional processes
- e. Dissemination of information on various quality parameters to all stakeholders



- f. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- g. Documentation of the various programmes/activities leading to quality improvement
- h. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices
- i. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality
- j. Periodical conduct of Academic and Administrative Audit and its follow-up
- k. Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC and NBA related tasks.
- l. To develop Institution Strategic Plan or Development Plan (Strat Plan) keeping UGC guidelines as benchmark

C. Dean (Academics)

The dean is the SPOC to coordinate all the regular academic activities in coordination with the Vice-Principal/Principal in arriving the academic calendar after having necessary discussion with Office of the Controller of Examinations (CoE). The academic calendar shall be prepared well in advance before the commencement of the academic year in line with the University JNTU Anantapur and Autonomous Calendar furnishing all the relevant details pertaining to

- a. Schedule of continuous assessment
- b. Schedule of end semester examinations
- c. Schedule of practical examinations
- d. Annual Day (Once in a year)
- e. Graduation Day (Once in a year)
- f. Achievers' Day (Once in a year)
- g. Talent Appreciation Day (Once in a year)
- h. Freshers Meet (Once in a year)
- i. HoD's Monthly Meeting (Once in a month)
- j. Meeting with Management (As and when needed)
- k. Board of Studies (Twice in a year)
- l. Academic Council (Twice in a year)
- m. Governing Council (Twice in a year)
- n. Annual Technical Fest (Once in a year)
- o. Institutional Holidays (As prescribed by the Institution)
- p. Commemorative events (As prescribed in the Gazette)
- q. Other central level events if any (As prescribed)
- r. Students Representative Meeting (Once in a two months)
- s. Curriculum Development Monitoring Committee (CDMC)

Roles and Responsibilities

- a. To prepare and release the academic calendar with all possible academic and non-academic events one month before the commencement of the academic year

- d. The core team shall continuously monitor the websites central funding agencies and share the notifications to all the internal members time-to-time and if necessary, the members shall convene a meeting for an effective dissemination
- e. Organizing webinars once in two weeks taking necessary support from Top 2% of the Scientists in the World (Ranked by Stanford University)
- f. Prepare the list of working paper series (Paper publications) by the members of faculty once in a semester
- g. Organizing meetings with competent authority to review the progress of their Ph. D. work for timely completion
- h. Maintaining the date base of project submitted, approved, sanctioned, grants received, papers published in Scopus and SCI indicating the quartile viz. Q1, Q2, Q3 and Q4
- i. Display the research paper by the members of faculty at a strategic location to disseminate their findings and honor them
- j. Research Mentoring
- k. Inviting applications for in-house research among faculty members for fundamental research and provide seed grant after having necessary review and expected outcomes
- l. To work closely with the team members of NIRF and ARIIA for better coordination in preparing the relevant details for submission

E. Curriculum Delivery Monitoring Committee (CDMC)

The Curriculum Delivery Monitoring Committee, is an initiative of IQAC to continuously monitor and receive direct feedback from the students and teachers to enhance the quality of classroom deliverables. The following are the roles and responsibilities.

Roles and Responsibilities

- a. The IQAC shall formulate a committee consisting of members with the following composition. The members shall be on rotation with the members of IQAC identified and approved by competent authority

b. Composition

- I. Head of the Department (Chairman)
- II. Class Teacher or Coordinator (Member Secretary)
- III. Respective Course Instructors of that particular class
- IV. Student Representatives (Advanced Learners, Lateral Entry Students, Girls Students, Slow Learners - two each per section)
- V. One observer (Nominated by the IQAC Coordinator)

c. Procedure and Frequency of Organizing the CDMC

- I. The meeting shall be conducted twice in a semester, preferably after three weeks from the commencement of the course (Meeting #1) and three weeks from the Midterm test #1
- II. The Member Secretary should fix the date of the above said meetings and inform the academic coordinator as well as IQAC coordinator before the commencement of the semester. In case of any deviation in the proposed dates, the same shall be intimated by the Member Secretary well in advance to avoid practical inconvenience

- b. To disseminate the academic calendar in the institutional official website and circulate to all relevant stakeholders through mail communication after getting necessary approval from the competent authority
- c. To convene meetings as and when needed which are on priority for regular follow-up and maintain the relevant documents appropriately for easy retrieval at any instant of time. It is suggested to maintain softcopies of those documents to deploy paperless environment and to save nature
- d. The academic coordinator shall formulate a committee as and when needed with right resources pertaining to the event after having necessary approval from the competent authority
- e. The academic coordinator shall maintain the calendar in the prescribed format and indicate the status of completion of the event as when it is completed
- f. To organize one monthly meeting with all HoDs, one week after the completion of the every continuous assessment test to review and assess the performance of the mid-term tests
- g. The academic coordinator is the sole custodian of all the above-mentioned responsibilities and documents pertaining to all the events

D. Dean (Research)

In any HEIs, research should go hand-in-hand with academics and certainly the Institute strongly believes that the research is one of the metrics that acts as a differentiator for any HEIs. In this context, to promote and instill the spirit among the teaching and student community, the research coordinator shall formulate the core team of passionate researchers to facilitate the research and bring a research eco-system in the campus. The following are the roles and responsibilities

Roles and Responsibilities

- a. To formulate a research advisory board (RAB) with external experts and a core team within the campus to handhold the members of faculty and students for research-oriented activities. The composition of RAB may include
 - i. Three – four members from Top 2% of the Scientist in the World (Stanford University Ranking 2020)
 - ii. One or two members from academia, preferably from Institutions of National Repute
 - iii. One or two members from Research Organizations
 - iv. Management Representative
 - v. Principal
 - vi. Institute Research Coordinator (Member Secretary)
- b. To create a research eco-system in the campus and promote research among the teachers & students
- c. To arrive an annual research calendar indicating the list of research-oriented activities in terms of webinars, ethical practices in research, sensitization & reinforcing session on IPR and Patents, Research Mentoring, Seminar by members of faculty (once in a month by two to three members) on a recent research topic related to his/her research

- III. The Member Secretary shall ensure the quorum of the meeting and the proceedings of the meetings are well documented with follow-up action and shall be discussed in the subsequent meeting with the action taken report (ATR)
- IV. The observer shall be nominated by the IQAC coordinator taking necessary approval from the competent authority and shall communicate to the observer through official mail ID (one-to-one) and maintain the confidentiality
- V. The observer will act as a facilitator to enable the students to freely share the feedback to the Member Secretary with regard to the following general points of agenda in addition to the others across the table time-to-time
 - Quality of teaching (Course-wise)
 - Syllabus coverage
 - Availability of adequate learning resources in the library
 - Adherence to the course plan
 - Students response
 - Students response to assignments and discussion of answers in the classroom by the teacher
 - Effectiveness of remedial classes and make-up classes
 - Effectiveness of tutorial classes
 - Conduct of Laboratory Classes
 - Working status of Laboratory Equipment
 - Any other related points

F. Academic Audit

- a. The academic audit is one of the prime objectives of the functions of IQAC to ensure all the systems and processes are in place for enhancing the quality of academic eco-system. The academic audit shall be done with the following approaches at the stipulated time.
 - I. Internal
 - II. External + Internal
- b. The academic audit shall be planned twice in an academic year and one exclusive audit before the commencement of academic year. The first two academic audits shall be done one with internal members and the other with both internal and external members. The pure internal academic audit shall be done after the completion of odd semester and the other one shall be conducted at the end of even semester. The academic audit shall be conducted in line with the following items
 - Academic forms AC 09 and AC 10 and other related documents mentioned in AC 09 & 10
 - Verification of answer scripts in line with the scheme and answer key
 - Minutes of the monthly department meeting
 - Minutes of the CDMC minutes
 - Compliance of the academic calendar
 - Students feedback on Teaching – Learning Process and action taken report
 - Remedial and Make-up Classes
 - Other related documents, if any
- c. The second audit shall be done by identifying external members from reputed institutions taking necessary approval from the competent authority well in advance and the audit procedure remains the same of first audit as cited above. The proceedings of the audit shall



be communicated to the competent authority and a separate IQAC meeting shall be organized to discuss the same

- d. The IQAC coordinator shall facilitate an opening and exit meeting before and after auditing to consolidate the reports and should ensure that the audit reports are shared to all the auditee
- e. The internal members shall be chosen among the IQAC coordinators identified at the very beginning of the academic year taking necessary approvals from the competent authority and the auditors shall be informed through mail communication. The period of IQAC members shall be two years
- f. The IQAC Coordinator shall ensure proper training is given to the auditors at the very beginning of the academic year about the auditing process
- g. In the opening meeting, the IQAC coordinator shall handover the necessary documents along with the name of auditee in a sealed cover
- h. In case of any deviation in the audit documents, depends on the degree of gravity, the auditor shall fix a mutual convenient date for re-audit and shall inform the competent authority and close the process
- i. The IQAC Coordinator is the sole custodian of all the documents for the entire audit process

G. Dean (iCube)

The activities related to internship programme (s) viz. Summer Internship / Community Service Project (CSP) and Full Semester Internship shall be basketed under iCube (Industry Institute Interaction) as per Clause (G) and the Dean (Internship and Placements) shall be appointed by the institute for this particular Internship related activities. Further the entire internship process shall be designed as an institutionalized process and the internship coordinator shall adhere to the following steps while allocating and assessing the interns.

Step 1: Request Letter/ Email from the office of iCube of the college should go to industry to allot various slots of 4-6 weeks during summer vacation as internship periods for the students. Students request letter/profile/ interest areas may be submitted to industries for their willingness for providing the training.

Step 2: Industry will confirm the training slots and the number of seats allocated for internships via Confirmation Letter / Email. Based on the number of slots agreed to by the Industry, Internship Coordinator will allocate the students to the Industry. In addition, the internship slots may be conveyed through Telephonic or Written Communication (by Fax, Email, etc.) by the Internship Coordinator who are particularly looking after the Full and Summer Internship.

Step 3: Students on joining Training at the concerned Industry / Organization, submit the Joining Report/ Letters / Email to the concerned mentor with the department coordinator indicating the industry supervisor, nature of work assigned, contact details of the supervisor and other relevant details.

Step 4: Students undergo industrial training at the concerned Industry / Organization. In-between the internal and external supervisors shall carry out interim assessment as per the autonomous guidelines by deploying suitable internship assessment instrument. Further, during the course of time, the students shall maintain a internship diary to capture their day-to-day activities as well as their learning outcomes. During the final assessment, the students shall submit the internship diary to the members of assessment panel.

Step 5: Students will submit training report after completion of internship as per the prescribed format by the Institute. The report shall be vetted and verified by a team before the assessment to ensure the quality of the report.

Step 6: Training Certificate to be obtained from industry.

Step 7: List of students who have completed their internship successfully will be issued by III Interaction Cell to the respective department through the Office of the Controller of Examinations.

Note: As the internship program is institutionalized, the students are not permitted to find the companies for their own internship program. However, if the student is still particular about any industry for internship, the iCube shall call for a meeting along with the respective Head of the Department and the department coordinator to decide and permit the student for the same after validating the authenticity of the company.

Further, the Dean (Internship and Placements) is the sole custodian of the entire documents and shall maintain the documents ready for any sort of auditing by the members of IQAC at any instant of time.

H. Alumni Coordinator

- a. The alumni coordinator shall be at the level of any cadre and should demonstrate dynamism. The alumni coordinator shall formulate a team of co-coordinators taking one from each program of study. The prime objective of the alumni cell shall be to maintain a good rapport with all ASCET alumni and leverage their potential for the development of the Institute in terms of
 - i. Curriculum Development and Revision
 - ii. Grads' Expert Talk (Graduate Expert Talk)
 - iii. Industry – Institute Interaction
 - iv. Mentoring
- b. The alumni coordinator shall organize two international and national alumni meet through online or one each in physical means. Further the alumni coordinator shall organize one Voice of Success (Alumni Talk) per department per month for their respective program of study or as a whole depending on the nature of interaction and topic. The alumni coordinator shall be sole custodian for maintaining the alumni data as on date taking the necessary support from the alumni co-coordinators
- c. The period of alumni coordinator shall be of one year and for the department-wise coordinators, the Head of the Department shall decide based on the available resources and productivity

I. Statutory Websites Monitoring Coordinator

The Dean (ICT) shall ensure his/her regular visit or surf the websites related to Higher Education viz. AICTE, National Board of Accreditation (NBA), NAAC, Ministry of Education, UGC, APSCHE and gather the recent updates related to all possible dimension related to the Institution and update continuously once in a week, preferably Wednesday of every week to the Management, Higher Authorities and HoDs on priority and the same shall be maintained in a documentation form. Further, in case if the coordinator feels that it needs any urgent attention, he /she shall escalate personally to the concerned higher authority for immediate action from their end, if needed. The coordinator of IQAC shall holds the responsibility of this committee as a Coordinator.

J. Centre for Academic Excellence – An initiative for Staff Development

ASCET strongly believes that the **Quality of Education can never be better than Quality of Teachers in an academic eco-system**. In this context, the Institution always realize the importance of the capacity building of the staff members as a prime of focus while realizing the Vision and Mission of the Institute.

Roles and Responsibilities of the Coordinator (Staff Development Cell)

- a. To prepare a calendar of events indicating the various training programmes for the staff members and to circulate the same well in advance
- b. To identify appropriate internal and external resources and indicate the tentative names of the resource persons in the calendar of events
- c. The calendar of events shall be prepared once in a semester or in an year
- d. To carry out training need analysis and arrange suitable training programs related to Outcome Based Education (OBE) and Accreditation (OBE), National Education Policy 2020, Blended Learning, 21st Century Skills, Refresher Courses, IPR & Copy Rights, Climate Changes & Sustainability and Ethics & Integrity
- e. The coordinator shall take up the expectation of the participants before the commencement of any faculty development programs and get the feedback of the participants after the faculty development programmes to close the loop for further improvements to ensure the quality of events at all times
- f. To conduct proper assessment leading to certification for all the faculty development programmes
- g. Some of the following programs shall be taken up continuously with follow-up sessions to ensure the competency of the members of the faculty is incrementally building over a period of time
 - i. Revised Bloom's Taxonomy
 - ii. Outcome Based Education (OBE) and Accreditation (OBA)
 - iii. Blended Learning
 - iv. Digital Bloom's Taxonomy (DBT)
 - v. Training on New Age Skills
 - vi. Training on Digital Literacy like use of various LMS platforms (Moodle, Canvas, Blackboard etc.,,)

K. Training and Placement Cell (Career Development Centre) - The Placement arm of Internship and Placements

The training and placement coordinator (TPO) holds the entire responsibility of planning, scheduling and implementing the students' training for enhancing the employability skills. In case the training and placement cell demands to take necessary support from the respective department for the students training, the TPO can coordinate with the respective Head of the Department for the same with prior approval from the competent authority. In addition to the above responsibility, the responsibilities include

- a. Maintaining to good rapport with the potential employers who are regularly visiting the campus for hiring
- b. Development and establishing footprints with new companies year on year to enhance the number of new recruiters
- c. The TPO can adopt new strategies to identify companies in the core domain to provide equal opportunity for all the students

- d. The TPO can fix a incremental Max. and Avg. CTC year on year to enhance the quality of placements
- e. Invite foreign embassies or other concerned team to provide awareness of higher education outside the countries once in an year
- f. The TPO shall call for a meeting once in three months during the commencement of placement season to review the list of eligible students, schedule of placement training, plan of action for the forthcoming drives and other related issues
- g. In addition to the above, the TPO can also look into the option of submitting the institute credentials to all educational magazines and ranking process for branding and visibility
- h. As and when needed, he can plan for HR Conclave to strengthen the relationship between institute and the industry

L. iCube (Industry – Institute – Institute (III) Interaction Cell)

Preamble: All HEIs have in common that they are by definition global but also operate within 'closed territories' of local stakeholders, and in multiple territories at all levels from local to international. The need to rationalise efforts and to contribute to a defined region threatens to limit the autonomy of the individual institution, providing a particular twist to the problem of balance between competition and collaboration between institutions. There is a further tension: between a national demand for world-ranking science and technology and the development needs of each particular region, a tension exacerbated by uneven development between regions. With this background, it is very mandate to develop regular interaction across the institutions for mutual growth and understanding.

The regular interaction between **Institution and Industries** and **Institution and Institution** plays a vital role to understand and learn from each other for a holistic development in enhancing the quality of education across all the Institution. Also the interaction enables the Institution particularly the need of the industries in terms of Knowledge and Skill that need to be nurtured among the students and provide adequate exposure to industrial practices during their course of study. In this regard, the iCube Interaction Cell plays a vital role in creating link for mutual collaboration and grow together with a common purpose. The following are the roles and responsibilities of iCube.

Roles and Responsibilities of iCube Members

- a. The iCube members should maintain a good rapport with all potential employers visiting the organization for campus placements
- b. To establish new footprints in Core, IT and ITES related companies
- c. Developing and maintaining network with companies, HEIs and research organizations
- d. To explore the possibility of signing formal MoUs and Tie-up
- e. To organise a HR Conclave once in two years
- f. To anchor internships related courses (Summer Internship and Full Semester Internships) along with department level coordinators and it should institutionalized
- g. To facilitate internship programme for the members of faculty
- h. To assist placement cell for campus placement related activities as and when needed



M. Faculty Annual Appraisal (Annexure I)

The faculty annual appraisal shall be submitted by each member of the faculty well before the date of joining (DoJ) to the principal or competent authority through the Head of the Department. The Head of the Department shall initiate one-to-one discussion with the respective faculty on his/her appraisal and vet the document before forwarding to the authorities with his/her recommendation of the annual increment. The Head of the Department shall forward the same within two-days of time from the receipt of the annual appraisal submitted by the faculty member failing which it shall be forwarded with note of delay for consideration.

N. HoDs Monthly Meeting

The competent authority shall convene a monthly meeting of all Deans, Heads of the Departments (HoDs), Controller of Examinations (CoE), and other concerned staff based on the requirement, preferably on the first Saturday at convenient time. The meeting shall be focussed keeping some of the standing agenda in addition to others items for discussion.

- a. Review of the earlier HoDs meeting and compliance of the action taken report
- b. Review of the Academic Performance and Syllabus Coverage
- c. Review of the details pertaining to Monthly Information System (MIS)

Subsequently, the respective Head of the Department shall convene a meeting in the department to disseminate the proceedings of the meeting to their respective members. The proceedings of the meeting shall be forwarded within a week from the date of the HoDs monthly meeting.

O. Monthly Information System (MIS)

The MIS shall be prepared every month as per the format prescribed by the Institution and the same shall be forwarded to the competent authority, preferably 29th of every month through e-mail communication in the prescribed format for further review. The MIS shall include details like key highlights of the department (in terms of activity, achievements (Staff and Students), Collaborations or any other points that need to gain attention), academic performance, students and faculty professional development activities organised and attended and so on.

P. Students' Mentoring

Preamble

Benefits for Students (Mentee)

- a. **Individualized Goal Setting:** Meeting students where they are as developing individuals is where personalized learning begins. Each week, students meet with their mentors to assess their academic progress and to set individual short- and long-term goals, develop an action plan, and learn time management and planning strategies. This intentional, weekly interaction helps students develop a universal set of skills -- goal setting, adaptability, and reflection -- that are necessary for success in college, career, and life
- b. **Relationships Built on Trust:** The reliable routine of mentorship allows students to build a relationship with their teachers built on honesty and trust over time. Mentors serve as a thought partner for students on their academic journey and help empowering students to become autonomous learners or self – directed learners and change agents of their own change. They express understanding of students' aspirations and fears and support their success by acting as a facilitator or advocate for students' best interests. Building

relationships with students includes alignment with home life, achieved through regular communication and periodic mentor-student meetings with parents or guardians

c. **Developing Self-Awareness and Fostering Passions:** An essential component of one-to-one mentoring sessions are weekly self-reflections, which give students the chance to build awareness around their ability to set and follow through on appropriate academic and social goals. Students who practice individual goal-setting and reflection over time are better able to accurately assess their strengths, as well as recognize and act on areas for self-improvement. Exploring personal interests goes hand-in-hand with identifying strengths, and students are encouraged by their mentors to explore ways in and out of schools -- through clubs or community programs and projects -- that will help build and expand these personal interests and passions

Virtual Meeting among Stakeholders: Most importantly, the mentor can connect with the parents and the respective mentees as well once in a month or at convenient intervals not more than a month to have a virtual meeting and discuss the positive traits and areas of improvement taking the suggestion from parents to build the relationship among stakeholders. The virtual meeting shall be convened with one-to-one or group depending to the agenda for discussion. And the same shall be recorded and submitted to digital repository.

Benefits for Teachers (Mentor)

a. **Reaching All Students:** Mentorship offers a structured, consistent time and space for teachers to get to know the whole student, apart from a whole-class or even small-group setting. "That is the dream of every teacher -- to be able to reach every single pair of eyes that are looking up at you, and give them the best education possible," said **Catherine Birch, a teacher with PISD.**
Sustained knowledge of what's happening with students on a social and emotional level, alongside performance in the classroom, sets teachers up for success when making informed decisions on best interventions for students who may be struggling. In addition to the personal connections made during one-to-one meetings, mentors have access to content assessment data for each of their mentees and can collaborate with other grade-level teachers to better set learning goals across subjects for students

b. **Opening Doors to Possibilities:** Through mentorship, educators have a unique opportunity to help open doors to future academic and career possibilities and cultivate a student's Sense of Purpose. Regardless of their academic achievements, all students have an authentic sense of curiosity to understand the world. Knowing each student's interests, strengths, and goals allows mentors to encourage students to engage in school- or community-based activities that help build skills toward a known passion, or to try new activities and expand a student's self-awareness and sense of self-efficacy

c. **A More Rewarding Teaching Experience:** A significant part of mentorship is helping students develop Habits of Success, the dispositions, mindsets, and behaviours that students need to make a successful transition from high school to college and careers. Just as students are more likely to succeed in school when they've had opportunities to develop life skills such as self-directed learning and a growth mindset, educators who explicitly help students develop these habits are more likely to be successful in impacting every student

Though the students mentoring is not adhere to any standard procedure as it needs be nurtured naturally and grow organically in to the DNA of each and every teacher or a mentor, here is a suggested model for building mentor – mentee relationship and do mentoring.

- a. Each mentor shall be assigned with 15 – 20 mentees depending on the strength
- b. The mentees shall be identified in a balanced way by taking students from all segments of learning levels across all the years of study, say 5 from each year
- c. Building relationship among mentees
- d. Mentoring, supporting, assisting and advocating the students with the filled entry survey form SU 01
- e. To meet the mentees in an informal way either in their respective faculty cabin or in any outdoor environment in the college premises or in cafeteria to have a different ambience to have a free mindset
- f. The mentor shall document the proceedings of the meeting for continuous follow-up
- g. The mentor shall be in touch with the parents or guardians to develop a rapport for a continued relationship for the mentees for professional development

Q. Remedial Classes

The remedial classes shall be planned by the respective course instructor in two different ways viz. Corrective and Pro-active. In the first one, the respective course instructor shall plan special classes for the students who are failed in that particular course in the end semester examinations. Before the commencement of the remedial class, the course instructor are strictly instructed to adhere to the following guidelines without any sort of deviation to enhance the performance of the students as well as to enable him to clear the course in the second attempt positively.

- a. The course instructor should ensure all the students who are attending the remedial classwork possess the lecture notes pertaining to the earlier semester and relevant resource materials if any before the commencement the remedial class
- b. The instructors shall conduct a diagnostic test at the very beginning of the remedial classes to assess the students' knowledge on the particular course to orient his / her remedial class as per the requirement so that 90% of the students attending the remedial classes should clear the course in the second attempt
- c. Before the commencement of the remedial classes, the course instructor shall formulate a complete action plan with target indicating the various teaching activities of the remedial classes and that should be duly signed by the respective Head of the Department
- d. During the course of duration of the remedial classes, the instructors shall plan for interim tests, assisting them by providing earlier question papers, enabling them to solve assignments, conducting tutorials to ensure there is an incremental growth in students' knowledge over a period of time
- e. In case, if the instructor feels to attach few of his / her peer group to facilitate peer – to – peer learning, he /she can take a call on this
- f. In general, the course instructor shall completely handhold the students' till they clear the course
- g. The same procedure shall also be adopted for the running courses to present the students fail in the particular course

R. Make-up Classes

The course instructor shall plan for Make-up classes in addition to remedial classes beyond working hours. For example, if any group of students has missed any particular laboratory experiment in a particular cycle of experiments, it shall be planned beyond working hours to enable them to complete the experiment.

S. Feedback Mechanism – Refer Annexure II

The feedback as well as survey among stakeholders is one of the very important mechanisms to ensure continuous improvement in an academic system. Hence it is mandatory to seek continuous feedback from stakeholders regarding institutional performance, teaching – learning process as well as curriculum enrichment. Thus, the feedback form shall be deployed with the following timeline and as and when needed.

No.	Form No.	Detail	Timeline for feedback
1	AC 01	Feedback on Curriculum (Industry)	Continuous process Responsibility: HoD
2	AC 02	Feedback on Curriculum (Academia)	Continuous process Responsibility: HoD
3	AC 03	Feedback on Curriculum (Alumni)	Continuous process Responsibility: HoD
4	AC 04	Feedback on Curriculum (Professional Body)	Continuous process Responsibility: HoD
5	AC 05	Feedback on Curriculum (Research Organization)	Continuous process Responsibility: HoD
6	AC 06	Feedback on Curriculum (Parents)	Continuous process Responsibility: HoD
7	AC 14	Feedback on T & L process	Twice in a semester, preferably before every continuous assessment Responsibility: HoD
8	SU 01	Entry Survey	Once in a year, soon after the admission of first year HoD (Bs & H)
9	SU 02	Institutional Performance Survey	Once in a year Responsibility: Director & Principal
10	SU 03 - 09	Employer Survey	Continuous process Responsibility: HoD + TPO
11	SU 10 – 16	Alumni Survey	Continuous process Responsibility: HoD and Alumni Coordinator (Dept. level)
12	SU 17	Student Exit Survey	Once in a year at the time of graduation (Final year) Responsibility: HoD

T. Faculty Assessment and Professional Development (Well-rounded for holistic growth)

The members of faculty shall submit the faculty assessment and professional development scheme at the end of every academic year. The report shall be routed through the respective Head of the Department after having one – to – one discussion to the competent authority or Principal for further scrutinizing. The Principal shall authenticate the details with a special standard committee headed by a Head of the Department and shall forward the same to the Management within one month of time for further course of action from their end for releasing the incentives. This is in addition to the faculty annual appraisal.

U. Procedure for Time-table Preparation

- The preparation of timetable shall be in accordance with the guidelines of Academic Regulation under Autonomous Governance of ASCET and in line with the affiliating university for those students under non-autonomous
- The number of hours in terms of Lecture, Tutorial, Practical and award of Credits should be strictly in line with the point #1
- Timetable Committee:** A dedicated team of members of faculty, preferably one or two from each department depend on the size of the department shall be formulated under the supervision of a senior member of faculty to monitor and coordinate the entire preparation with an objective to ensure uniformity and meet the minimum compliance. This committee shall function in coordination with the academic section, which is specifically meant for

monitoring the continuous assessment. Preferably the academic section shall constitute with the same members chaired by the Director (Training, Academics and Research) and the senior member of the faculty shall be the member secretary

- d. The member secretary shall convene a meeting well before the commencement of semester and provide adequate guidelines to the members to prepare the timetable and shall publish the timetable to all the relevant stakeholders along with the academic calendar which are duly approved by the Principal (Training, Academics and Research)
- e. The preparation of academic calendar shall include two components i.e. Institute and Department Level Calendars
- f. The following guidelines may be considered while formulating the timetable and academic calendar

Suggested Guidelines for the Preparation of Timetable

- a. The timetable shall be prepared in the prescribed format as suggested by the academic section
- b. All the courses which are of analytical nature shall be given first priority during the very first hours and the same shall be maintained for all such courses which are of similar nature. The total number of first hours, say, first two hours, shall be distributed equally for all such courses
- c. Laboratory courses shall be planned, preferably in the afternoon session. In case of any practical issues of planning during post lunch, it shall be planned appropriately during pre-lunch hours
- d. The hours needed for other courses shall be evenly distributed in both the session i.e. FN and AN
- e. Laboratory courses shall be handled by the faculty who are handling the corresponding theory subjects and preferably both the theory and laboratory courses of same course shall be planned in the same semester
- f. Tutorial hours shall be preferably planned during AN session
- g. Remedial classes for the slow learners shall be planned either during pre- or post- lunch and the other students shall be permitted to use library under the supervision of a designated member of faculty
- h. Laboratory courses shall be assisted by one more member of faculty along with the course instructor and the same shall be applicable for tutorial courses
- i. Importantly, the members handling courses for first and second years shall be senior members in terms of academic experience and the number of times who have handled the courses. Most importantly, the faculty shall accompany one junior member of faculty who is handling the same courses during his regular class work
- j. Preferably, doublet shall be avoided and analytical courses may be exceptional
- k. Contact hours shall not be repeated for the same course in a particular day for a particular class
- l. In case of faculty availing leave, alteration must be obtained from faculty who are free and not with faculty who are engaged in other activities during that particular hour
- m. Tutorial question must be given at least three days in advance to students and with answers to assisting faculty members on that day of tutorial

V. Procedure for Curriculum Design and Revision – Refer Annexure III

W. Procedure for defining Learning Outcomes

- a. All the Course Outcomes (COs) shall be formulated at the very beginning of the course design once the course titles are identified that contribute to the attainment of Program Outcomes (POs)

- b. Based on the definition of COs i.e. intended learning outcomes (ILO), the course contents shall be designed i.e. classroom deliverables
- c. All the COs shall be appropriately mapped to the relevant POs with appropriate weight, say, '3' for strong contribution; '2' for moderate contribution and '1' for less contribution
- d. The course content shall be designed and the appropriate mapping shall be done based on the expected outcomes of each PO which is meant for a desirable graduate attributes for a graduating engineer
- e. There is no standard protocol of fixing the number of COs for each course. However, as per the requirement of accreditation process by NBA under Tier I & II, **the number of COs for a course is expected to be around 6 (Six)**
- f. One of the most important points to be noted during the mapping process is that the courses should be mapped to the relevant POs only if the course is common or core or mandatory to all students with ILO for a graduate as a whole. While demonstrating the process of the calculation of POs attainment, it shall be done through core courses only
- g. COs shall follow the revised Bloom's Taxonomical Action Verbs
- h. While measuring the course outcomes pertaining to Program Specific Outcomes (PSOs), the curriculum designed should ensure that the courses are spread across the semesters. For instance, it is not advisable to have such courses at the higher semester, say 8th semester or 7th semester to limited extent and claims that the attainment level is 100%
- i. While formulating the Target Performance Level (TPL) for the courses or the each course outcomes, it shall be judiciously decided based on the following parameters
 - a. Age of the Program
 - b. Previous track record of the course in terms of students' performance and T & L process
 - c. Number of students clearing GATE
 - d. Average University Performance
 - e. The above parameters are just a metric to fix the TPL on a scientific basis. In case, if the program decides to fix a higher level of TPL, accordingly suitable teaching pedagogy and other assessment instrument shall be in place for the attainment the defined TPL. On the other hand the TPL should not be less than that of the earlier highest TPL since the launch of the program. The program should ensure that the attainment is progressively improving towards continuous growth
 - f. Eventually, the course contents should appropriately address the requirement of course outcomes and appropriate assessment tools shall be in place for measuring the attainment

X. Review Meeting Schedule and Timeline

No.	Meeting	Timeline	Custodian of Minutes and Follow-up (Responsibility)
1	Management Review Meeting	Every Monday (Chairman, Chairperson and Vice Chairperson)	Director (Engg.) cum Principal
2	Governing Council Meeting	Once / Twice in a year	Do
3	Academic Council Meeting	Twice in a academic year (as per norms)	Do
4	Finance Committee Meeting	Once or Twice in a year (as per norms)	Do + CoE + Accounts Section
4	Board of Studies	Twice in a academic year (as per norms)	Respective HoD & Autonomous Coordinator (Institute Level)
5	HoDs Monthly Meeting	Once in a month	Director
6	Department Level Meeting	Once in a month	HoDs



7	Interim Strat Plan Review with HoDs	Quarterly (Q1, Q2, Q3 and Q4). Preferably on the last Saturday of every third month	Director
8	Skip Level Meeting with faculty	As and when needed	Director and Principal
9	Interaction with Students (CR)	As and when needed	Director and Principal
10	Any other meeting	As and when needed	Concerned
11	Faculty Appraisal Review	Once in a year	Director and Principal
12	Meeting with Management		
	Goal Sheet Review Meeting	As follows with #7	Director

Y. Adherence to Organisation Organogram

The HR department must ensure that all employees adhere to the organizational structure (organogram) to maintain effective communication, reporting, and workflow management. This procedure applies to all employees, departments, and divisions within the organizational framework, ensuring that all members follow the reporting lines and protocols as per the escalation matrix. The HR department should introduce the organogram during employee onboarding and display it at strategic locations for sensitization. The HR department will review this SOP annually to ensure its effectiveness and relevance, incorporating any changes in organizational structure, roles, or communication protocols into the SOP during the review. Adhering to this SOP ensures a clear and efficient structure that promotes effective communication and workflow management within the organization.

Additionally, HR is responsible for addressing any deviations from the organogram promptly, providing necessary training or corrective actions enabling a counselling session by generating a compliance report of counselling and submit the same to the Head of the Institution and place the copy of the report in the personal file. This report shall be reviewed during the annual faculty appraisal.

Important Standing Note: Most importantly, any escalation by passing the escalation matrix to the members of Management is strongly discouraged and this shouldn't be entertained. However, the Whistle Blower policy and plug-in meetings are always there with the members of the Management for taking the feedback to review the activities happening in the college.

AMMENDMENTS

Mechanism to address tardy arrivals among students and intimation to the Students

1. At the first instance, all the students shall be addressed and counselled to come on time to the class highlighting the consequences of being late to the class and should be strongly addressed if any student is habituated over a period being late along with parents. This task shall be taken by the respective mentor

Stage 1: The main entrance shall be closed by 09:30 AM and thereafter students should not be allowed to enter the class with loss of attendance for the FN session while forwarding the tardy arrival to the central library for knowledge enrichment, and this shall be monitored upto 10:00 AM taking the support of Physical Education Director and two to three non-teaching staffs or Drivers at the main gate. This practice shall be followed for 15 days immediately after the implementation of this SOP.

Stage 2: The main entrance shall be closed by 09:15 AM after Stage 1 while sensitizing the students to the maximum extent regarding the Stage 1 process and thereafter students should not be allowed to enter the campus, and this shall be monitored upto 10:00 AM taking the support of Physical Education Director and two to three non-teaching staffs or Drivers at the main gate. This both the process shall be informed to parents with an intention of enabling the parents to support our initiatives of nurturing on time arrival to the class or working environment.

The attendance of the students shall be posted to the Campus Management System immediately after the first hour and a message shall be automatically sent to the parents or guardians regarding their late arrival or absence. If the student is continuously absent for more than three days, the mentor can cross check with the parents or guardians over phone and based on the gravity, parents may be invited along with the student by the respective mentor for further course of action. The mentor should ensure that their respective mentees shall always maintain more than 75% attendance before the commencement of first mid-term test and second mid-term test.

There shouldn't be any zero tolerance in the above said process and the respective HoD holds the entire responsibility along with the Dean (Student Affairs).

2. The canteen authorities shall strictly close the dining area by 09:25 AM and should not serve any breakfast to either students or faculty unless otherwise any pressing need to avoid students gathering in the canteen during the prime first hour of class work
3. HoDs along with faculty should monitor in their respective department between 09:30 AM – 10:00 AM regarding tardy arrivals among students and should counsel them not to come late
4. The students who are arriving late to the college after 09:30 AM, should submit the ID card at the main gate and it should be transferred to the HoD before 10:30 AM and then from there to the respective mentors for further course of action and the students shall collect the ID card from the respective mentor
5. Once the students enter the campus, no one should leave the campus without ID card, and it is mandated to always have the College ID card inside the campus. Here there is no choice

Involvement of Learners in monitoring the Classroom Delivery for effective Curriculum Delivery

Preamble: It is essential to closely monitor systems and processes to ensure effective governance. This is particularly important for the delivery of the academic curriculum. Stakeholder participation at all levels is crucial, and maintaining quality is the responsibility of everyone involved. In this context, ASCET has introduced the MyQBook, a logbook to be maintained by class representatives. Here is the SOP for its implementation.

- a. The class representatives shall act as Process Owners, diligently updating the register in the prescribed format. These updates must be reviewed and vetted by the respective class teacher every two days, as the class teacher is responsible for conducting the Curriculum Delivery Monitoring Committee
- b. The class teacher may escalate updates to the relevant authorities for further action. This register must be signed by the respective HoD and Dean of Academics once a month and submitted to the Head of the Institution, accompanied by an action taken report for the semester at the end. This report should be finalized within the same semester. However, the report as well the MyQBook should be ready for any sort of audit/review at any instance of time