



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ABR COLLEGE OF ENGINEERING AND TECHNOLOGY

CHINAIRLAPADU VILLAGE, KANDUKUR ROAD, KANIGIRI MANDAL.

PRAKASAM DISTRICT

523254

www.abrcet.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ABR College of Engineering and Technology (ABRCET) was established in the year 2008, sponsored by ABR Educational Society registration Act, 2001 by a visionary leader and founder Sri A.BASI REDDY. The college is approved by AICTE, New Delhi and is affiliated to Jawaharlal Nehru Technological University, Kakinada. The Vision and Mission of the college directed to achieve emancipate and empower through quality education for students.

ABRCET campus is situated in Lush green neem tree spread over in 10 Acres land and over 1.2100 lakhs sq.ft constructed building to house all facilities required for correct environment to get the best out of students.

ABRCET is a private Self-financing institution approved by AICTE, New Delhi and the Government of Andhra Pradesh. The institution is temporarily affiliated to Jawaharlal Nehru Technological University Kakinada (JNTUK). The institution started initially with 4 UG programmes with total 240 in take of 60 during the academic year 2008-2009. Today, the institution offers 9 UG programmes with a sanctioned intake of 540 students. The institution introduced 2 new UG programmes Artificial Intelligence, Data Science from the academic year 2020–21 which are producing highly competent technical professionals. The institution presently offers one PG programme namely Master of Business Administration having 120 in take. The institute has well qualified and experienced faculty. The faculty is encouraged to update their knowledge and pursue higher degrees. The institution strives to provide quality education that encompasses sustainable holistic development thereby enhancing the career prospects as well as life skills of the students. Every department organizes seminars on higher education and workshops. To foster professional attitudes and behaviors, institute organizes personality development and soft skill training programs. Align into the latest developments in the engineering sector, the faculty members are motivated to participate in Faculty Development Programs, conferences, workshops, seminars and adopt innovative teaching techniques using the digital technology platforms like Virtual Labs and online teaching. The college emphasizes on the importance of inculcation of human values and motivates its staff members and students to participate in social activities being organized by NSS.

Vision

To become centre of excellence in technical education and research and to occupy a place amongst the most eminent institutions of the nation.

Mission

1. To build across the institute a culture of excellence in teaching and learning with needed performance and accountability from all support activities.
2. To promote co-and extra-curricular activities for over-all personality development of the students.
3. To prepare knowledgeable, vibrant, and creative attitudes that contributes to the advancement of engineering and technology.
4. To inculcate positive thinking and contribute to build the society to cater the real-time needs.

5. To ensure better industry institution interaction and focus on emerging technology trends and research at global level for better quality of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Continuous and consistent encouragement of full-fledge support from the Management to take up faculty development initiatives.
- Visionary management who supports everywhere in the administration to give a quality education with human touch.
- Automated system in the library is incorporated for distribution of books. Journals and other resources such as e-services are also upgraded. Digital Library is provided for easy access of information.
- Great focus on holistic development of students that goes beyond mere classroom teaching and also in encouraging them to be active participants in social work and community development activities.
- Academic excellence enhanced by proficient faculty members having Ph.D and supported by strong and excellent infrastructure.
- Arrangement of transport facility to students and faculty from nearby towns and villages.
- Internal Quality Assurance Cell (IQAC) formed to ensure quality in teaching learning process through Academic & Administrative Audits.
- Effective mentoring system for close monitoring and counseling with mentor-mentee ratio of 1:15.
- Faculty & Staff Welfare activities, support, festival advances and grant of special leaves for emergency cases, encouragement towards research.

Institutional Weakness

1. As it is affiliated college, limited chances for autonomy in syllabus framing.
2. Required more strengthening to departments to receive recognition as research centers.
3. Motivation required to the students towards IPR through projects.
4. Involvement of the alumni in the overall development of the college is minimal.
5. The institute has yet to focus to receive funded projects, standard publications, patents and consultancy.
6. Students from rural areas at their entry level struggle to meet global standards due to the lack of communication skills in English.
7. Lack of enthusiasm even among meritorious students to pursue higher studies.

Institutional Opportunity

- The academic and administrative re-structuring is to be practiced utilizing eminent teachers as academicians and administrators to reform through the policy time-time.
- The institute is regularly organizing various online & offline development programs for the benefit of the faculty and students through seminars, workshops, conferences, symposiums, and student meets.
- Many opportunities for collaboration with both established and startup companies for enhancing experiential learning, internships, and placements.
- The faculty and students are provided opportunity to attend guest lectures, training programmes and interaction with eminent personalities from industries nearby.

Institutional Challenge

- To upgrade the institution to secure autonomous status.
- To be recognized as Potential for Excellence by UGC.
- To produce more qualified and industry ready technicians and managers.
- To receive Research grants from external agencies.
- To promote Innovative teaching pedagogy on par with global standards.
- To Meet 100% placements in both Core and software industries.

Being a private institute the turn out of the faculty is quite natural for their better professional and technical development

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

ABRCET follows the curriculum prescribed by the JNTUK. The academic calendar provides date of commencement of academic session, duration of the semester, period of internal assessment tests, final semester exams. An Academic Committee (AC) is constituted every year comprising of all the heads of departments as its members headed by the Principal. The AC discusses the scheme and syllabi and prepares institutional calendar for the better implementation of university curriculum. The faculty prepare course handout with teaching plan in detail based on topic intensity and time constraint for the semester

The institute practices Outcome Based Education (OBE) and audits the performance of each student through the calculate CO-PO attainments and takes necessary corrective/suggestive measures for further improvement semester to semester. A special division named Instruction Division (ID) has formed to carry out all these academic activities time to time.

Apart from traditional chalk and talk methods, teachers are encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, group discussions, seminars, industrial visits and projects. Students are encouraged to enroll for relevant certificate/Value added courses to reinforce their placement opportunities.

Students are encouraged to focus on societal challenging problems. The institution collects feedback twice per semester from the students regarding the performance of teachers and course delivery. Feedback from all stake holders on curriculum that is, from students, faculty, parents, alumni is collected. It is analyzed and the inputs are used for subsequent year planning for better performance of the students.

Teaching-learning and Evaluation

ABRCET is aware of the necessity to offer cutting-edge equipment, particularly in light of the current generation of students who are technological natives. According to government regulations, admissions are made through the AP-EAMCET, ECET for undergrads, AP-PGCET and AP-ICET for graduate students.

According to AICTE, New Delhi, the faculty-to-student ratio is maintained. The faculty keeps a copy of the syllabus, a list of the course's goals and outcomes and CO's attainments in a course file.

The instructional materials and approaches include Chalk & Talk, PPTs, NPTEL Videos, Seminars, Presentations and Debates. The institution uses student-centered instruction a methodologies like problem solving, experiential and participatory learning. All the students and faculty members have access to-resources such e-books, e-journals and DELNET and NPTEL video courses. Mentorships are a crucial part of the formal educational system's teaching and learning procedures. Every student has a mentor assigned to them for guidance and supervision. Soft skills training and placement training are given particular attention. To improve student learning, frequent events like guest lectures, fieldtrips, internships and industrial tours are planned.

The institute has a practice of identifying distinct learning styles and learning capacities of the students. For slow learners, remedial and revision classes are offered. Advanced learners receive additional study materials, coaching, competitive exams and other advanced technology training sessions. Faculties who advance their education, go to conferences, workshops and publish papers in reputable journals are given financial support. The weighting of the internal evaluation marks is based on guidelines established by the university.

Research, Innovations and Extension

To promote the publication of research articles, projects and consulting ABR CET formed a R&D Division after realizing the value of such endeavors. To close the technological gap between industry and academia, the division supplies technical need and equipment on campus. ABR CET established the Industry Institute Interaction Cell. There is a research committee at the institute made up of senior academic members who done PhD and doing research. The college has held seminars, workshops and Faculty development programmes throughout the past five years. Nearly all members of the teaching staff have attended orientation and retraining sessions. Many faculties routinely participate in seminars and workshops and publish their research in peer-reviewed journals.

The institution has an extensive and well stocked library to support research activity. To support scholarly work in multidisciplinary and cross-disciplinary fields, the library subscribes to research journals, magazines and electronic publications. The faculty makes the best use of the library's resources for their research. In the last five years, nearly 600+ students have participated in extension activities that have been carried out in association with business, the local community and non-governmental organizations, such as Swachh Bharat, gender sensitization and other social issues. The college has operational memorandums of understanding to provide students fieldwork and internships. The R&D unit holds FDPs on high-quality research, high-quality projects and project publication is made mandatory from undergraduate level. Few professors have received National Best research awards for their excellent research achievements.

Infrastructure and Learning Resources

The institution has the necessary classrooms, tutorial rooms, labs, seminar halls, libraries and computing resources for teaching and learning in accordance with AICTE and JNTUK norms. The institution allots enough money for building and maintaining labs with educational tools like ICT-equipped classrooms. Infrastructure with modern workshops and laboratories. The institute features a central library that is nicely furnished. It keeps all the books and periodicals up to AICTE norms.

Students are encouraged to sports & cultural activities to compete at the state, national and intercollegiate levels as well as at the college level. As part of the Student Welfare Division, departments offer both technical and non-technical events to help students develop their proficiency. The institute offers sufficient ICT resources and student computer ratios for efficient teaching and learning. ALAN with an internet connection connected. Wi-Fi is available across the entire campus, including the departments, staff rooms, library and offices. Students can improve their skills in CRT programmes by taking online quizzes and classes. It is possible to access the course materials for the NPTEL, a project of the IIT and IISc that is supported by the AICTE.

A maintenance crew under the administrative officer's supervision that keeps track of play grounds, libraries, labs and classrooms. To address the needs of the entire campus, a RO mineral water plant with a 1000Ltr. storage capacity is also made accessible. Maintenance and use of the infrastructures for academic, co-curricular, extracurricular and other basic amenities are carried out according to well-planned procedures

Student Support and Progression

ABRCET demonstrates the utmost concern for the general growth and progression of students. The institute aids make students time on campus productive, to enhance their learning there and to clear a path that fits with their objectives and motivations. When they first arrive at the college, students are offered a three-week induction programme. This programme includes modules on the minimum requirements for attendance and credits at the institute, campus rules and regulations, anti-ragging, anti-drug, health and yoga best practices, career opportunities, various job roles and skills needed, specialized training and certification programmes offered in the college.

Bridge courses, soft skills, life skills and ICT programmes are just a few of the services offered. Other services include tutorials, make-up classes, foundational skill programmes for slow learners and advanced skill-based certification programmes for fast learners. In the second year, the students receive instruction on ICT tools, a description of the department's add-on and certification programmes, as well as an overview of online courses like MOOCS, SWAYAM and their advantages. The cell responsible for training and placement organizes and performs a variety of orientation events for students studying abroad, as well as career counseling, training programmes, and placements.

The T&P cell provides preparation for competitive exams for pre-final and final-year students as well as training for admittance into higher education programmes. The Student Welfare Division actively participates in carrying out a variety of activities on a regular basis. Alumni are crucial for inspiring students, educating them on business practices and trends.

Governance, Leadership and Management

According to the institution's vision and mission, the departments have developed their own. Under the strong direction of the Chairman, principal, the academic policies, rules, and regulations for the various programmes offered by the institute are developed. Decentralization and participatory management are techniques that the institute supports since they advance its vision and goal. The institute's decentralized organizational structure offers opportunities for leadership development, fostering a positive work environment and growth of organization.

The decentralization reflects in various functional bodies like Management, Governing Body, Principal,

College Academic Committee, IQAC, R&D, NSS committee etc. IQAC, Management and Governing Body frame strategic policies and quality initiatives to be adopted. Top management provides the necessary leadership, financial and administrative support to realize the policies. ABR CET has the teaching learning process to reach heights in quality education.

The departments in turn, have formulated their vision and mission in accordance with that of the institution. Through involvement of stakeholders, an environment of quality learning is facilitated conforming to values, vision and mission of the institute. The academic policies, rules and regulations for different programmes offered by the institute are framed under the strong leadership of the Principal. The decentralized structure set up at the institute provides opportunity for leadership, building the organizational culture and for growth of organization. Top management provides the necessary leadership, financial and administrative support to realize the policies.

Institutional Values and Best Practices

The organization ABR CET supports and advocates for gender fairness. Women make up a significant portion of the teachers and students at the institute. The greatest effort is made to treat every student impartially and equally. The organization is also aiming to create a robust, inclusive society. Numerous campaigns to promote gender equity are carried out. The organization understands the value of sustainability and environmental awareness. To save energy, the institute employs LED lighting. Under the supervision of the faculty, the students completed a project on a sensor-based energy-saving device. For managing electronic and solid waste, the institution has MoU.

There are ample tanks, bunds and bore wells at the institution. Many green initiatives are implemented, such as promoting bicycle use and landscaping with trees. Each year, students volunteer to serve as scribes. The organization tries to foster an inclusive environment. To foster harmony and tolerance toward the cultural, linguistic, regional, communal and socioeconomic diversity, a variety of cultural activities are arranged.

The institution observes numerous national and international commemorative days, In other words, the institution is cognizant of its responsibility for shaping the community of students who will become a driving force for a sustainable environment, particularly in urban areas. Additionally, it is aware of its obligation to advance a society that values all forms of human diversities.

In order to meet the demands of different industrial units, the ABR CET provides infrastructure in its laboratories by implementing cutting-edge engineering design technologies. It also trains students to increase their employability, places them in positions that allow them to compete for jobs at all levels with better pay and professional groups

ABR College of Engineering and Technology (ABR CET) believe in providing an all-encompassing educational experience that extends beyond the traditional classroom setting. At the heart of ABR CET's educational philosophy lies the firm belief that a student's holistic development is best achieved through a harmonious blend of academic learning and a diverse range of extracurricular activities. These activities serve as a platform for students to showcase their unique interests and talents, acting as a true testament to their individuality.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ABR COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Chinairlapadu Village, Kandukur Road, Kanigiri Mandal. Prakasam district
City	Kanigiri
State	Andhra Pradesh
Pin	523254
Website	www.abrcet.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	L. V. Narasimha Rao	08402-9121214808	9490809192	-	abrcet2008@gmail.com
IQAC / CIQA coordinator	K. Meeravali	08402-9866461623	9014355155	-	iqac.hj@abrcet.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	01-04-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Chinairlapadu Village, Kandukur Road,Kanigiri Mandal. Prakasam district	Rural	10	12100

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Electrical And Electronics Engineering,	48	IPE	English	60	16
UG	BTech,Electronics And Communications Engineering,	48	IPE	English	60	35
UG	BTech,Computer Science And Engineering,	48	IPE	English	60	42
UG	BTech,Agricultural Engineering,	48	IPE	English	60	0
UG	BTech,Computer Science And Engineering Data Science,	48	IPE	English	60	29
UG	BTech,Mechanical Engineering,	48	IPE	English	60	20
UG	BTech,Minig Engineering,	48	IPE	English	60	37
UG	BTech,Computer Science And Engineering Artificial Intellegence,	48	IPE	English	60	40
UG	BTech,Civil Engineering,	48	IPE	English	60	12
PG	MBA,Mba,	24	Degree	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	14				29				83			
Recruited	14	0	0	14	11	18	0	29	59	24	0	83
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	12	9	0	21
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				58
Recruited	50	8	0	58
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	0	0	0	0	0	0	0	0	14
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	11	17	0	59	24	0	111
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1642	66	0	0	1708
	Female	127	7	0	0	134
	Others	0	0	0	0	0
PG	Male	200	5	0	0	205
	Female	59	0	0	0	59
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	54	41	63	65
	Female	21	23	37	38
	Others	0	0	0	0
ST	Male	16	15	20	22
	Female	5	4	11	18
	Others	0	0	0	0
OBC	Male	52	58	99	127
	Female	31	25	59	73
	Others	0	0	0	0
General	Male	57	66	88	194
	Female	37	32	92	79
	Others	0	0	0	0
Others	Male	0	1	0	3
	Female	0	0	0	0
	Others	0	0	0	0
Total		273	265	469	619

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The vision of National Education Policy is to provide quality education on global standards with diversity for all curriculum and pedagogy with technological innovations and teaching-learning process. The institution currently relies on the affiliated University to provide an innovative and flexible curriculum. The university JNTUK has started moving in the direction of NEP and provides environmental education and community engagement services. For students in their second and third years, the institute currently encourages multidisciplinary project-based learning, which is not credit-based. Also started the interdisciplinary certificate courses from the second year onwards.
2. Academic bank of credits (ABC):	The University has started taking steps to create an academic bank of credits, but they are still in their early phases. The institution has not registered under ABC; the only entity that may do so to access numerous entry and exits in the university. There are ongoing efforts to provide smooth research collaboration with academic institutions. The learning management system is used in terms of pedagogical approach to material and textbook, assignment, to allow some flexibility.
3. Skill development:	The institution has started its efforts in skill development. Through the delivery of guest lectures and the organization of workshops, Hands on experience emphasized workshops. Students were motivated and supported for Participation in Project competitions and technical symposiums. The development of humanistic, ethical, constitutional and universal human values in the student is encouraged. The blended learning approach is also used.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The affiliating university started and is continuing to teach the Indian Knowledge System in the curriculum. The promotion of Indian arts and culture is achieved by holding various festivals like Ganesh Chaturthi, Sankranti, Holi, Christmas etc. and holding traditional days like Raksha Bandhan etc.
5. Focus on Outcome based education (OBE):	The affiliating university has developed a good strategy to transform its curriculum towards OBE and the institutions are adopting it in totally. The institution has developed some good practices towards OBE by having well defined process to

	evaluate the outcome from Program Educational Objectives (PEO), Program Specific Objectives (PSO) and Course Outcomes (CO) for all courses. In addition, all the students are assessed as per the OBE model.
6. Distance education/online education:	Distance education has not been initiated for the engineering courses offered by the affiliating university and as such the institute has no such provision. The IQAC had introduced the blended learning. The college has all the necessary infrastructure and necessary tools to offer online education, and this was extremely useful during the Covid-19 pandemic. The institute was highly successful in offering online classes through a myriad of online platforms such as Zoom, Google meet, Microsoft teams, Code Tantra.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In 2019, the Chief Election Office in New Delhi issued instructions for the establishment of the Electoral Literacy Club (ELC). ABR College of Engineering and Technology established a Electoral Literacy Club with an Aim to educate the students of own institute and Citizens of neighbor hood villages.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student's coordinator and co-ordinating faculty members were appointed by the College: S.No. Staff Name Designation Roll 1. DR L V Narasimha Rao Principal Chair Person 2. Sk Sajjar vali NSS Program Officer Coordinator 3. R Pavan Kumar Assistant professor Faculty Member 4. B.Raja Student Student Coordinator 5. K.Avinash Student Student Member A committee is established to carry out the ELC's duties. The committee's chairs are the institute's principal NSS program officer, as in charge for organizing the ELC. Every Department has identified one/two faculties as Coordinators and two student volunteers as ELC members. Meetings discussing elections and voter-related matters are regularly called by the CEO/Zilla Panchayath and Systematic Voters' Education and Electoral Participation (SVEEP), Andhra Pradesh, Prakasam District division, to which the ELC Coordinator and members are invited. As instructed by the CEO and

	<p>Zilla Panchayath, the college takes the necessary steps to raise voter awareness, including registering new voters and highlighting the value of voting.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC members representing their departments are educating students about their right to vote and acquainting them with the registration and voting procedures. By engaging the public through Jaathas and raising awareness about obtaining voter ID using the Voter Helpline APP under ELC, students and faculty members have taken part in awareness campaigns.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Every year on January 25th, the institute hosts an oath-taking session in honor of National Voter Day. The oath is recited by the principal and director, who also speak to the students. The Institute holds a number of competitions throughout this time, including painting, debating, writing essays, and more.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students in their first year of study receive information on the procedure of obtaining a voter ID and linking it to their AADHAAR, either offline or through the VHA app, because they will be turning 18 this year. Each department's ELC members have received training on how to use the VHA app and link voter ID to AADHAAR.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1606	1234	1249	1484	1240

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

2 Teachers

2.1

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

Response: 245

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	166	161	164	182

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
819.89	549.13	575.28	271.78	939.06

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

ABR College of Engineering & Technology (ABRCET), is an educational institution that is affiliated to JNTU Kakinada and approved by AICTE, New Delhi. The institute has a clear vision and mission, and all departments have well-defined Program Educational Objectives (PEOs) that are effectively implemented. Additionally, the institute follows the Outcome Based Education (OBE) approach, which includes Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

Curriculum Planning

The Institute adheres to the curriculum prescribed by the affiliating University. This curriculum undergoes periodic revisions by the University Board of Studies. The University releases the academic calendar for both semesters, which provides information on the start date of the academic session, duration of each semester, internal assessment periods, and semester-end examinations throughout the academic year. The respective heads of departments, along with senior faculty and professors, utilize the University academic calendar to develop the departmental academic calendar, timetables, guest lectures, seminars, and other academic activities. Inputs from the IQAC and CAC are taken into consideration during this process. The timetables, which include library and project hours, are then uploaded to the Institute's website and displayed on all department notice boards.

Curriculum Delivery

The Internal Quality Assurance Cell is responsible for ensuring the effective delivery of the curriculum by implementing a well-planned academic calendar and documented process. The faculty members are assigned courses based on their expression of interest, experience, and specialization. They are required to prepare a detailed teaching plan, including course outcomes and mapping them to the program outcomes, as well as lesson plans, course files, and notes to ensure timely coverage of the syllabus. The curriculum is executed through LTP components as prescribed, and the IQAC collects feedback from students on syllabus coverage and academic-related matters. To bridge the curricular gap, industry visits and guest lectures are arranged, and students are encouraged to participate in various technical events. In addition to traditional methods, innovative teaching methods such as presentations, group discussions, quizzes, seminars, industrial visits and projects are used to impart the curriculum. The institution is ICT-enabled to make the teaching-learning process more enjoyable.

Continuous Internal Assessment

The student's performance is assessed through various methods such as internal examinations, assignments, active learning techniques, and slip tests. In the laboratory, the students' performance is evaluated based on their experiments. The evaluation of project work is done using rubrics. Question papers are prepared with course outcomes, revised Bloom's Taxonomy levels, evaluation schemes, and key points. The examination section ensures the smooth conduct of exams. The question papers are reviewed by senior faculty members to assess their quality. The CIE marks are uploaded to the university web portal within the specified time frame. Each semester includes two internal tests and end-semester examinations as per the university's schedule. Makeup classes are conducted for students who face difficulties in certain topics. Tutorial classes are organized to assist students in problem-solving.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 61

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 63.09

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

years

2022-23	2021-22	2020-21	2019-20	2018-19
1417	852	413	1037	579

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

ABRCET is dedicated to cultivating an inclusive educational community that is grounded in values. The curriculum encompasses a wide range of courses that tackle various interdisciplinary issues, including Professional Ethics, Gender, Human Values, Environment and Sustainability.

Professional Ethics and Human Values:

The primary objective of any educational program is to cultivate competent professionals who possess the ability to effectively address societal issues and provide innovative solutions. Engineers, in particular, are required to utilize their creativity and adhere to professional ethics and values in order to strike a balance between the advantages and disadvantages of technology. The significance of professional ethics and human values is not only emphasized in the technical education program of JNTUK, but it is also integrated into the university curriculum. This course plays a crucial role in helping students comprehend the importance of these values in their future careers. As per the recent guidelines issued by AICTE, Universal Human Values (UHV) will be included as part of the Student Induction Programme (SIP). ABRCET offers these courses across all programs. The Professional Ethics & Human Values course focuses on establishing personal and operational standards of behavior that are expected from professionals. Its objective is to equip students with the ability to make sound judgments in any given situation and make informed decisions based on their knowledge and skills, while also positively influencing their thought processes to cater to the needs of the community. The introduction of universal human values aims to foster a stronger connection between students and faculty, creating a heightened sense of awareness. This initiative seeks to channel the energy of the youth towards positive endeavors.

Gender Sensitization:

ABRCET is committed to promote gender equality and has undertaken various initiatives to raise awareness about the significance of women in society. The management's dedication to empowering women is evident through their recruitment of female faculty members, ensuring a representation of at least 50% or more. To empower girls and enable them to tackle challenges with confidence, ABRCET has established a women's empowerment cell. ABRCET ensures equal opportunities for both girls and boys to participate in academic, co-curricular, and extracurricular activities, as well as training programs. The college also organizes seminars to directly address gender-sensitive issues and celebrates Women's Day and other similar events to help female students recognize their leadership and entrepreneurship potential.

Environment and Sustainability:

The Environment Studies course in engineering programmes covers various aspects of sustainability and environmental studies as prescribed by JNTUK. Through this course, students are taught about:

1. The systematic importance of natural resources and conservation, as well as environmental issues and assessments in both rural and urban areas.
2. Students learn about the different characteristics of pollution and controlling methods.
3. The course also emphasizes the importance of a green campus that is self-sustaining in terms of electricity, water, and waste management, plantation, landscaping, and rainwater harvesting.

The institute encourages students to participate in projects such as Swachh Bharat, Vanam Manam, Jal Shakti, and others to further promote sustainability and environmental awareness.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 45.58

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

Response: 732

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
273	265	469	619	518

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
660	660	720	720	720

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 66.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	166	289	343	323

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

2022-23	2021-22	2020-21	2019-20	2018-19
373	373	407	407	407

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.17

2.3 Teaching- Learning Process

2.3.1

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

Response:

ABRCET utilizes student-centered approaches to enhance learning experiences, including problem-solving methodologies, experiential learning, and participatory learning. In a student-centered teaching paradigm, both teachers and students are active participants in the learning process.

1. EXPERIENTIAL LEARNING:

Experiential learning, which is both immersive and participant-centered, effectively engages students from diverse backgrounds and varying levels of experience. The institution offers students abundant opportunities for hands-on education.

Institutional training:

1. The pupils are involved in the educational courses organized in collaboration with various industries as a part of the institutional training programs.
2. The institutional training programs, which are conducted in partnership with industries, involve the active participation of students.

Participation in industry promoted competitions:

Students are urged to participate in competitions supported by diverse industries and showcase their innovative ideas and skills.

Industry visits:

Students visit industries in order to acquire knowledge about the operational procedures within the workplace. Moreover, this experience enhances students' understanding of the challenges that industries face in the real world.

2. PARTICIPATIVE LEARNING:

Educators and learners collaborate to establish a reliable and inventive learning atmosphere by utilizing various teaching methods, responsibilities, and associations that cater to the learner's requirements and objectives.

Debates and Group discussion:

Debating and discussing the material in seminars can help students form their own understanding and connect it to their personal experiences, which ultimately leads to more effective learning.

Mock interviews:

This approach is widely embraced in English and Management courses.

Model Development:

The process of constructing and evaluating models can assist students in establishing links between seemingly unrelated concepts.

3. PROBLEM SOLVING LEARNING:

It is an instructional method that promotes student acquisition of concepts and principles through engaging real-life problems. This approach facilitates the development of communication, analytical, and problem-solving abilities. Moreover, it provides opportunities for collaborative group work, research-oriented thinking, and lifelong learning.

Assignments and quizzes:

At the conclusion of every unit, assessments and evaluations in the form of assignments and quizzes are administered. Upon completion of each unit, students are given assignments and quizzes to assess their understanding of part of the course.

Case Study Analysis and Discussion:

Case studies are utilized to present open-ended problems, which in turn, enable students to establish a connection with real-life situations. These case studies of open-ended problems allows students to establish a connection with real-life situations, there by enhancing learning experience.

4. LEARNIG THROUGH ICT:

The ABRCET faculty has incorporated ICT-based approaches alongside traditional classroom teaching techniques. They utilize various ICT-based learning tools like PPT, video clips, audio systems, LCD projections, and web sources to provide advanced technological knowledge .

The digital library accessible through the intranet provides a vast collection of e-books and E-journals for both professors and students. shared with students during their online courses. In addition, they employ online tools like White Board in MS Teams and JAM Boards in Google Meet to facilitate numerical and problem-solving lessons. To enhance their teaching materials, teachers make use of programs like Prezi, Google Slides, and Slide Share to develop engaging presentations and videos.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	166	161	164	182

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 7.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	13	12	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Since ABR CET is affiliated with JNTUK, Kakinada, it adheres to all academic standards and University policies. The rules specify the methods for internal and external evaluation as well as the minimal attendance requirement for final exams. In the orientation program, parents and newly admitted students learn about the continuous assessment process.

- The department has a Scrutinizing Committee, comprising of HOD and two senior faculty members to check the quality of the question paper as per the revised blooms taxonomy (BTL) levels and COs compliance.
- Internal assessment for theory courses is carried out through two Mid-term examinations. Each Midterm consists of an objective, descriptive and assignment tests. The objective test is an automated online exam conducted by the University. The marks are displayed on the students' screen as soon as the test is submitted within the stipulated time. A common question paper of 4 sets for descriptive test is prepared by the subject experts. One set is chosen by the institution Examination In-Charge just before the commencement of the examination. The evaluation by the concerned faculty and script verification by the students is done within the stipulated time. The Mid-term marks statement is displayed in the notice board before uploading to the University.
- The laboratory internal assessment is based on three parameters - day to day laboratory performance, internal practical examination, and maintenance of record. The faculty transparently post daily performance and record marks in the laboratory attendance register on regular basis in the presence of the students. The final laboratory internal marks statement is displayed in the notice board.
- Seminars and projects are also transparently assessed. The faculty evaluate the presentation skills of the students by reviews and seminars with the help of rubrics. Departmental level Project Review Committee (PRC) is constituted along with the head of the department, senior faculty, and respective guides.
- The external assessment of both theory and Lab is done by University through Semester End Examination.
- Any discrepancy or deviation is immediately brought to the notice of the In-Charge of Examinations and it will be redressed immediately without delay.

The general grievances expressed by the students regarding internal examinations are:

- Dissatisfaction regarding evaluation of the descriptive answer scripts.
- Discrepancy in totaling of the marks.
- Wrong posting in mark sheets.
- Discrepancy in totaling of aggregate internal marks.
- Problems in downloading and submission of the objective question paper.
- Wrong options in objective question paper.
- Often, some of the issues faculty will resolve immediately. Any student who is still not satisfied may approach the concerned head of the department. In case of discrepancies in the objective question paper, the student takes the screen shot and represents it to the In-Charge of Examinations through the head of the department. The same is represented to the University through proper channel. The institute follows transparent assessment system by displaying the student's performance in the respective departmental notice boards. If the student is still dissatisfied, he/she can represent his/her grievance to the principal for necessary action.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The ABR CET holds a clear vision regarding the Course outcomes. Through active engagement of all stakeholders, the institution effectively executes the outcome-based education (OBE) system. The learning outcomes (COs) are determined by utilizing Program Objectives (POs), Programme Educational Objectives (PEOs), and Course Outcomes.

The ABR CET has a clear perspective on the desired Course outcomes prescribed by the affiliating university. Through the active participation of all stakeholders, the institution has effectively implemented the outcome-based education (OBE) system. The learning outcomes (COs) are determined by utilizing Program Objectives (POs), Programme Educational Objectives (PEOs), and Course Outcomes. The PEOs are aligned with the institute's vision and mission and outline the skill set that students acquire upon finishing the program. The JNTUK syllabus typically defines the COs.

If required, the instructor has the authority to make changes to the course objectives (COs) that are given by the University. In cases where the University does not explicitly state the COs, the subject experts take the responsibility of defining them. At the beginning of each academic year, all faculty members compile course files that contain details about the course objectives, course outcomes, modules, reference materials, and teaching plans. Various communication channels are utilized to disseminate information regarding program outcomes (POs), program educational objectives (PEOs), and course objectives (COs).

1. Website
2. Classrooms
3. Departmental bulletin boards
4. Display boards in laboratories
5. Library resources

At the end of each course, a PO assessment is conducted, which evaluates the completion of all course requirements. To quantitatively measure the attainment of program outcomes, the course outcomes are aligned with the program outcomes.

Course Outcomes – Assessment Process

- 80% of the overall attainment of the course is determined through direct assessments, while the remaining 20% is based on indirect assessments.
- The weight age for direct assessments is divided between internal and external assessments according to the university regulations.
- The internal attainment is calculated twice during each semester.
- The individual attainment level of each student can be analyzed, and it can also be determined if all the course outcomes have been achieved or if they meet the set performance goal.
- The correlation between course outcomes (COs) and program outcomes (POs) is represented by a scale of 1 to 3, with 3 indicating a strong correlation, 2 indicating a moderate correlation, and 1 indicating a low correlation.
- Indirect assessments are conducted through a course end survey.
- The final attainment of the course outcomes is calculated by averaging the attainment levels of all the students.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The ABR CET holds a clear vision regarding the Course outcomes. Through active engagement of all stakeholders, the institution effectively executes the outcome-based education (OBE) system. The learning outcomes (COs) are determined by utilizing Program Objectives (POs), Programme Educational Objectives (PEOs), and Course Outcomes.

The ABR CET has a clear perspective on the desired Course outcomes. Through the active participation of all stakeholders, the institution has effectively implemented the outcome-based education (OBE) system. The learning outcomes (COs) are determined by utilizing Program Objectives (POs), Programme Educational Objectives (PEOs), and Course Outcomes. The PEOs are aligned with the institute's vision and mission and outline the skill set that students acquire upon finishing the program. The JNTUK syllabus typically defines the COs.

If required, the instructor has the authority to make changes to the course objectives (COs) that are given by the University. In cases where the University does not explicitly state the COs, the subject experts take the responsibility of defining them. At the beginning of each academic year, all faculty members compile course files that contain details about the course objectives, course outcomes, modules, reference materials, and teaching plans. Various communication channels are utilized to disseminate information regarding program outcomes (POs), program educational objectives (PEOs), and course objectives (COs).

1. Website
2. Classrooms
3. Departmental bulletin boards
4. Display boards in laboratories
5. Library resources

At the end of each course, a PO assessment is conducted, which evaluates the completion of all course requirements. To quantitatively measure the attainment of program outcomes, the course outcomes are aligned with the program outcomes.

Course Outcomes – Assessment Process

- 80% of the overall attainment of the course is determined through direct assessments, while the remaining 20% is based on indirect assessments.
- The weight age for direct assessments is divided between internal and external assessments according to the university regulations.
- The internal attainment is calculated twice during each semester.
- The individual attainment level of each student can be analyzed, and it can also be determined if all the course outcomes have been achieved or if they meet the set performance goal.
- The correlation between course outcomes (COs) and program outcomes (POs) is represented by a scale of 1 to 3, with 3 indicating a strong correlation, 2 indicating a moderate correlation, and 1 indicating a low correlation.
- Indirect assessments are conducted through a course end survey.
- The final attainment of the course outcomes is calculated by averaging the attainment levels of all the students.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 92.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
214	250	278	315	187

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

2022-23	2021-22	2020-21	2019-20	2018-19
256	266	305	324	199

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.46

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Innovation Ecosystem

The ABR College of Engineering and Technology is dedicated to giving those involved in research, innovation, and entrepreneurship more opportunity. In order to do this, ABR CET established a variety of cells, established an active flow of resources and information, and established an innovation ecosystem in order to realise innovative ideas.

Cell for Research and Development (RDC):

The purpose of the ABR CET Research and Development Cell is to support professor, graduate, and undergraduate research endeavours. It promotes student publication of their project works and fosters a culture of study. The research and development cell keeps an eye on the progress of the professors and

students' studies and occasionally offers guidance for better results. It runs a number of IPR programmes and helps academic members submit patent applications for their original research. Moreover, offers seminars and workshops on IPR and research methodologies.

Goals:

To encourage cutting-edge scientific and technological research
to publish research papers in esteemed conferences and peer-reviewed journals in order to enhance research performance.

to motivate academics to oversee creative research initiatives.

to carry out different training sessions, seminars, and workshops aimed at advancing research.

To increase knowledge of intellectual property rights (IPR) and patent publications

Interaction Cell of Industry Institute (IIC):

It is imperative that the institute and industry engage more effectively. Engineering students must quickly familiarise themselves with new techniques and technologies in order to be ready for jobs in global companies. These objectives can only be effectively met by closing the gap that exists between business and academia. In 2020, ABR CET founded the Industry Institute Interaction Cell (IIC) under this theme.

Encourage industry-institution interaction is one of the goals.

putting together symposiums, workshops, and conferences with the assistance of industry and academia.
encouraging industrial engineers to give lectures at the institution. industry experts' involvement in curriculum feedback.

coordinating employee trips to different industries

Memoranda of Understanding between industries and the Institute to foster a more strategic and emotional bond between the two parties.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 65

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	8	14	10

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	0	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

ABRCET aims to inspire students to develop holistically and cultivate a heightened awareness of social matters. It imparts lessons on social responsibility and ethical values, with the active involvement of teachers and volunteers in various community initiatives. To further enhance their understanding of social issues, guest lectures are regularly organized, featuring experts who shed light on topics such as drug addiction, traffic regulations, anti-ragging measures, cybercrimes, and women's safety and security.

Extension activities organized by ABRCET:

ABRCET has chosen the nearby villages for its service initiatives. The volunteers actively participate in blood donation camps, aiming to contribute to the well-being of the community. Additionally, the organization organizes digital literacy camps to educate the villagers about digital banking transactions and effective cyber security measures. In order to promote health and hygiene, the Swachh Bharath Abhiyan is implemented, raising awareness among the villagers. Moreover, the students actively engage in Andhra Pradesh's tree planting campaign, as well as cultural and heritage awareness programs. Medical camps are also organized on campus, providing essential healthcare services to those in need. The students are encouraged to attend workshops on topics such as electricity conservation and alternative energy sources, fostering a sense of environmental responsibility. The organization also celebrates significant national events like Independence Day, Republic Day, Gandhi Jayanti, and important National Foundation Days, including Dr. BR Ambedkar Jayanthi, National Constitution Day, National Vigilance Week. These celebrations aim to instill patriotism and social responsibility in the students. Engineer's Day and Teacher's Day are also celebrated to honor and acknowledge the contributions and services of engineers and teachers, respectively.

Promote awareness by commemorating significant global observances like World Environment Day, No Plastic Day, Smoking Cessation Day, and Population Day. The Women's Day event, witnessed active participation from volunteers, emphasizing women's safety. we organize the International Day of Yoga

at ABR CET campus, while actively engaging in various activities promoting health and stress reduction, such as yoga, meditation, and the Art of Living. Additionally, students contribute to maintaining cleanliness on campus through their involvement in the Swachh Bharath Abhiyan initiative. Our volunteers also strive to enhance the greenery on campus through plantation drives and other eco-friendly initiatives like Vanam Kosam Manam. The neighboring communities have greatly benefited from ABR CET's initiatives on digital transactions, Swachh Bharath Abhiyan, traffic awareness, and environmentally sustainable vehicle maintenance practices.

JNTUK has mandated a community engagement session for third-year students as a part of their curriculum. During this session, students are required to spend time in villages, learn about the problems faced by the locals, and come up with solutions for their benefit. This program not only helps students develop social skills but also instills in them a sense of responsibility towards the community. The students are actively participating in this program and are shaping themselves to become good human beings with strong ethical and moral values.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

ABR CET consistently motivates stakeholders to pursue their goals and aspirations. In addition to academic pursuits, it also promotes the acknowledgment of skills. Not only will students and teachers be celebrated for their accomplishments and accolades, but there are also plans to extend this recognition to fellow teammates.

The NSS wing of the college are constantly working hard to receive recognition for their significant contributions to society. This dedication is shared by every member of the college, as it is ingrained in their values. The institute actively promotes social welfare activities such as blood donation camps and awareness camps within and outside the campus, resulting in a commendable reputation and numerous accolades for their service.

The students are highly involved in social initiatives and enthusiastically participate in all college activities, ensuring their wholehearted commitment.

As a result of their efforts, the college, students, and faculty have received several awards and recognitions.

- An appreciation was given to students for their contribution towards the enthusiasm and creative art and responsibility conducted on the eve of Adbutha Andhra Pradesh.
- National Women’s parliament is a prestigious event conducted by AP government and students

are actively participated and bagged an appreciation for that.

- Few faculty members got a prestigious National Best Research Award sponsored by Novel Research Academy.
- The college is appreciated by the AICTE, for the establishment of Institute Innovation Council.
- For the active participation and social responsibility through the 2K run, SAFE organization awarded the ABR CET with certification of Appreciation.
- For the Best Volunteering services for the LION’S club, college got an appreciation award.
- Also got the LIFE SAVER AWARD on conducting blood donation camps frequently in the campus from Lion’s Club of Ongole.

1. The college has achieved top honors and accolades in this category. The administration is dedicated to molding the youth into socially conscious individuals. The Student Welfare Division (SWD) oversees all outreach programs and initiatives.

2. This college has earned the highest recognition and awards in its field. The management is committed to developing socially responsible young adults. The Student Welfare Division (SWD) coordinates all community engagement efforts.

3. The college has excelled in receiving prestigious recognitions and honors of this kind. The administration is fully devoted to shaping the minds of the youth into responsible citizens. The Student Welfare Division (SWD) is responsible for organizing all extension activities.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 19

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

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

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

3.5 Collaboration

3.5.1

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

Response: 13

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

ABRCET is located in a serene environment, far away from the hustle and bustle of concert jungle. The campus is nestled in a lush green mango orchard, spanning over 10 acres of land. The college boasts a state-of-the-art, 2.94 lakh square feet constructed building, providing all the modern facilities necessary for creating an optimal learning environment for students. With its latest labs and on-campus amenities, ABRCET ensures the overall development of its students. The institute also adheres to the AICTE norms by providing well-equipped classrooms and laboratories.

Classrooms: The College possesses a variety of classrooms, totaling fifty in quantity, and ranging in size from approximately 66 to 100 sq. m. The e-classrooms are furnished with LCD projectors, and computers, all aimed at promoting creative and interactive learning through the use of ICT tools.

Tutorial Rooms: ABRCET possesses an ample quantity of tutorial rooms.

Laboratories: ABRCET has designated laboratories for all the programs as outlined by JNTUK.

Seminar Halls:

- The seminar halls at the institute are spacious and well-furnished, accommodating up to 400-500 students. Equipped with projectors, audio systems, and amplifiers, they provide an ideal setting for lectures and presentations. Additionally, the institute boasts an open field auditorium with ample space for larger events.

Computer Labs: ABRCET possesses an ample number of computer laboratories that meet all the necessary ratings and specifications, ensuring the seamless operation of the labs.

Training and Placement Cell: ABRCET boasts of a capacious Placement cell that provides ample space for conducting group discussions, debates, and placement drives with utmost efficiency.

Workshop and Drawing halls: ABRCET boasts of fully equipped workshops and expansive drawing halls that are furnished with ample seating arrangements to accommodate up to 150 students, effectively catering to the requirements of the curriculum.

Library: ABR CET boasts a cutting-edge Central library that is truly state-of-the-art. Spanning an impressive area of 800 square meters, it offers a comfortable seating capacity for up to 150 users. In addition, there is a dedicated Digital library equipped with approximately 35 computers, as well as a separate reading hall where students can peacefully engage in their academic endeavors. The library's infrastructure is well-equipped to securely accommodate its vast collection of books.

Yoga Hall: The Institute places significant importance on not just the academic progress of its students, but also on their overall development. To facilitate this, the college has designated a spacious hall for yoga practice. Each year, the college celebrates International Yoga Day in a grand manner under supervision of college NSS unit.

Gymnasium: The institute has well-stocked gymnasium with various exercise equipment like abdominal bench, weights, dumbbells, stationary bicycles, and dumbbell sets.

Sports Ground: ABR CET boasts a vast expanse of sports grounds surrounded by verdant trees. The Physical Director oversees the regular maintenance of all courts, sports and games equipment. The institute actively promotes student participation in regional, university, national and international level events, resulting in several of our students achieving victory in various competitions.

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

4.1.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The First floor of block 3 houses the central library, which spans across 627 square meters and boasts excellent infrastructure and ambiance. The library is regularly stocked with newspapers, magazines, and journals, making it a valuable source of knowledge. Furthermore, each department has its own well-equipped library.

DelPlus is an integrated library management software that operates on distributed computers via a network or server. It can also function on local area networks without internet access. DelPlus adheres to major international standards to enhance interoperability. It serves as a comprehensive solution for libraries, combining library automation software, digital library software, and a database search facilitator. DelPlus is compatible with various international standards including MARC 21 for bibliographic description, ISBD, OAI PMH Protocol, Z 39.50 Protocol, Dublin Core, Unicode, and more. It utilizes Java technology, PostgreSQL for the database, and Apache for the web server. Unlike Koha, DelPlus is platform independent, making it particularly advantageous for users unfamiliar with Linux.

It has six main modules, i.e.

- Online Public Access Catalog (OPAC)
- Authority Control
- Article Indexing
- Report Generation
- Stock Verification
- Technical Processing (Cataloging)
- Serial Management for Acquisitions
- Administration of OPAC

Features of DelPlus

1. Compliant with international standards such as MARC 21.
2. Adaptable, controllable, and efficient.
3. Compatible with all versions of Windows (excluding Windows 95, 98, and 2000) and Linux.
4. Integrated automated email/instant messaging in various software functions.
5. Customizable forms and letters to enhance time-saving capabilities.
6. Extensive utilization of parameters for easy software configuration to meet specific requirements.
7. Allows for digital attachments to metadata.
8. Empowers users to search online databases via OPAC.
9. Enables self-issue return, optimizing user time efficiency.

The institute library operates using the Open Access System and houses a comprehensive collection of 24,270 volumes of books, encompassing 5,371 titles across various fields such as Engineering,

Management, Sciences, Humanities, and general subjects. Additionally, the library provides access to numerous online Journals, both national and international, as well as periodicals, newspapers, project reports from undergraduate and postgraduate students, previous years' question papers, and books related to competitive exams.

Furthermore, the library offers a Book Bank consisting of 1,384 books and provides students with a dedicated terminal to check the availability of books through the Online Public Access Catalog (OPAC). The digital library boasts an impressive collection of approximately 1,484 CDs, e-resources including DELNET, NDLI, SWAYAM, and a wide range of e-books. Moreover, the library is equipped with an internet browsing center comprising 18 systems, allowing unlimited access to various academic resources available on the internet.

The library provides a serene and tranquil environment, ideal for reading and consulting books without any disturbances. It operates from 8AM to 5PM on weekdays, and even opens for half a day on Sundays. Additionally, the library organizes workshops to educate individuals on various topics such as digital libraries, library integration, plagiarism software, and research methodology.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

ABRCET is a beacon of academic quality and innovation, using cutting-edge IT infrastructure to improve teaching and learning. The Institution's technological ecosystem is designed to transform education. We provide a seamless digital pathway that empowers educators and students to succeed in a digitally linked world, supported by a robust Wi-Fi network throughout the campus. This network is the Institute's digital heartbeat, providing real-time collaboration, research, and access to a variety of educational resources for all members. Our 404 expertly maintained computers, continually upgraded to meet the latest technical advances, power ABRCET's technological feats. The college's computers are reliable and secure, with software suites and antivirus protection, ensuring a smooth and uninterrupted educational journey for all Learners. This IT infrastructure drives the Institute towards educational greatness, creating transformative learning experiences that transcend boundaries and improve students and educators. The faculty uses LCD projectors and cutting-edge tools including PowerPoint, NPTEL

Videos, Google Meet, Zoom, and YouTube to teach online. They use innovative technology to dynamically present educational content, creating an engaging learning environment for students. The college's administrative and departmental facilities offer scanning, printing, and photocopying, and lecture halls have LCD Projectors. This effective integration of current resources guarantees that students and instructors have easy access to vital educational tools, improving the academic experience.

The institutional architecture effortlessly incorporates a local area network (LAN) into office spaces and computer labs, with internet connectivity via LAN and Wi-Fi in all departments. This extensive network design supports the institute's omnipresent internet connectivity, enabling smooth collaboration and information sharing. The Institute also has ICT classrooms equipped with ICT tools, including a flagship smart classroom, a distinguished seminar hall, and an esteemed conference hall, all equipped with LCD projectors, LAN and Wi-Fi connectivity, and audiovisual aids. This cutting-edge classroom promotes participatory, technology-driven learning. Updated licenced software and antivirus protection are essential for the institute's computer systems' best performance. A committee regularly updates the college website, ensuring a smooth online experience for students and faculty. The institute also has five cutting-edge computer labs with 350 PCs and four laptops and a 100 mbps private internet connection. The institute strategically installs Wi-Fi and cutting-edge CCTV to protect students on campus. These rules enforce discipline and protect students and educators. A skilled crew of hardware professionals maintains the computer labs, ensuring their smooth functioning and lifespan. Through proper e-waste disposal, the institute shows its commitment to environmental sustainability in technology management. The respected Department of CSE creates a precise schedule that fits the entire timetable to maximise computer lab use. This comprehensive planning shows the institute's commitment to creating a suitable learning environment where technical resources are used to promote academics.

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

4.3.2

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

Response: 3.98

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

Response: 404

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.24	2.10	4	0	2.99

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 68.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1206	1010	940	818	700

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 37.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
692	641	302	461	482

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 77.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
214	244	227	248	182

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

2022-23	2021-22	2020-21	2019-20	2018-19
268	298	322	343	206

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

5.2.2

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

Response: 9.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	4	9	3

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	2	15	7

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	37	7	48	56

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

An association of ABR College of Engineering and Technology graduates is called the ABR College of Engineering and Technology Alumni Association (ABRCETAA). An annual alumni meet is held in December to promote interaction between alums and current students. Numerous activities, including games and quizzes, are held for the alumni on the day of the event. In order to sponsor a variety of alumni and developmental initiatives, alumni have made contributions to the association fund. The following are the association's broadly stated goals in the engineering field.

To create and preserve communication amongst the former pupils to engage current students, teachers, and alumni in order to strive and maintain educational excellence

To support the training and placement cell and enhance industry-institute interaction for the benefit of the students.

To offer a single forum for discussing ideas and spreading industry information.

To carry out additional beneficial tasks that will improve the students' abilities and understanding.

When alumni travel back to their hometown, they are welcome to visit the ABRCET campus. The presence of alumni in the department to share their invaluable professional expertise with the professors and students would be greatly appreciated by the management and faculty. For any information or help, they are welcome to get in touch with the ABRCET city office, the principal, vice principal, HODs, alumni association coordinator, and others.

Uses

The senior members of the ABRCET Alumni Association Advisory Board and Executive Members offer recommendations and encouragement for the betterment of the ABRCET alumni community.

Transfer of Knowledge:

Our alumni have been actively involved in the advancement of college laboratories.

Advice for Postsecondary Education:

Alumni offer their experiences and assist students in selecting their areas of specialisation for further education while they pursue higher education at different universities throughout the world.

Students preparing for competitive exams such as GATE, PGECET, GRE, TOEFL, and IELTS are guided by alumni.

Advice Regarding Placements:

Numerous reputable companies, like Google, HSBC, TCS, Hitachi, and many more, employ our alumni. They assist the students in getting ready for placements by offering advice on how to sharpen their soft skills and articulation. In order to help students become adjusted to various work situations and grasp work and ethics standards, they offer their insightful experiences from their careers.

Extracurricular Activities:

Students are encouraged and supported by our alumni to engage in extracurricular activities.

An ALUMNI Association is formed with the following members as alumni crew team in order to develop and strengthen relations between our alumni and the Institute by offering a variety of tangible benefits such as career services, networking opportunities, special events, seminars, workshops, lectures, and the chance to connect, inspire students and graduates.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION

To foster high-quality technical education for young engineers with globally competent talents and implant socially adept and professionally deft wisdom in pioneering the nation's pride.

MISSION

- To teach graduates knowledgeable, technical, and soft skills To improve teaching and learning conditions.
- To develop educated, dynamic, and innovative attitudes that progress engineering and technology.
- To promote positivity and establish a culture that meets current needs.
- Improve industry-institution connection and emphasis on global technological trends and research for greater quality of life.

To satisfy all stakeholders, the vision and mission statement describe the institute's qualities. According to AICTE and UGC's vision and objective, the college management has constituted a Governing Body with experienced, leadership-like people to help the institution thrive. In order to empower students and faculty, the institute provides an academically rigorous atmosphere. The institute uses best practices as benchmarks to become a symbol of values and culture. Statutory committees like the Governing Body and Academic Council (AC) include all department heads, while non-statutory committees like the Women Empowerment Cell and Anti-ragging committee involve faculty in decision-making and execution. The principal creates rules with guidance from the Governing Body and Academic Council. It provides the logistical and academic environment to help students compete globally.

The Academic Council oversees academic planning, faculty requirements, academic load, feedback on education, learning systems, results analysis, research, and student discipline. Also covers infrastructure, maintenance, meetings, and internships. HODs must improve labs as regulations and syllabuses change. We ask students and stakeholders for input and ideas to improve academics, industry institute interaction cell (IIC), internships, and more. Senior professors convene non-statutory committees/cells and help the principal with faculty support. Faculty and staff serve on every committee to improve and execute decisions. In accordance with the annual plan and budget, principals and HODs will get sufficient funding to modernise and reimplement facilities, infrastructure expansion, labs, libraries, classrooms, ICT, and sports facilities.

The institute promotes its vision and mission through decentralisation and participatory management. Decentralisation is seen in Governing Body, Academic Committee, IQAC, Administrative Cells, and committees. Strategic policies and quality initiatives are set by AC and IQAC.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution's functional head is the Governing Body. It primarily oversees the institute's general expansion. The principle is in charge of both academic and administrative matters and acts as a link between the administration, employees, and students.

Internal Cell for Quality Assurance (IQAC):

To maintain the highest standards of instruction and learning, IQAC keeps an eye on all academic, research, co-curricular, and extracurricular activities.

Academic Council (AC):

This council was established to handle all matters pertaining to the college's academic programme, including hiring academic personnel, developing academic programmes, instructional concerns, co-curricular activities, and extracurricular activities.

Additional Administrative and Academic Tasks:

The principal receives academic support from the Vice Principal, Heads of Departments (HODs), Coordinators, and In-charges.

HODs receive academic support from the Instructional Division.

The Training and Placement Cell offers aid with placement and performs skill development training.

The Exam Cell Incharge oversees the execution of both internal and external examinations. Every task pertaining to the library is completed by librarians.

The Research and Development cell encourages faculty members and students in all programmes to

engage in R&D activities related to their areas of expertise and supports their professional development. Additionally, the campus is pushing the innovation culture in the direction of start-ups. The committee for entrepreneurship and development organises interactive workshops and industry/academia trainings to help students develop into entrepreneurs. The administrative and HR officers will keep an eye on all academic-related administrative activities.

Policies, Procedures, and Service Rules:

AICTE and JNTUK standards are followed in the preparation of the service rules and policies pertaining to hiring and promotion.

Plan of Action:

With the assistance and recommendations of all stakeholders, the institute created a five-year strategic plan in 2016. This plan's strategic objectives were:

Strategy- 1: Good Governance

Strategy- 2: Autonomous Status

Strategy-3:Accreditation&Certification

Strategy-4:Teaching&LearningProcess

Strategy- 5: Research & Development

Strategy- 6: Industry & Institute Collaborations

Strategy- 7:Training&Placement,Internships&Career

Strategy- 8: Infrastructure and facilities

Strategy- 9:Alumniengagementandinteraction

Strategy-10: Entrepreneurship

Strategy- 11: Library

Case Study: Method-4: Instruction and Learning Goal: By working with the industry to achieve a symbiosis, to close the knowledge gap between academic theory and industrial expectations (practice).

The tasks that have been identified and their developments are as follows:

1. Contemporary approaches to skill development All education development initiatives pertaining to teaching-learning methodology will be overseen by the newly formed Educational Development Division

(EDD).

2. Using pedagogy that aligns with industry 4.0. Our attention is directed towards effective pedagogical issues such as learning style, teacher competence, field studies, educational systems, and active learning methods in order to improve the quality of learning, make students more receptive during learning sessions, and increase their participation with higher cognitive skills.

3. Education Based on Outcomes (OBE)

The institution is successfully implementing the outcome-based education (OBE) system by actively involving all stakeholders.

4. Assistance with internships, guest lectures, visits, and training initiatives

MoUs are created to offer training and internships for college placements.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

2. Finance and Accounts

3. Student Admission and Support

4. Examination

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Employee well-being is important to ABRCET. Through a transparent self-appraisal form, the institute assesses the contributions and services of its teaching and non-teaching professors and staff. Based on their score, the faculty and staff are eligible for annual increments and incentives. The faculty completes the yearly faculty appraisal form, which is a self-assessment report that is approved by the HOD and sent to the principle.

Form for Self-Appraisal:

The Institute's faculty performance appraisal procedure is carried out within a predetermined framework that incorporates professional development and accountability. The performance attributes of the performance appraisal process are listed below:

Performance reviews for employees are completed by hand.

Every faculty member sends a self-appraisal report to the different department heads every year.

The various kinds of evaluations are:

1. Students' Assessment of Teachers and Staff:

At the conclusion of each semester, student input is gathered. The teacher is rated by the students based on a number of factors, including subject knowledge, content presentation, communication skills, classroom management, doubt clarification, open assessment, technology use, counselling, timely completion of the syllabus, punctuality, student interaction, and mentoring.

2. Academic Staff and Faculty Self-Evaluation:

The faculty assigns a 10-point rating to their own work.

3. HOD's Staff Assessment:

Every faculty member's overall performance is tracked by the HoD, who grades them on a ten-point scale on the faculty appraisal form (FAF).

4. The Principal's Assessment:

Every faculty member is observed by the principal, who then rates them on a ten-point scale on the faculty appraisal form (FAF).

Evaluation of Non-Teaching Staff Performance

The HR manager and the admin office in charge complete the evaluation of non-teaching staff. Everyday actions and their self-evaluation are taken into consideration.

Welfare policies for both teaching and non-teaching faculty members what the institute offers is:

- Amoral,fit,healthyandcompetitive,academicdriven,studentcentered,supportive,and professional

work environment to its faculty.

- A chance to upgrade their qualification to acquire the higher educational degrees.
- Infrastructure, library, equipment, required software and other resources for the researchers.
- Reimbursement of membership fees of the professional bodies to the faculty.
- Maternity leave.
- Hostel facility
- Recreation programs, sports and Games.
- Grievance Redressal Cell.
- Subsidized canteen facility.
- Yoga classes for physical & mental fitness.
- Wi-fi facility.
- Medical assistance.
- Recommendation to bank loan facilities etc.
- Appreciation and incentives to faculty for their professional achievements.
- Fire safety, CC TV cameras to ensure safety and security.

The following resources are available for faculty members' professional development:

For participation in training and faculty development programmes, seminars, workshops, conferences, and other events, special leave and financial support are provided.

Study leaves are available for full-time or part-time higher education degrees. encouragement for research paper presentations and publications.

assistance in pursuing small- or large-scale research projects.

programmes to help new teachers become more proficient educators.

For non-teaching:

instruction in first aid, fire safety, and laboratory techniques. instruction for library employees.

Workshops encourage the development of computer operating abilities.

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

6.3.2

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

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies year wise during the last five years

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

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

6.3.3

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

Response: 71.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	147	98	130	131

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	21	8	15	12

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

ABRCET adheres to a process for allocating resources and ensuring transparency in the organization's financial management. It basically depends on the institution's reputation and quality enhancement. Better staff competence, state-of-the-art craftsmanship labs, and an excellent track record enabled the Government Fee Regulatory Authority to fix better costs. The many methods for gathering the Institution's assets are the next to be discussed.

1. Tuition fees: The primary means of generating income is through the collection of tuition from students. The government's Fee Regulatory Authority sets the appropriate fee in accordance with regulations.

RESOURCE UTILIZATION

The resources are utilized for the following as per the approved budget.

- EmployeeSalaries&benefitsareamajorcomponentofexpenditure.
- Furniture, Laboratory Equipment and Consumables, etc.
- Library.
- SkillDevelopmentandInnovation.
- Training & Placement.
- Computer&Printersmaintenance.
- Wi-Fi, Internet & Networking.
- StudentServices-NSS,Sports.
- Power and fuel.
- Printing and Stationery.
- Postage and telephones.
- AffiliationandRenewals. Travel and conveyance.

- Repair, Replacements, and Maintenance.
- Taxes and licenses.
- Scholarship to merit and poor students.
- Campus maintenance.
- Events.
- Miscellaneous expenses

Every financial year, ABR CET conducts internal and external audits of every financial transaction that takes place within the institute. The manager of the accounting department, who oversees daily financial account maintenance, compiles all financial statements, and submits them as needed to the state government, JNTUK, AICTE, and UGC, among other statutory authorities.

Internal Audit:

Three people make up the Internal Financial Audit Committee (IFAC), which is headed by the principal. In addition to doing sample checks on the heads of various accounts, balance dates, and posts, the IFAC validates all financial transaction statements by physically inspecting the cashbook, bank accounts, ledgers, bills, vouchers, and statements of cash position and cash flow. Reminders to parents and children are to be sent by the IFAC, which will go into effect for the 2017–2018 school year. In order to improve parent convenience, online payments were proposed for the 2018–2019 school year. It was put into effect starting in the 2019–2020 school year.

The Internal Audit team's recommendations:

To prevent payment arrears, it was advised in the audit year of 2018–2019 to collect tuition fees at the start of the academic year. It was suggested that parents receive reminders and circulars for the students. The aforementioned suggestion was put into effect starting in the 2019–2020 school year.

External Audit:

Mrs. Madhavi & Rajesh Associates (Chartered Accountants), Ongole, have been the institute's auditors since 2022. Every year, there is an external audit, and the management receives the reports. Up until the most recent audit, all legal requirements had been duly fulfilled, and there were no significant audit complaints. The most recent audit was completed in 2023.

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

6.5 Internal Quality Assurance System

6.5.1

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

incremental improvement in various activities

Response:

Vision

Create an atmosphere where quality is prioritised in all Institute processes to the greatest benefit of all parties involved.

Mission

1. To routinely evaluate administrative and academic procedures
2. To use quality circles to encourage accountability, self-evaluation, independence, and transparency
3. To promote the effective application of state-of-the-art technical know-how for activity automation.
4. To draft procedures for every task and then refine them in light of feedback from interested parties.

Objectives:

To put in place a system for keeping an eye on how the institution's academic, research, infrastructure, finances, maintenance, and faculty and student welfare departments are operating.

Functions:

- obtaining input on initiatives to maintain quality from institute stakeholders.
- Academic and administrative audits are conducted on a regular basis, along with follow-up.
- Increasing knowledge of various quality standards.
- Organising quality development workshops and seminars for instructors and students.

IQAC Infrastructure initiatives:

- Over the previous five years, the institute's total computer count climbed from 300 to 404.
- The library and all classes have access to Wi-Fi.
- Recommended upgrading the language lab for first-year students with the newest i5 processor-based PCs.
- A fresh batch of classrooms equipped with ICT.

Review of Teaching Learning Process:

1. Student input and the Performance Based Self Appraisal System (PBSAS)

For each subject they teach, faculty members are required to maintain a course file.

The course file contains information on numerous teaching strategies, such as ICT-based teaching through Power Point presentations, group discussions, inspirational movies, etc., in addition to lesson plans, course outcomes, and attainments.

Additionally, exam questions are mapped to programme targets, evaluated, and aligned with learning outcomes (COs).

Reviewing the semester's outcomes and analysing the students' grades and CO-PO performance are the

goals of this process. The internal answer scripts of randomly selected courses are audited by HoDs, the IQAC coordinator, and the principal to ensure accurate faculty performance evaluation.

Students complete a course end survey at the end of each semester to gauge how well they met the learning objectives.

In order to assess the faculty's efficacy as educators, midterm and final semester evaluations are conducted.

2. Evaluation of academic work

Regular academic audits, both internal and external, carried out by IQAC in collaboration with the Instruction Division (ID). Every department is given a coordinator who compiles all of the data related to academic issues, including lesson plans, faculty teaching strategies, assessments, student counselling, and feedback. The department coordinator receives direction from the HoD, who takes part in AC/IQAC.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

ABRCET has taken numerous steps to raise community awareness of the value of women in society and supports gender equality for all. Every year, curricular and extracurricular activities are held to promote gender sensitization. These activities include talks, debates, seminars, plays, and other artistic endeavors.

The management's commitment to women's empowerment is evident in their recruitment of women faculty at a rate equal to or more than 50%. The ratio of male to female staff is 2:1; the average ratio of Boys and Girls in the college is also 3:1. The college is implementing an awareness program on gender equality (Gender equality day) and women's rights. Girl students and faculty participated in a program to raise awareness about women's safety in cyber space. As a practice, every year during the start of the academic year this type of programs is arranged by AP Police Department to give awareness on Anti-Ragging, women laws, and protection.

Our curriculum has courses on Gender Sensitization and Human values and Ethics, to enable students to think away from fixed gender discrimination of the society. Students have a look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities and understand the basic requirements for fulfillment of aspirations of every human being with their correct priority. Understand Harmony in the Family and Society and holistic perception of harmony at all levels of existence. Girls and female teachers participate in sports and games.

International Women's Day is celebrated annually on campus. Many programs designed to promote gender equity are conducted by inviting eminent speakers.

ABRCET's committed to promote the regional, linguistic, communal socio-economic diversity by celebrating special days like Women's Day, Gender Equality Day, Teachers Day, Yoga Day, Independence Day, Republic Day, Human Rights Day, Vigilance Awareness week etc. and national festivals like Sankranti, Ganesh Chaturthi, Holi which is a common practice in ABRCET through such events helps foster sense of community. Counseling sessions are arranged for girls and a team of faculty is available for mentoring students with depression, psychological problems, and even gender-relate disuses. Career development programs by experienced speakers are also conducted to guide and motivate of students.

Safety and Security

The entire campus is under CCTV surveillance. An internal complaint committee has been

constituted to receive the complaints from girl students and to seek medical, police and legal intervention with the consent of the complainant. Anti-ragging squad is maintained to ensure that no ragging take place.

- A safe environment that is free of sexual harassment.
- An atmosphere promoting equality and gender justice in the campus.
- Visitors log register is maintained and passes are provided to the visitors in the college.

- Extra security precautionary measures are taken when there are events beyond college hours.
- Organized a program in the college with SHE TEAM of Kanigiri city police for the girls to bring awareness on self- protection and an app “DISHA”, created by SHE TEAM was installed in the mobile phones of all the girl students and female faculty members.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The institution values diversity and creates an inclusive environment where all individuals are respected and embraced for their differences. Personal uniqueness is acknowledged, nurtured, and utilized positively, allowing individuals to freely express themselves and feel a sense of belonging. The college maintains a transparent admission process based solely on merit, without any discrimination on the grounds of caste, religion, or region. The institution affirms that all cultures and traditions should be celebrated and treated equally, and students are not divided based on social, geographic, linguistic, or community backgrounds.

The institution effectively ensures equal opportunities for all students to engage in a broad range of activities, irrespective of their personal identities, ensuring that everyone is encouraged to participate and grow in an environment free from discrimination. The institution embraces the spirit of unity, and peace through its dedicated NSS activities. These initiatives aim to bridge socioeconomic gaps, promote harmony and tolerance among people. The anti-ragging cell plays a vital role in maintaining a culture of tolerance and harmony, as evidenced by the absence of any reported incidents of ragging since its inception. To ensure a harmonious environment, a grievance redressal committee has been established to address any concerns raised by students, with no significant grievances reported to date. Encouraging

female empowerment and leadership, the institution actively promotes participation of girl students in extracurricular activities and positions of leadership. Events focusing on gender equality further reinforce the commitment towards creating an inclusive environment. Through industrial visits, students from diverse backgrounds gain exposure to real-world challenges, fostering unity and tolerance within the organization.

The cultural group known as **TARANG** organizes a wide range of activities, including plays, skits, competitions, and guest lectures, aimed at educating students about their social responsibilities and the impact of their actions. The institute actively supports cultural events such as Sankranti Sambralu, Vinayaka Chaturthi, and Independence Day, fostering a sense of peace and understanding among individuals from different racial and ethnic backgrounds.

To encourage interaction and peaceful expression of ideas, students are motivated to participate in a variety of co-curricular and extracurricular activities. The institute provides financial aid through merit and poor scholarships, as well as offers aptitude and general knowledge training to interested students, preparing them for competitive exams. The social welfare department ensures that SC/ST students can access books from the Central Library's book bank. Commemorative days, including Women's Day, Teachers' Day, Yoga Day, and national holidays, are celebrated within the college, promoting regional, linguistic, societal, and economic diversity. The institute conducts Vigilance Awareness Week and observes Human Rights Day annually; creating awareness among young minds about social responsibilities and rights. The curriculum also includes prescribed courses, such as Environmental Science, Human Values & Professional Ethics, and Indian Constitution. Incorporating these subjects into academics, the institute emphasizes the development of socially conscious students, through the diverse range of activities, cultural events, scholarships, and awareness programs, the institute strives to create an inclusive and harmonious environment where students can learn, grow, and realize their social responsibilities.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

1. Title of the Practice

Education beyond the Classrooms: A specially designed division for the all-round development of the students during their stay in the campus.

2.Objectives of the Practice

- Identify effective teaching and learning tactics outside of the classroom.
- Enhance the educational experience through creative and engaging knowledge building ways.
- Promote community service and social responsibility among students
- Enable students to apply theoretical knowledge in practical, real-life situations.
- Foster the development of a diverse set of skills, including communication.

3.The Context

Students need to learn how to be socially responsible. By participating in social activities, students can take advantage of opportunities and benefits all over the world. They also know what it takes to be a responsible citizen. The ability to control things directly affects how students feel about themselves, their emotional well-being, physical health and independence. Some of the life skills students need to master include emotional, health, financial, relationship and academic skills. Knowing some basic life skills can help students avoid mental health problems or help them manage them better.

4.The Practice

The Institute believe in providing an all-encompassing educational experience that extends beyond the traditional classroom setting. At the heart of ABR CET's educational philosophy lies the firm belief that a student's holistic development is best achieved through a harmonious blend of academic learning and a diverse range of extracurricular activities. These activities serve as a platform for students to showcase their unique interests and talents, acting as a true testament to their individuality. With this in mind, ABR CET has pioneered the concept of Education beyond the Classrooms, an initiative dedicated to bridge the gap between teachers and students, as well as fostering collaboration among students from different academic disciplines. In this picturesque landscape, EBC creates an atmosphere where students can discover their innate potential, channel their inner creativity, and tread the path of growth and self-discovery. By immersing themselves in these multifaceted activities, students embark on an exciting journey that transcends the traditional confines of a classroom. In the realm of EBC, each day is an opportunity for students to explore new horizons, engage in meaningful dialogue, and collaborate with like-minded individuals. With every step, they become more attuned to the diverse world around them, gaining valuable skills, and becoming true global citizens. Through this unique blend of academic excellence and experiential learning, ABR CET ensures that the spark of knowledge is kindled within each student, illuminating their path to future success making a positive impact in the world. The vivid participation of the students helps them to develop their leadership skills, commitment towards the society and multi-National competence. EBC conducts different activities which includes symbiotic, traditional and social forms. ABR CET presents students with numerous avenues to delve into practical applications, hands-on experiences, and immersive learning opportunities.

In addition to traditional classroom learning, ABR CET offer various educations beyond the classroom

activities to promote holistic development. These activities included:

- Cleanliness
- Green environment & tree plantation
- Experiential Learning through field trips, and real-world projects to reinforce theoretical knowledge with practical application.
- Internships to expose students to real-world work environments.

1. Evidence of Success

Education beyond the Classrooms activities implemented and lead to success at ABR CET:

1. Engaging in outreach activities: ABR CET can encourage and facilitate students to engage in outreach activities that benefit the community. These activities can range from conducting classes for underprivileged students to organizing environmental awareness programs. The college can work with local newspapers to report on the students' efforts, which can help raise awareness and encourage more students to participate.
2. Industrial and social visits: The College can make industrial and social visits a compulsory part of the curriculum.
3. Promoting artistic fields: The College provided necessary resources and opportunities to students who are interested in pursuing careers in sports, theatre, music, and other artistic fields. This can include providing extracurricular activities, access to specialized training, and opportunities to participate in competitions and shows both inside and outside the college.

By implementing such activities, ABR CET demonstrated the measurable success in promoting Education beyond the Classrooms and providing students with a well-rounded and holistic educational experience.

1. Problems Encountered and Resources Required

To ensure the successful implementation of Education beyond the Classrooms,

1. A special emphasis should be placed on the faculty that will lead these activities.
2. The faculty should be adequately trained to organize productive and meaningful activities that provide students with hands-on experience.
3. They should be equipped with the necessary skills to provide students with proper orientation to carry out their duties and responsibilities effectively

Best Practice-II

Title: Improving Employability:

The Practice's Goal:

Focusing on skill development and career pathways for young engineering graduates for business,

industry, and self-employment is the aim of this activity.

- To create and preserve a highly qualified, employable workforce that promotes and strengthens each student's financial stability.
- To impart English communication skills, soft skills, interpersonal and intrapersonal abilities, and equip students to collaborate in teams within multinational corporations.
- To create a placement and tracking system and learning management system that are among the finest in the field.

The Context:

The pupils hail from rural and have a vernacular background. Teaching the relevant skills is essential for employment. Following split, the Andhra Pradesh government (GoAP) was established. The development of labour is the immediate need for industry. Through the creation of the Andhra Pradesh State Skill Development Corporation (APSSDC), the GovAP demonstrated its strong commitment to skill development during this process. One of the designated technical skill development institutes (t-SDIs) is the ABR CET, Kanigiri Campus. In order to meet the demands of different industrial units, the ABR CET provides infrastructure in its laboratories by implementing cutting-edge engineering design technologies. It also trains students to increase their employability, places them in positions that allow them to compete for jobs at the national and international levels with better pay and professional groups. It is a great struggle to get the pupils from rural backgrounds to stop using their mother tongue. Enhancing one's English language communication abilities is essential in today's multicultural business environment.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

1.Financial Assistance to students:

The ABR CET help with finances to Students is perhaps more important than ever, particularly given the state of the economy today. When choosing an institution to further their studies, this would be one of the most crucial things that parents and students would seek for. Financial assistance can serve as a driving

force for individuals to complete their postsecondary education. It is crucial to understand that IUKL offers numerous forms of financial aid to students in need. Our goal is to give everyone access to high-quality, accredited education at a reasonable cost. And ABR CET gives Financial Support to the Students. Our college

There are several different kinds of aid that are available. The most prevalent kind of support comes in the form of a financial guarantee for a loan and/or third-party security, which is frequently provided (to the extent permitted by law) following a leveraged buyout to help the new owner pay down its purchase debt.

2.Plantation:

The location of a plantation is probably the most important aspect of its impact on the surrounding environment. Slash-and-burn agriculture was used by Brazilian coffee plantations to clear rainforests and establish coffee trees, which reduced the amount of nutrients in the soil. Growth in the economy: Plantations offer owners and farmers substantial financial advantages. Businesses and local economies benefit financially from this. Employment creation: This kind of agricultural system has the potential to provide a large number of jobs for communities, given the high demand for labour on a plantation.

And ABR College of Engineering and Technology brings Awareness on Planting Trees and Awareness on Swatch Bharat Mission.

Plantation crops are important economically because they generate revenue for the country through exports.:

- When it comes to the overall production of some plantation crops worldwide, India is the leader.
- Millions of people are employed directly and indirectly by the plantation sector. For example, the tea sector employs 10 lakh people directly and another 10 lakh people indirectly, while 3 lakh people are employed by the processing of cashews alone, in addition to the 2 lakh farmers who work in cashew production.
- The plantation industry sustains numerous rural and by-product enterprises. The soil and environment are preserved in part by these crops.
- The area is protected from soil erosion during the rainy season and by strong winds by cashew planted in barrel and waste lands and tea planted on hill slopes.

3. Donating to Orphanage:

Donating Plates and Glasses for hosteler's:

This great way of helping the community.

To collect and purchase Plates and glasses for distributing to help the homeless people living in the streets during winter season.

Managing an orphanage entails a great deal of responsibility because it is our job to ensure the children's physical and mental well. When it comes to providing these kids with a basic education, food, shelter, and health and wellness awareness, we try our hardest. Even while we make every effort to ensure that these kids have everything they need, budgetary limitations make it difficult for us to do so on our own.

It could be challenging to afford the necessities for providing the kids with a respectable living at times. We do not wish to deny these kids the necessities that all kids ought to have.

Helping Orphans:

NSS Team of ABRCET has planned to conduct a blanket donation drive to the homeless people living in the streets of nearer to. Giving a person in need warm clothing during the winter is the greatest gift there is. People in the majority of slums and villages feel the harshness of inclement weather, yet at the same. To collect and purchase blankets for distributing to help the homeless people living in the streets during winter season. Before the worst winter cold hits, provide the underprivileged people with the warmth and safety of blankets, perhaps saving a few lives. At SCF, we've started distributing blankets in many parts of the world.

This great way of helping the community, especially for the homeless living in the streets against rain and winter season. A warm blanket can be the first step towards reconnecting individuals with the support and resources they need to find stable housing.

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

5. CONCLUSION

Additional Information :

Alumni: ABR CET's distinguished alumni are prepared to offer their valuable services, such as knowledge sessions and placement assistance, to contribute to the institution's growth and success.

Faculty: The institute's main asset lies in its faculty members, who possess unwavering dedication and commitment. A significant number of these faculty members hold PhD doctorates, which enables them to assume various administrative roles within the institute. The institute actively promotes and supports faculty members in pursuing their PhD degrees, and they are diligently working towards achieving this milestone. Additionally, they are actively engaged in publishing their research findings in esteemed journals, further enhancing the institute's reputation.

Transport: The educational institution provides complimentary transportation services to both the teaching and non-teaching staff.

Cafeteria & Canteen: A subsidized cafeteria, offering a 50% discount, has been established to enhance the well-being of both teachers and staff members.

Leaves: The festival progresses, bringing with it special occasions such as Maternity, Paternity, and special paid leaves for higher studies and knowledge enhancement.

Concluding Remarks :

The Institute is committed to providing relentless efforts in delivering education of exceptional quality, which adds value to the students' learning experience. This dedication ensures that graduates are able to develop holistically, acquiring skills that will benefit them throughout their lives, both professionally and personally. As the Institute celebrates its ten-year milestone, it is evident that it has flourished and successfully fulfilled the founder's dream of providing a high-quality service to all stakeholders, drawing inspiration from the legacy of freedom fighters.

The institute acknowledges the importance of obtaining accreditation from multiple agencies. Its ambition is to transform into an autonomous college with NBA accreditation to progress further. In order to enhance students' job prospects, the college aims to offer a wider range of specialized technical courses that encompass various disciplines and are socially significant. The college's objective is to secure funding and grants for research purposes. By providing incentives to both faculty and students, the activation of the R&D cell can be made possible, thereby fostering the true essence of knowledge through an incentive policy.

The institution's statutory committees, such as the Governing Body, Academic Council, Finance Committee, and several non-statutory committees, bear the responsibility of formulating and executing decisions pertaining to academic and extracurricular activities. The IQAC has played a significant role in upholding and enhancing the institution's functioning across all aspects. The institution's service policies, which align with regulatory bodies, are applicable to both the faculty and staff members.

The training and placement department offers students the necessary training and assists them in securing

employment opportunities. The institution aims to introduce a multitude of additional programs to facilitate students' progression towards higher education. Furthermore, it intends to initiate numerous projects that focus on enhancing students' understanding of gender and environmental concerns, thereby nurturing globally competent and morally conscious individuals.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has considered the supporting document and made changes accordingly</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>179</td> <td>166</td> <td>289</td> <td>343</td> <td>325</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>179</td> <td>166</td> <td>289</td> <td>343</td> <td>323</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>330</td> <td>330</td> <td>330</td> <td>360</td> <td>360</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>373</td> <td>373</td> <td>407</td> <td>407</td> <td>407</td> </tr> </tbody> </table> <p>Remark : DVV has considered the supporting document and made changes accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	179	166	289	343	325	2022-23	2021-22	2020-21	2019-20	2018-19	179	166	289	343	323	2022-23	2021-22	2020-21	2019-20	2018-19	330	330	330	360	360	2022-23	2021-22	2020-21	2019-20	2018-19	373	373	407	407	407
2022-23	2021-22	2020-21	2019-20	2018-19																																					
179	166	289	343	325																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
179	166	289	343	323																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
330	330	330	360	360																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
373	373	407	407	407																																					
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.1	4.7	3.8	4.6	2.3

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as all are external grants.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	8	13	10

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly.

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

Answer before DVV Verification :

Answer After DVV Verification :13

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

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

819.89	549.13	575.27	271.77	939.06
--------	--------	--------	--------	--------

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly as no expenditure has been reflected in the Audited financial statements.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159.98	118.64	302	40.73	117.6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17.24	2.10	4	0	2.99

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
692	641	302	461	489

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
692	641	302	461	482

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
142	118	124	124	87

Answer After DVV Verification :

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

0	0	0	0	0
---	---	---	---	---

Remark : DVV has taken input as 0 as no teacher has been provided with the financial support of 2000 or more

6.5.2

Quality assurance initiatives of the institution include:

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

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

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

Remark : DVV has considered the supporting document and made changes accordingly

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations