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.

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16.	NEP Implementation	**484-549**

ACHARYA INSTITUTE OF TECHNOLOGY
Acharya Dr. Sarvepalli Radhakrishnan Road, Acharya P.O., Soladevanahalli, Bangalore-560107, INDIA
Affiliated to VTU, Belagavi, Karnataka and Approved by AICTE, New Delhi
Accredited by NBA (AE, BT, CSE, ECE, ME and MT)
www.acharya.ac.in, Email: principalait@acharya.ac.in, Ph. No. 080 22 555 555, +91 63645 22980

Date: 15.07.2025

Certificate of Authenticity

I hereby certify that all the supporting documents provided and uploaded under this metric are genuine, authentic, and accurately represent the intended information. Each document has been thoroughly reviewed and verified to ensure compliance with the applicable guidelines and Standard Operating Procedures (SOPs) of NAAC.

Principal

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1. Introduction

The vision and mission policy of Acharya Institute of Technology serves as a guiding beacon, outlining its overarching aspirations, values, and commitments. These foundational statements encapsulate the Acharya Institute of Technology's purpose, direction, and ideals, shaping its strategic priorities and guiding its actions towards achieving its goals. Let's delve into the introduction:

- *Setting the Foundation:* In the dynamic landscape of higher education, Acharya Institute of Technology's vision and mission policy serves as the cornerstone upon which its identity and trajectory are built. These statements reflect the collective aspirations of the institute's community—students, faculty, staff, alumni, and stakeholders—charting a course towards excellence, innovation, and societal impact.
- *Defining the Vision:* The vision statement articulates Acharya Institute of Technology long-term aspirations and ambitions, painting a compelling picture of its desired future state. It embodies the Institute's aspirations to be a leader in education, research, and service, both locally and globally. This vision inspires and motivates stakeholders to

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strive for greatness, fostering a culture of innovation, excellence, and continuous improvement.

- *Clarifying the Mission:* Complementing the vision, the mission statement delineates the Acharya Institute of Technology's core purpose, outlining its fundamental commitments and areas of focus. It encapsulates the institute's raison d'être—its commitment to academic excellence, student success, research and innovation, community engagement, and societal impact. The mission statement serves as a guiding compass, directing the Institute's efforts towards fulfilling its educational, research, and societal responsibilities.
- *Guiding Principles:* Embedded within the vision and mission are guiding principles that reflect the institute's values, ethos, and philosophy. These principles underscore the importance of integrity, diversity, inclusivity, sustainability, and ethical leadership in all aspects of Institute life. They serve as foundational pillars, shaping the institute's culture, policies, and practices, and fostering an environment of respect, collaboration, and social responsibility.
- *Driving Strategic Priorities:* The vision and mission policy provide a strategic framework that informs the institute's decision-making processes and resource allocation. They guide the development of strategic plans, educational programs, research initiatives, and community partnerships, ensuring alignment with the institute's overarching goals and objectives. By adhering to the vision and mission, Acharya Institute of Technology remains steadfast in its pursuit of excellence and relevance in a rapidly evolving world.

2. Purpose

Purpose:

The vision and mission policy of the institute serves as a foundational framework that articulates its overall purpose, values, and strategic direction. The primary purpose of this policy include:

- *Strategic Guidance:*

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- Provide a clear and compelling vision of the institute's long-term aspirations and desired future state.
- Define the core purpose and fundamental commitments that guide the institute's strategic priorities and decision-making processes.

- *Alignment and Focus:*
  - Align the efforts and initiatives of the institute's community—students, faculty, staff, and stakeholders—towards common goals and objectives.
  - Focus resources, investments, and efforts on areas that are mission-critical and contribute to the realization of the institute's vision.
- *Inspiration and Motivation:*
  - Inspire and motivate stakeholders by communicating a shared vision of excellence, innovation, and societal impact.
  - Foster a sense of pride, belonging, and purpose among the Institute community, encouraging active participation and engagement in advancing the mission.
- *Accountability and Evaluation:*
  - Serve as a basis for accountability by providing clear benchmarks and criteria against which the Acharya Institute of Technology's performance and progress can be measured.
  - Facilitate periodic reviews and assessments to ensure that the Acharya Institute of Technology remains aligned with its vision and mission, adapting to changing circumstances and emerging priorities.

Scope:

The vision and mission policy of Acharya Institute of Technology encompasses various dimensions of its identity, aspirations, and commitments. The scope of this policy includes:

- *Long-Term Vision:* Articulates the institute's aspirations for the future, encompassing its desired position and impact in the academic, social, and global landscape.
- *Core Mission:* Defines the fundamental purpose and commitments of the institute, including its focus on education, research, innovation, and service to society.

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- *Values and Principles:* Communicates the core values, ethics, and principles that underpin the institute culture, guiding behavior, and decision-making.
- *Strategic Priorities:* Outlines the strategic priorities, goals, and objectives that drive the institute's activities and initiatives, ensuring alignment with its mission and vision.
- *Stakeholder Engagement*: Engages stakeholders—including students, faculty, staff, alumni, and external partners—in the development, implementation, and evaluation of the institute's vision and mission.
- *Adaptability and Continuity:* Allows for flexibility and adaptability to changing circumstances, evolving needs, and emerging opportunities while maintaining continuity in the institute's overarching direction and purpose.
- *Communication and Transparency:* Provides a basis for transparent communication with internal and external stakeholders fostering understanding, trust and support for the institute's mission and vision.

3. Policy Statement

The vision and mission policy of Acharya Institute of Technology serves as a foundational document that articulates our comprehensive purpose, values, and strategic direction. This policy is grounded in our commitment to academic excellence, innovation, and societal impact, and it guides our actions, decisions and priorities as an institution of higher learning.

4. Objectives

- *Strategic Direction:*
  - Provide a clear and compelling vision of the institute's long-term aspirations and desired future state.
  - Define strategic objectives and priorities that align with the institute's mission and vision, guiding the allocation of resources and efforts towards achieving these goals.
- *Inspiration and Motivation:*
  - Inspire and motivate stakeholders, including students, faculty, staff, alumni and partners by communicating a shared vision of excellence and impact.

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- Foster a sense of purpose, pride and belonging among the Institute community, encouraging active participation and engagement in advancing the mission.

- *Alignment and Focus:*
  - Align the efforts and initiatives of the institute community towards common goals and objectives ensuring coherence and synergy in pursuing the institute's mission and vision.
  - Focus resources, investments, and efforts on areas that are mission-critical and contribute most effectively to the realization of the institute's strategic objectives.
- *Accountability and Evaluation:*
  - Establish clear benchmarks and criteria against which the institute's performance and progress can be measured, providing a basis for accountability and transparency.
  - Facilitate periodic reviews and assessments to monitor progress towards strategic objectives, identify areas for improvement, and ensure alignment with the institute's mission and vision.
- *Student Success and Engagement:*
  - Enhance the educational experience and promote student success by providing a supportive and inclusive learning environment that fosters academic excellence, personal growth, and professional development.
  - Engage students as active participants in the realization of the institute's mission and vision, empowering them to contribute meaningfully to society as ethical leaders and global citizens.
- *Research and Innovation:*
  - Foster a culture of innovation, inquiry and discovery that advances knowledge, drives technological and societal innovation and addresses complex challenges facing humanity.
  - Promote interdisciplinary collaboration and partnerships that leverage the institute's expertise and resources to generate new insights, develop innovative solutions and make positive contributions to society.

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- *Community Engagement and Impact:*
  - Serve as a catalyst for positive change by actively engaging with local, national, and global communities through service-learning initiatives, outreach programs, and collaborative partnerships.
  - Address societal needs, promote social justice and equity, and create meaningful impact by leveraging the institute's expertise, resources, and influence to address pressing challenges and foster sustainable development.
- *Ethical Leadership and Integrity:*
  - Promote ethical leadership and integrity among students, faculty, staff, and administrators, emphasizing principles of honesty, transparency, and accountability in all aspects of campus life.
  - Cultivate a culture of ethical behavior and responsible conduct that upholds the institute's values and fosters trust, credibility, and respect within the institute community and beyond.
- *Global Engagement and Citizenship:*
  - Foster global perspectives and intercultural understanding through international education programs, study abroad opportunities, and cross-cultural exchanges.
  - Prepare students to be responsible global citizens who understand and appreciate cultural diversity, engage in global issues, and contribute positively to a more interconnected and interdependent world.
- *Sustainability and Environmental Stewardship:*
  - Integrate sustainability principles into the institute's operations, curricula, and research activities, promoting environmental stewardship and responsible resource management.
  - Minimize the institute's ecological footprint, conserve natural resources, and promote sustainable practices that contribute to the well-being of present and future generations.

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5. Procedure

- ***Development and Approval:***
  - *Formation of Task Force or Committee:* Acharya Institute of Technology establishes a task force or committee comprising stakeholders from various sectors of the institute community, including faculty, staff, students, administrators, and external partners.
  - *Conducting Research and Analysis:* The task force conducts research and analysis to understand the current state of the institute, identify strengths, weaknesses, opportunities, and threats, and gather input from stakeholders.
  - *Drafting Vision and Mission Statements:* Based on the research and analysis, the task force collaboratively drafts the vision and mission statements, ensuring alignment with the institute's values, aspirations, and strategic priorities.
  - *Consultation and Feedback:* The draft vision and mission statements are shared with the institute community for feedback and input through town hall meetings, focus groups, surveys, and other engagement mechanisms.
  - *Revision and Refinement:* The task force revises and refines the vision and mission statements based on the feedback received, ensuring that they accurately reflect the collective aspirations and commitments of the institute community.
  - *Approval by Governing Body:* The final version of the vision and mission statements is presented to the institute's governing body, such as the board of trustees or the academic senate, for approval and endorsement.
- ***Communication and Implementation:***
  - *Communication Plan*: The Institute develops a comprehensive communication plan to effectively communicate the vision and mission statements to all stakeholders, including students, faculty, staff, alumni, donors, and the wider community.
  - *Launch Event:* A launch event is organized to officially unveil the vision and mission statements, featuring speeches by Institute leaders, interactive presentations, and opportunities for engagement and celebration.

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- *Integration into Strategic Planning:* The vision and mission statements are integrated into the institute's strategic planning process, guiding the development of strategic objectives, goals, and action plans across academic, administrative, and operational areas.
- *Alignment with Policies and Procedures:* The institute reviews and revises existing policies, procedures, and initiatives to ensure alignment with the vision and mission statements, fostering a coherent and unified approach to achieving the institution's goals.
- *Training and Capacity Building:* Training sessions and workshops are conducted to familiarize faculty, staff, and administrators with the vision and mission statements, emphasizing their role in advancing the institute's mission and contributing to its success.
- *Monitoring and Evaluation:* Acharya Institute of Technology establishes mechanisms for monitoring progress towards the realization of the vision and mission, including key performance indicators, benchmarks, and regular assessments to track outcomes and identify areas for improvement.

- ***Continuous Improvement and Adaptation:***
  - *Feedback Mechanisms:* The Institute implements feedback mechanisms to solicit ongoing input from stakeholders on the effectiveness of the vision and mission statements and their alignment with the evolving needs and priorities of the institute community.
  - *Review and Revision:* Periodic reviews and revisions of the vision and mission statements are conducted to ensure their continued relevance and effectiveness in guiding the institute's strategic direction and fostering a culture of continuous improvement.
  - *Incorporation of Emerging Trends:* Acharya Institute of Technology remains responsive to emerging trends, challenges, and opportunities in higher education and

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society, updating the vision and mission statements as needed to address new priorities and aspirations.

- *Celebration of Achievements:* Acharya Institute of Technology celebrates achievements and milestones that align with the vision and mission statements, recognizing individuals and initiatives that exemplify the institution's values and contribute to its success.

6. Roles and Responsibilities

- ***Institute Leadership:***
  - *Championing the Vision and Mission:* Institute leadership, including the president, chancellor, or provost, champions the vision and mission, providing visible support and leadership in their implementation and alignment with the institution's strategic direction.
  - *Setting Strategic Direction:* Institute leaders set the strategic direction of the institution, ensuring that the vision and mission statements guide the development of strategic objectives, goals, and initiatives across academic, administrative, and operational areas.
  - *Allocating Resources:* Institute leaders allocate resources, including funding, personnel, and infrastructure, to support initiatives that align with the vision and mission, prioritizing investments that contribute to the achievement of strategic goals.
- ***Faculty and Academic Departments:***
  - *Curriculum Development:* Faculty members develop and revise academic programs and curricula to align with the vision and mission, ensuring that courses and learning outcomes reflect the institution's values, priorities, and areas of expertise.
  - *Teaching and Mentoring:* Faculty engage students in transformative learning experiences, fostering critical thinking, creativity, and ethical leadership consistent with the institution's mission and vision.

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- *Research and Scholarship:* Faculty conduct research and scholarship that advances knowledge, addresses societal challenges, and contributes to the realization of the institution's strategic objectives and impact goals.

- ***Staff and Administration:***
  - *Operational Support:* Staff members provide operational support and services that facilitate the implementation of the vision and mission, including administrative support, facilities management, IT services, and student support services.
  - *Strategic Planning*: Administrative leaders participate in strategic planning processes, ensuring that institutional goals and initiatives align with the vision and mission and are integrated into departmental and unit-level plans.
  - *Communication and Outreach:* Staff members communicate the vision and mission to internal and external stakeholders through various channels, including websites, newsletters, social media, and events, fostering awareness, engagement, and support.
- ***Students:***
  - *Engagement and Advocacy:* Students actively engage in the Institute community, advocating for initiatives and opportunities that align with the vision and mission, and participating in student organizations and activities that promote the institution's values and priorities.
  - *Learning and Development:* Students participate in transformative learning experiences that prepare them to become ethical leaders, responsible citizens, and lifelong learners, embodying the institution's commitment to academic excellence, innovation, and societal impact.
- ***External Partners and Stakeholders:***
  - *Collaboration and Partnerships:* External partners, including alumni, donors, employers, government agencies, and community organizations, collaborate with the Institute to support initiatives that advance the vision and mission and contribute to positive social change.

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- *Advocacy and Support:* External stakeholders advocate for the Institute's mission and priorities, providing financial support, expertise, and resources to help achieve strategic objectives and enhance the institution's impact and reputation.

7. Consequences and Compliances

Consequences:

- *Performance Evaluation:* Faculty, staff, and administrators may undergo performance evaluations that assess their alignment with the institution's vision and mission. Failure to demonstrate commitment to these principles may impact their performance ratings and career advancement opportunities.
- *Resource Allocation:* Departments and programs that fail to align their activities with the vision and mission may face consequences in resource allocation, including budget cuts or reduced funding for initiatives that do not contribute to strategic objectives.
- *Reputation and Accreditation:* Non-compliance with the vision and mission may tarnish the Institute's reputation and jeopardize its accreditation status. Negative perceptions from stakeholders, including students, alumni, and donors, may result in decreased support and funding.
- *Leadership Accountability:* Institute leaders, including administrators and governing bodies, are held accountable for ensuring that the vision and mission are effectively implemented and operationalized. Failure to do so may result in leadership changes or loss of confidence from the Institute community.

Compliance:

- *Policy Communication:* The Institute communicates the vision and mission policy clearly to all stakeholders through various channels, including official documents, websites, orientation sessions, and staff training programs, ensuring widespread awareness and understanding.
- *Training and Education:* Faculty, staff, and administrators receive training and education on the vision and mission, including workshops, seminars, and professional development

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programs, to ensure they understand their roles and responsibilities in supporting these principles.

- *Institutional Policies and Procedures:* The vision and mission are integrated into institutional policies, procedures, and strategic plans, providing a framework for decision-making and resource allocation that aligns with the institution's overarching goals and values.
- *Performance Metrics:* Key performance indicators (KPIs) are established to measure progress towards achieving the vision and mission. Departments and individuals are evaluated based on their contributions to these goals, ensuring accountability and transparency.
- *Feedback Mechanisms:* The Institute implements feedback mechanisms that allow stakeholders to provide input on the effectiveness of the vision and mission implementation. Regular assessments and surveys inform ongoing improvements and adjustments to ensure continued alignment with stakeholder needs and expectations.
- *Reward and Recognition:* Individuals and departments that demonstrate exceptional commitment to the vision and mission may receive rewards and recognition, including awards, bonuses, and professional accolades, fostering a culture of excellence and accountability.

8. Change History

Version no.	Effective Date	Significant Changes	Previous Version no.

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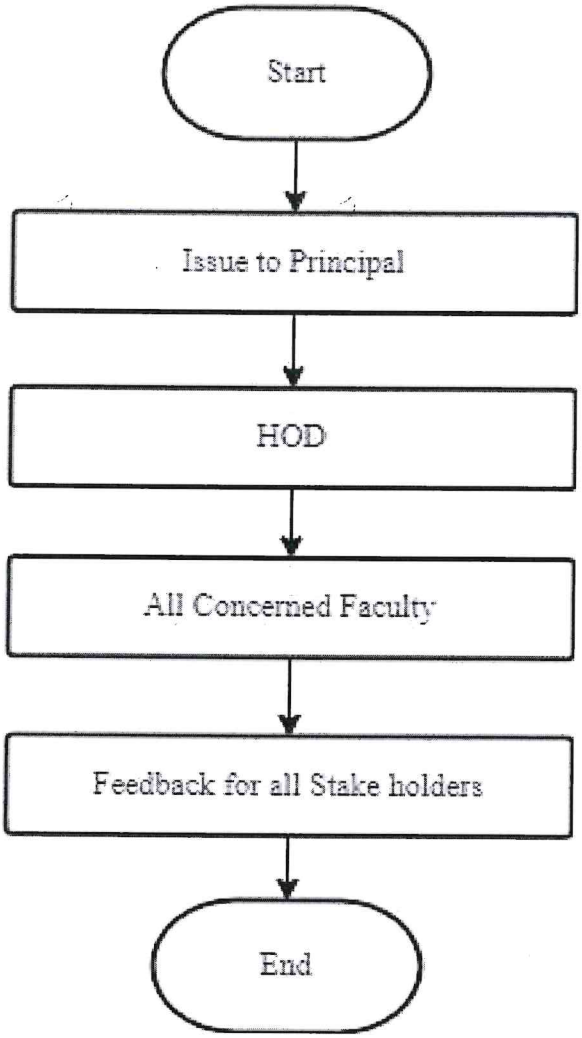
9. Flow Chart



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Motto, Vision, Mission Quality Policy and Core Values

MOTTO, VISION, MISSION, QUALITY POLICY AND CORE VALUES OF INSTITUTION

MOTTO

"Nurturing Aspirations, Supporting Growth"

VISION

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

MISSION

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

QUALITY POLICY

We at Acharya Institute of Technology, promise to continually strive towards total quality in all our endeavours through Equity with Accessibility, Commitment with Honesty, Adaptability with Efficiency while blending Concern for Environment and Social Development.

CORE VALUES

- Pursuit of Excellence
- Integrity and Transparency
- Leadership
- Team work

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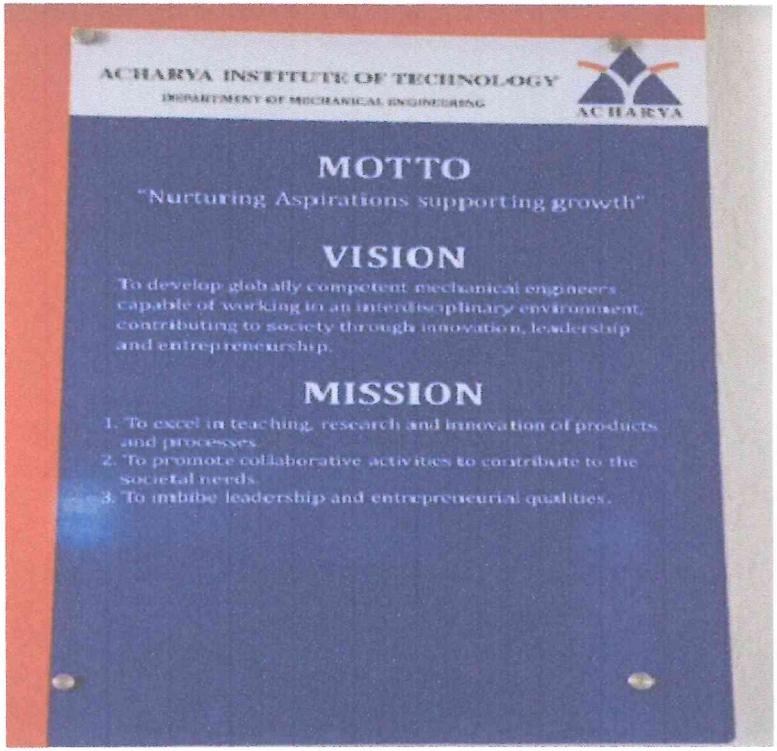
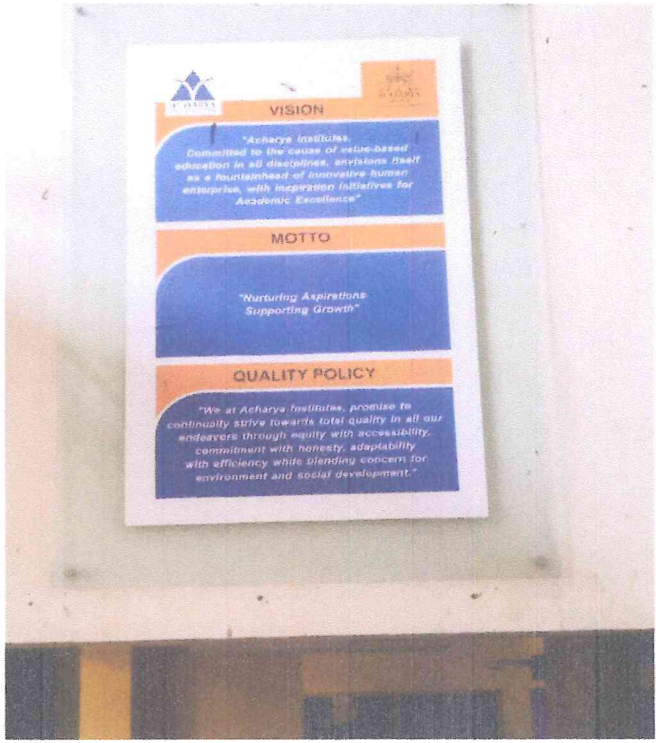
Dissemination of

Vision, Mission and Motto

Dissemination of Vision, Mission, Motto and Quality Policy



Admin Block



ECE Block

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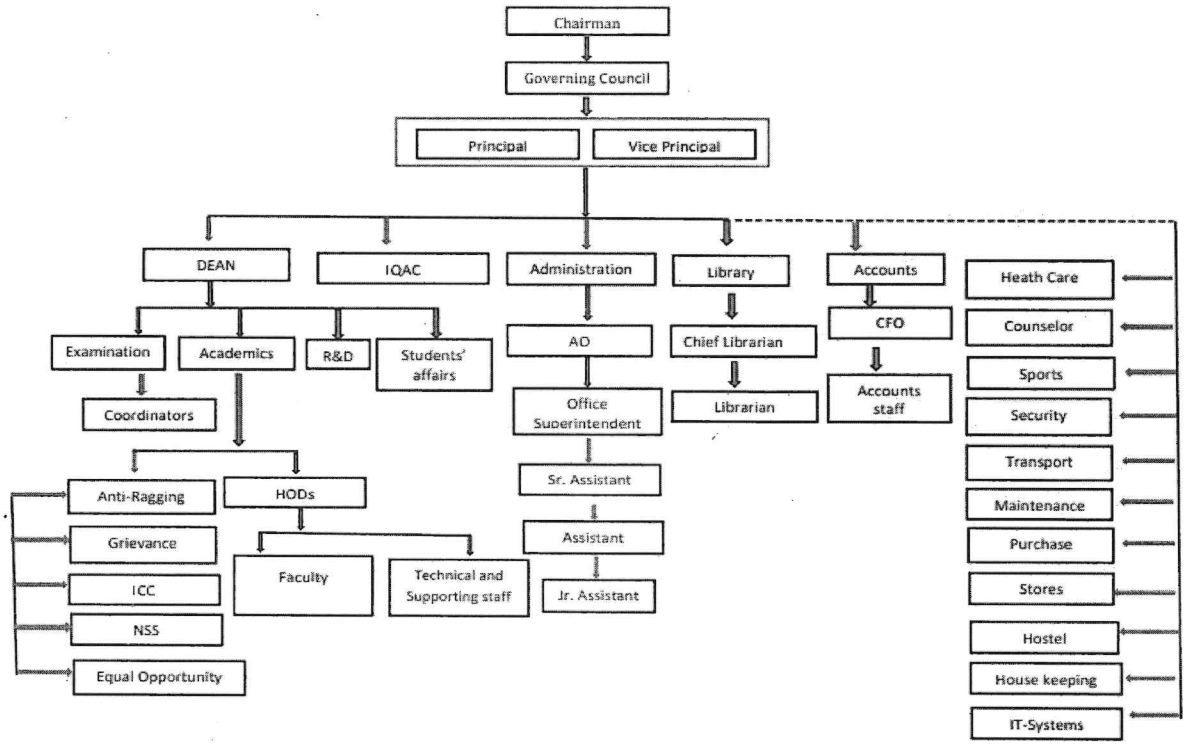
The Institution Governance

The Institution Governance

The institution follows a decentralized, participatory, and e-governance system, with authority delegated from the Governing Council and Principal to staff at all levels. AIT's decision-making bodies, including the Governing Council, Academic Council, IQAC, DAB, DAC, and various committees, ensure timely and effective decisions.

Decentralized Governance



Organogram of Acharya Institute of technology

AIT operates through a well-defined organogram that reflects a decentralized and participatory model of governance, ensuring transparency, accountability, and collaborative decision-making at all levels.

1. Chairman (Top Level)

At the apex of the organogram is the Chairman, who provides the strategic vision and overarching leadership for the institution. The Chairman plays a key role in guiding policies aligned with the mission and long-term goals of the college.

2. Governing Council (Second Level)

Beneath the Chairman is the Governing Council, which serves as the primary decision-making body. This council includes stakeholders from academia, industry, and society to ensure a diverse and inclusive perspective in institutional planning and policy formulation.

3. Principal (Third Level)

The Principal acts as the executive head of the college, implementing the policies of the Governing Council and overseeing day-to-day operations. The Principal bridges strategic planning and execution, ensuring the smooth functioning of academic and administrative units.

4. Deans and Administrative Heads (Fourth Level)

Reporting to the Principal are various functional heads, which include:

- **Dean – IQAC (Internal Quality Assurance Cell):** Focuses on maintaining and enhancing academic quality and continuous improvement across departments.
- **Administration:** Handles infrastructural, personnel, and general operations.
- **Accounts:** Manages financial planning, budgeting, and auditing processes.

5. Heads of Departments (HoDs)

Each academic department is headed by an HoD, who independently manages the department's academic affairs, curriculum planning, faculty coordination, and student development. HoDs are empowered to make decisions within their domains, fostering a decentralized and responsive academic structure.

6. Committee Coordinators

A critical layer of decentralized governance is formed by various **Committee Coordinators**, who lead specialized functional areas such as:

- **Academic Council**
- **Research & Development**
- **Training & Placement**
- **Student Welfare**
- **Cultural and Technical Events**
- **Examinations and Evaluation**
- **Anti-Ragging and Grievance Redressal**
- **Entrepreneurship Cell (E-Cell)**
- **Alumni Relations**

These coordinators operate independently within their roles while collaborating with other units, ensuring shared responsibility, innovation, and stakeholder engagement.

6. Faculty Coordinators, Committees, and Support Units

At the departmental and institutional levels, various committees and coordinators (such as for research, student welfare, placement, industry interaction, etc.) operate with a high degree of autonomy. These units ensure the active participation of faculty and staff in the governance process.

7. Students, Clubs, and Associations

Finally, students play a central role in governance through student councils, clubs, and associations. Their involvement in co-curricular and extracurricular decision-making reinforces the decentralized model and cultivates leadership.

Participatory Governance

The institution follows a Participatory governance refers where stakeholders at all levels—such as faculty, staff, students, and sometimes even community members—are actively involved in decision-making processes. It emphasizes collaboration, transparency, and shared responsibility.

AIT is structured through a dynamic organogram that promotes both decentralized and **participatory** governance. This structure ensures that decision-making is distributed, inclusive, and collaborative, involving all key stakeholders—from management to students.

1. Chairman (Strategic Leadership)

At the top is the Chairman, who provides strategic oversight and ensures alignment with the institution's long-term vision. The Chairman facilitates leadership that empowers all levels of the organization.

2. Governing Council (Policy and Oversight)

The Governing Council comprises members from academia, industry, and society, ensuring diverse perspectives in policy-making. This council lays down policies, monitors institutional performance, and ensures that governance is transparent and accountable.

3. Principal (Institutional Head)

The Principal serves as the institutional leader, responsible for executing the Governing Council's policies and managing daily operations. The Principal encourages collaboration across departments and supports innovation and autonomy among functional units.

4. Core Functional Units

Under the Principal, several key units contribute to participatory governance:

- Dean – IQAC (Internal Quality Assurance Cell): Ensures quality enhancement through faculty, student, and stakeholder feedback.
- Administration & Accounts: Collaborate with departments for efficient operations, resource planning, and compliance.

5. Heads of Departments (Academic Autonomy)

Each HoD leads a department with autonomy to plan academic activities, curriculum design, faculty mentoring, and departmental initiatives. Regular department meetings allow faculty and student representatives to participate in decision-making.

6. Committee Coordinators (Collaborative Governance)

Committee Coordinators lead specialized functional areas and are critical to participatory governance. These include:

- Academic Committee
- Research & Development Cell
- Training & Placement Cell
- Industry-Institute Interaction Cell
- Student Welfare Committee
- Grievance Redressal & Anti-Ragging
- Cultural and Technical Committees
- Entrepreneurship Development Cell
- Alumni Engagement Committee

Each committee involves faculty members, administrative staff, and student representatives, ensuring decisions reflect collective input and shared ownership.

7. Faculty Members and Staff

Faculty actively engage in teaching, mentoring, research, and committee roles. They propose innovations, contribute to academic planning, and take part in institutional development.

Administrative and technical staff support these efforts through responsive service and coordination.

8. Students and Clubs (Empowered Participation)

Students participate through:

- Student Council
- Departmental Associations
- Clubs and Forums (Cultural, Technical, Social, Innovation)

They collaborate in organizing events, giving feedback on academics, and being part of decision-making committees—ensuring their voices shape the student experience.

E - Governance

E-Governance in Acharya Institutes has been implemented through ERP significantly enhancing operational efficiency and service delivery. The following are the highlights of the process:

Key Modules of ERP for E-Governance

Our ERP-enabled e-governance system covers a wide range of academic and administrative functions, including:

1. Academic Management

- Timetable generation
- Course registration
- Syllabus tracking
- Attendance management
- Faculty allocation
- Internal assessments and exam schedules

2. Student Lifecycle Management

- Online admission and enrollment
- ID generation
- Student profile updates
- Progress tracking
- Feedback collection

3. Examination and Evaluation

- Exam scheduling and hall ticket generation
- Online assessments
- Mark entry and grade computation
- Result publication and transcripts

4. Finance and Accounts

- Fee collection and receipt generation
- Salary processing
- Budgeting and expense tracking
- Audit support

5. Human Resource Management

- Faculty recruitment
- Leave management
- Performance appraisal
- Service records

6. Library Management

- Book inventory
- Digital access
- Issue/return tracking
- User activity monitoring

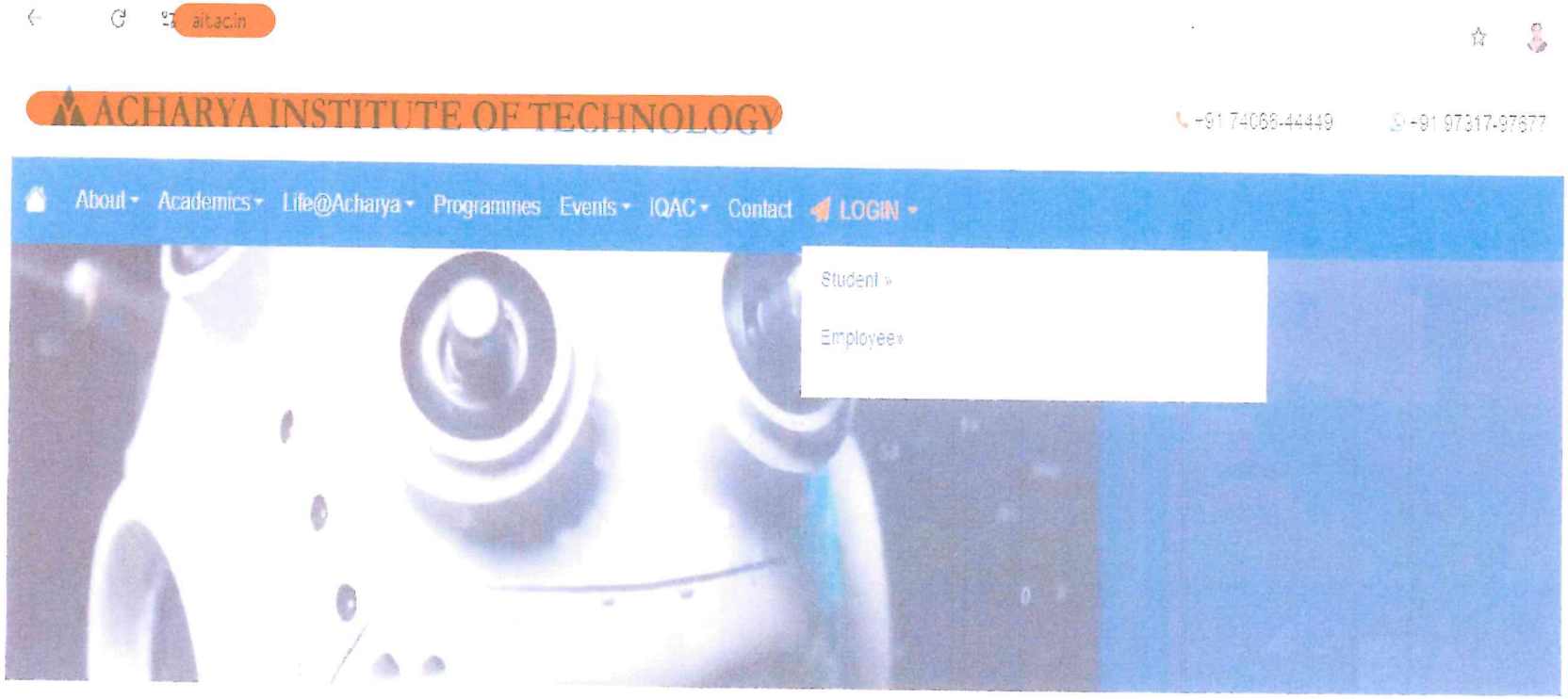
7. Communication and Notifications

- SMS/email alerts to students and parents
- Internal circulars
- Event reminders and notices

8. Grievance and Feedback Systems

- Online grievance redressal
- Suggestion and feedback forms
- Tracking resolution status

Screenshots of administration hosted on institutional website



Screen shot showing login page connecting to ERP in college website

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Screenshot of Acharya ERP home page in AIT website

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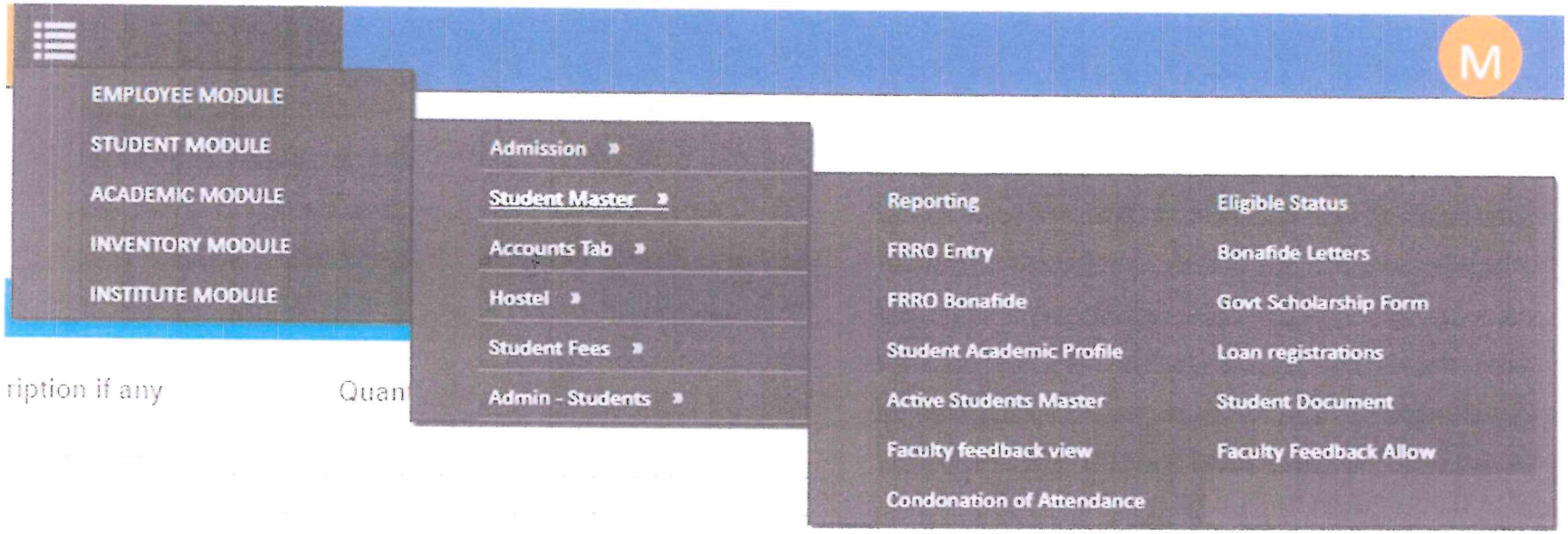
1. E-governance implementation in Administration

PRINCIPAL ERP LOGIN



The Principal ERP's Employee module has many options like the Student Master, Admission, Accounts Tab and Hostel which gives access to all the pertinent information of the students admitted to the college.

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TIME TABLE VIEW MASTER

D/W/M VIEW

CALENDER VIEW DAILY

VIEW BY DATE (BRANCHWISE)

CLASSROOM VIEW

CALENDER VIEW EMPLOYEE WISE

EMPLOYEE VIEW

ATTENDENCE REPORT

VIEW BY DATES

The Principal has access to monitor the time table created by all the departments.

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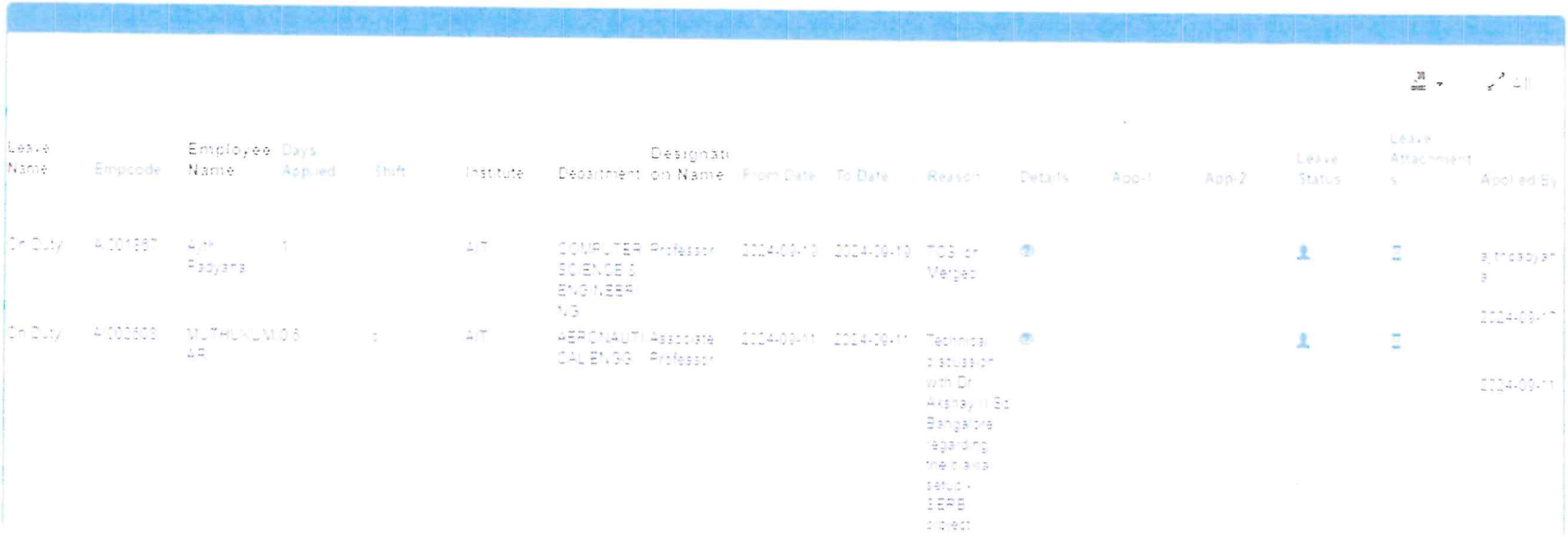
Home

Leave Sanction Approver

ApproverLeaveHistory



Leave Name	Empcode	Employee Name	Days Applied	Shift	Institute	Department	Designation Name	From Date	To Date	Reason	Details	App-1	App-2	Leave Status	Leave Attachments	Applied By
On Duty	A001667	Ajith Padyana	1		AIT	COMPUTER SCIENCE ENGINEERING	Professor	2024-09-10	2024-09-10	TCS on Verget						
On Duty	A002603	MUTHULAKSHMI R	1		AIT	AERONAUTICAL ENGINEERING	Associate Professor	2024-09-11	2024-09-11	Technical discussion with Dr Arshad, IISc Bangalore regarding the ongoing setup - SERB project						2024-09-11 2024-09-11

The Principal has the approval authority on all HoD requests pertaining to leaves, attendance etc. He also has the overriding approval authority on requests raised by all faculty.

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Create FARM

Showing 1-20 of 7167 items

Faculty Asessment Activity

=	Employee Code	Employee Name	Month	Year	Faculty Assesment	HOD marks	Faculty Assesment Report	Created Date	Modified Date
1	AI000253	VARALAKSHMI B D	8	2024				2024-08-02 04:43:17.853	2024-08-30 10:21:50.000
2	AI000269	KALA VENUGOPAL	8	2024				2024-08-01 03:17:03.243	2024-08-01 11:45:13.000
3	AI001308	SHRIMUKHI G SHASTRY	8	2024				2024-08-01 19:02:11.723	2024-08-01 07:33:20.000
4	AI002432	Vani V Daouza	8	2024				2024-08-01 10:16:21.270	
5	AI002896	Jagadish M	8	2024				2024-08-01 17:45:45.343	2024-08-01 23:16:26.000

Principal ERP consolidates all the monthly self-assessment reports generated by the faculty along with the HoD remarks for annual appraisal and other reviews.

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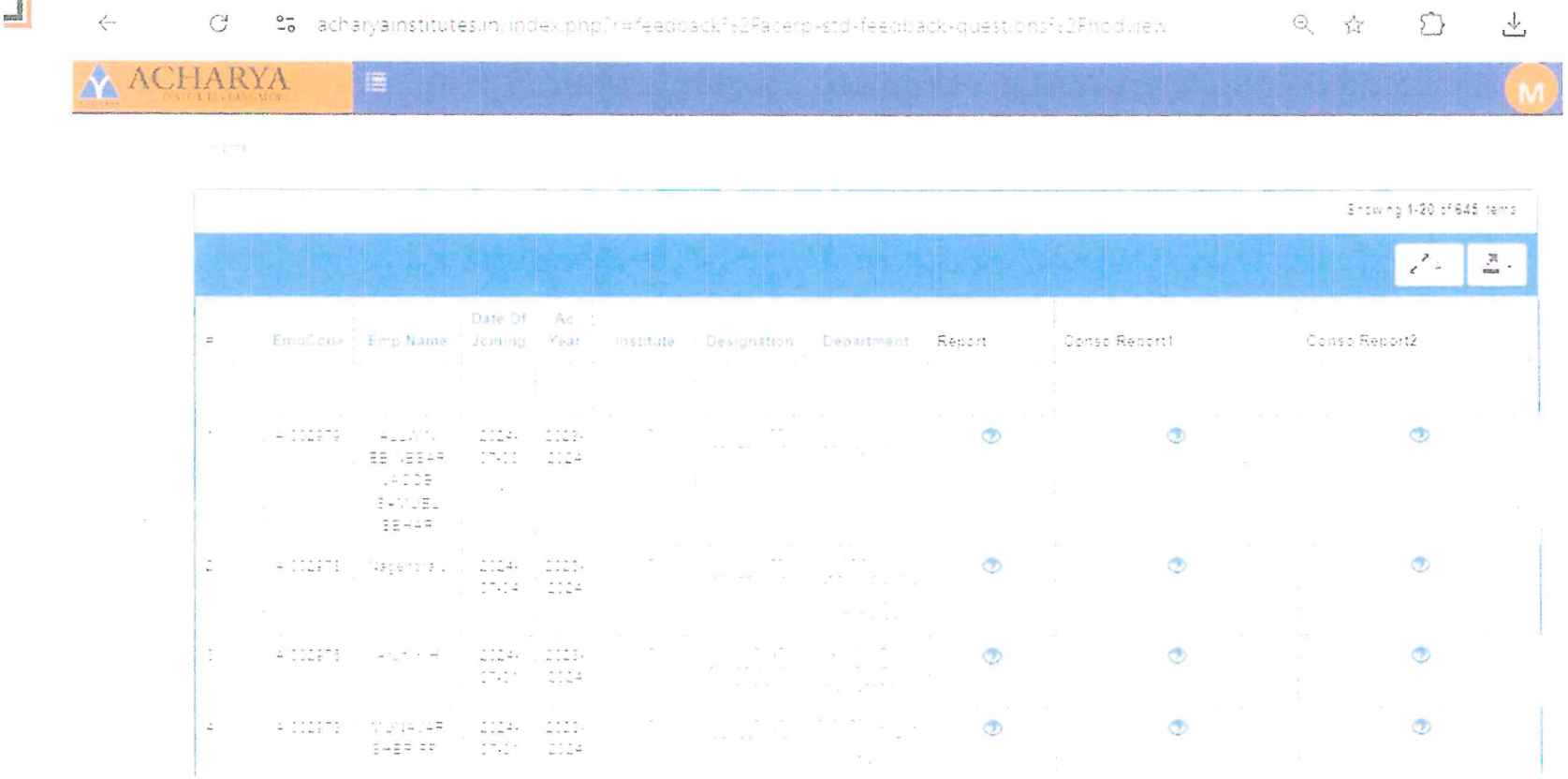

Principal ERP has access to all faulty feedback collected from Student ERP.

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Complaint Management

The Service Request menu allows principal to view all the complaints raised by various departments and monitor and make sure the complaints are resolved. Complaints can be raised by any user through lodge complaint tab and request to the pertinent department and the system is integrated to resolve the same.

Complaints lodged or services requested from HoD/Faculty ERP requesting the intervention of the Principal is displayed under the Service Render option with a notification alert.

Similar notifications are sent to all departments to whom the complaints are lodged or services are requested from.

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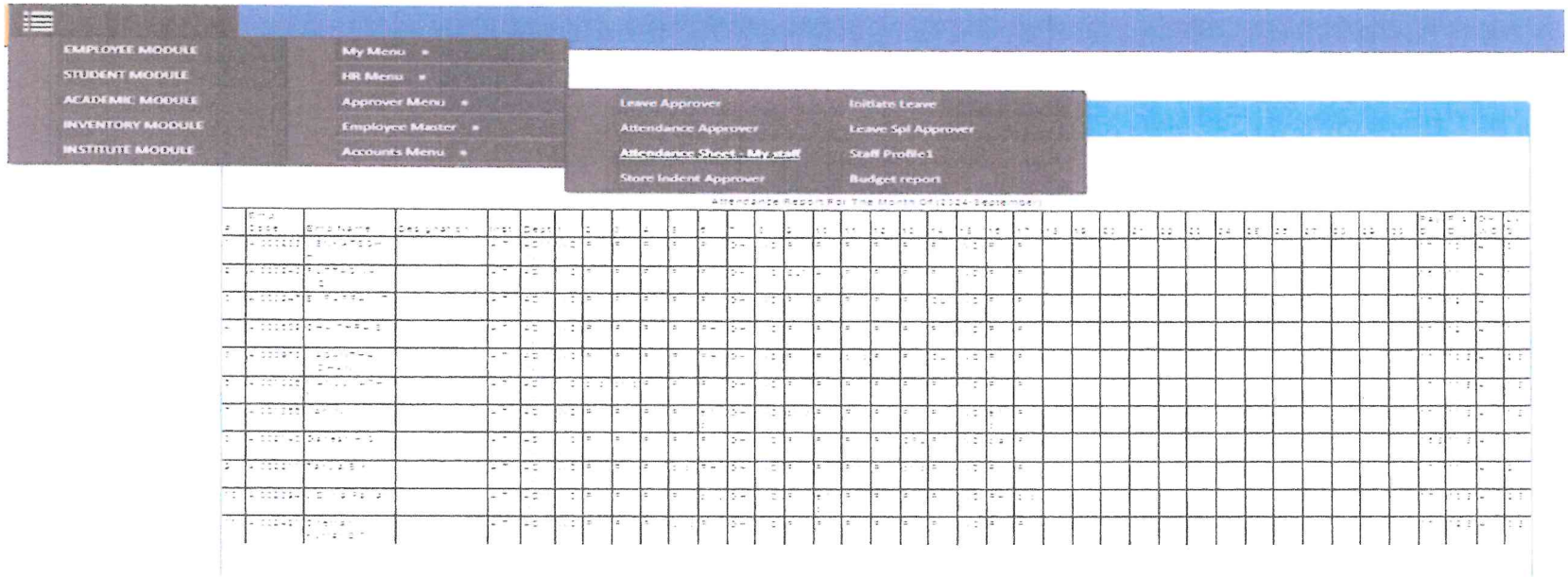
ADMINISTRATIVE OFFICER(AO) ERP LOGIN



The AO ERP has administrative privileges over the non-teaching staff. All access to their profile information is given to AO.

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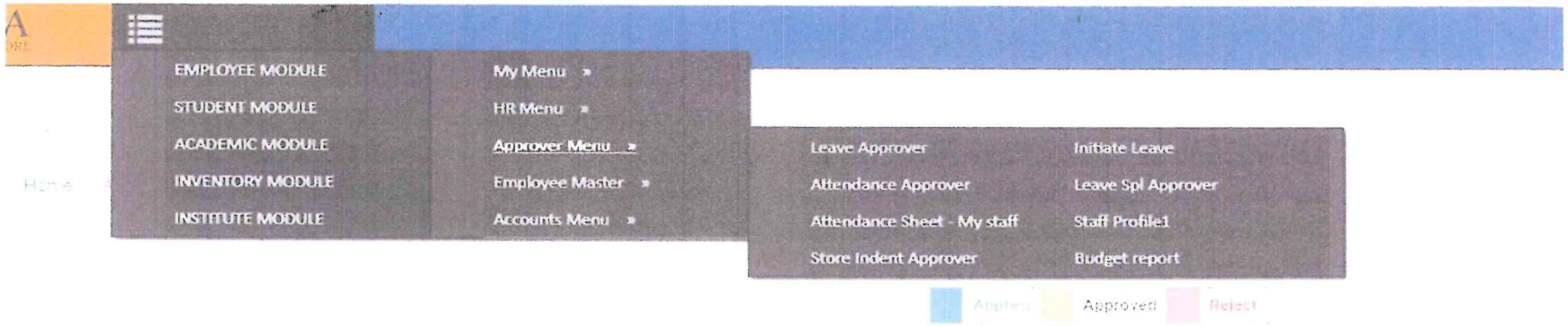
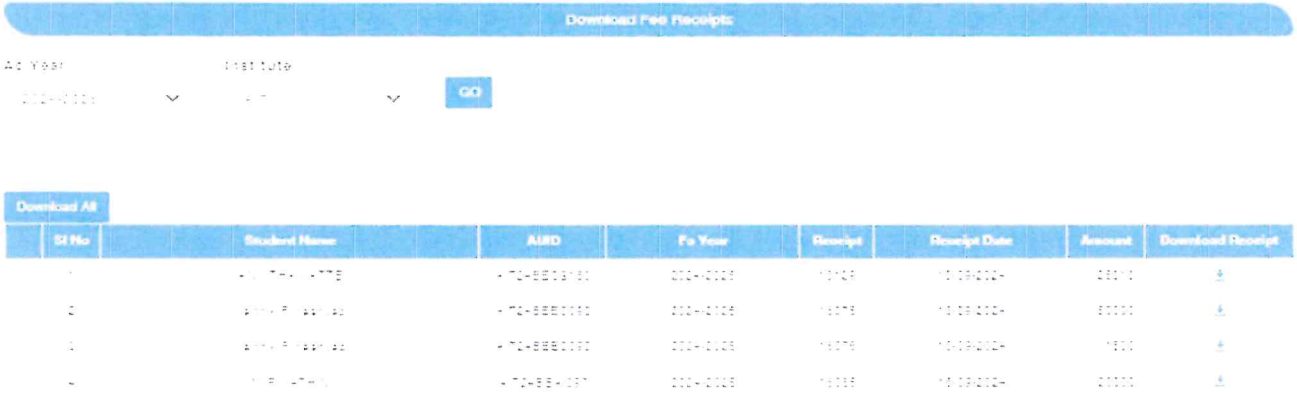


The AO ERP has the approval authority over the non-teaching staff.



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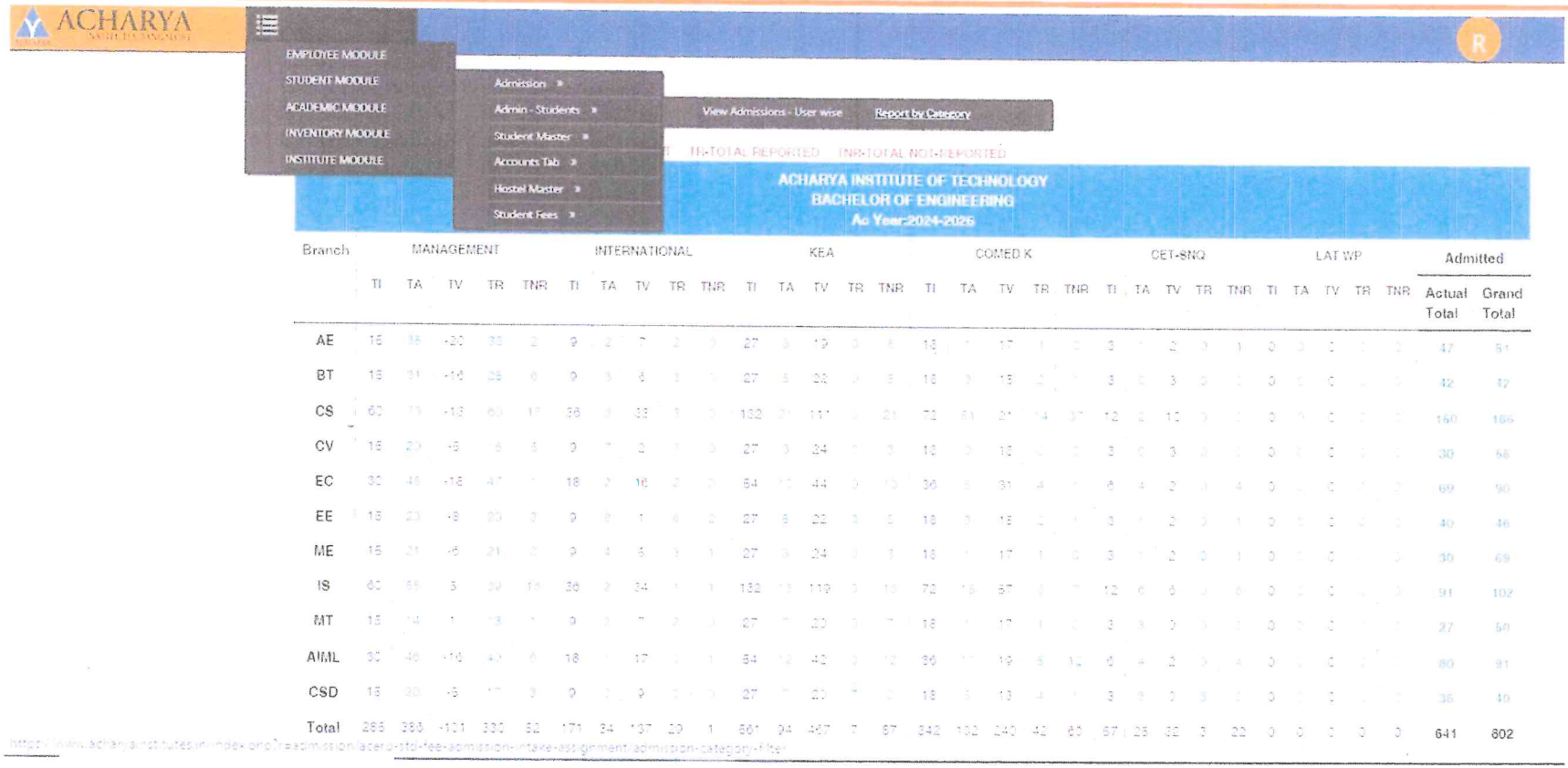
The AO ERP has access to all student fee payment details.



Branch	MANAGEMENT					INTERNATIONAL					KEA					COMED K					CET-SNQ					LAT WP					Admitted	
	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	Actual Total	Grand Total
AE	15	35	-20	20	2	9	2	7	2	0	27	8	19	0	8	18	1	17	1	0	3	1	2	0	1	0	0	0	0	0	47	61
BT	15	31	-16	25	6	9	3	6	3	0	27	5	22	0	5	18	3	15	2	1	3	0	3	0	0	0	0	0	0	0	42	57
CS	60	73	-13	60	17	36	3	33	1	0	132	21	111	0	21	72	51	21	14	37	12	0	12	0	0	0	0	0	0	0	150	186
CV	15	23	-8	8	5	9	7	2	1	0	27	3	24	1	3	18	2	16	2	0	3	0	3	0	0	0	0	0	0	0	30	55
EC	30	48	-18	47	1	18	2	16	2	0	64	10	44	0	10	36	5	31	4	1	6	4	2	0	4	0	0	0	1	0	69	90
EE	15	23	-8	20	3	9	8	1	4	0	27	5	22	0	5	18	3	15	2	1	3	1	2	0	1	0	0	0	0	0	40	46
ME	15	21	-6	21	0	9	4	5	3	1	27	3	24	0	3	18	1	17	1	0	3	1	2	0	1	0	0	0	0	0	30	69
IS	60	65	-5	59	19	36	2	34	1	1	132	13	119	0	13	72	15	57	2	7	12	6	6	2	6	0	0	0	0	0	91	102
MT	15	14	1	13	1	9	2	7	2	1	27	7	20	0	7	18	1	17	1	0	3	3	0	0	1	0	0	0	0	1	27	50
AIML	30	46	-16	43	6	18	1	17	1	1	64	12	42	0	12	36	17	19	5	14	6	4	2	0	4	0	0	0	0	0	80	91
CSD	15	20	-5	17	3	9	2	9	2	0	27	7	20	7	0	18	5	13	4	1	3	3	0	0	0	0	0	0	0	0	36	49
Total	288	398	-101	332	62	171	34	137	20	1	661	94	467	7	87	342	102	240	42	63	67	25	32	0	22	0	0	0	0	0	641	802

https://ait.ac.in/index.php?admission/acer-ug-fee-admission-intake-assignment/admission-category-rlte/

The AO ERP is in charge of entering all new admissions into ERP system and has access to view/edit the information of all students across the college.

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FACULTY ERP LOGIN

The Staff ERP has the Employee module. The My Menu gives a range of functions as shown by the example above.

Previous Month Attendance Report (AUGUST)

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Pay Days
Status	p/a	P	DH	WO	P	P	P	P	P	DH	WO	P	CPL	P	GH	P	DH	WO	CL	P	P	CPL	P	DH	WO	p/a	P	P	P	A	DH	20

Current Month Attendance Report (SEPTEMBER)

Date	1	2	3	4	5	6	7	8	9	10	11	12	Pay Days
Status	WO	p/a	P	P	A	RH	GH	WO	P	P	A	p/a	9

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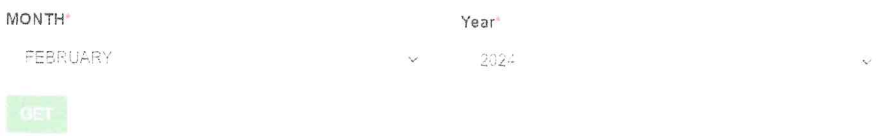
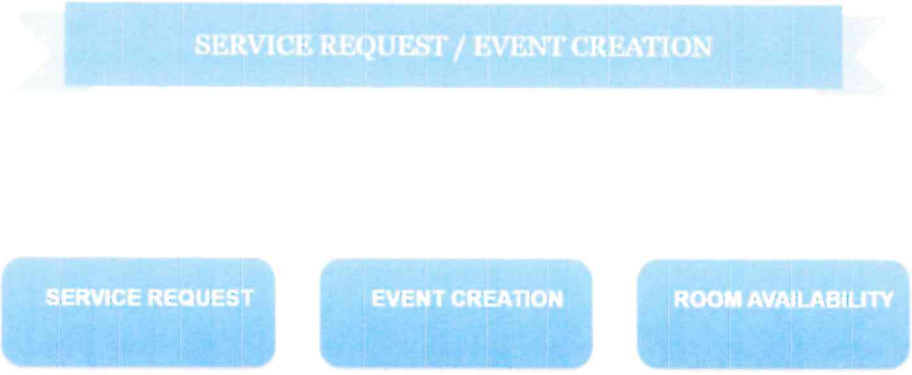
The Attendance Report shows the previous and the current month staff attendance status.



The Pay Slip option displays the month and year for which the staff can access their pay slips.



The Service Request/Event creation option displays the portal to raise requests from various departments (Non-academic). This is critical for staff in charge of organizing events.

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Home

Click to view previous month punching

Showing 1-8 of 8 items.

Employee Name	Start Time	End Time	Date
PRUTHVISH R	12:06:00	17:36:00	2024-09-01
PRUTHVISH R	08:59:00	17:26:00	2024-09-02
PRUTHVISH R	08:48:00	17:25:00	2024-09-03
PRUTHVISH R	08:48:00	17:32:00	2024-09-04
PRUTHVISH R	08:47:00	17:34:00	2024-09-09
PRUTHVISH R	08:47:00	17:31:00	2024-09-10
PRUTHVISH R	09:00:00	09:00:00	2024-09-11
PRUTHVISH R	08:59:00	17:50:00	2024-09-12

The Punching details display the punch in and punch out times of the staff for the current and previous month.

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The Leave apply option directs to the leave portal where staff can apply for all eligible leaves as well as track the leaves already applied.

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The Attendance Sheet – My Staff option allows the Head to review the monthly attendance status of all staff of the department.

The Store Indent approver option displays the portal to raise and review requests related to requisitioning stationary/materials required for the smooth functioning of the department.

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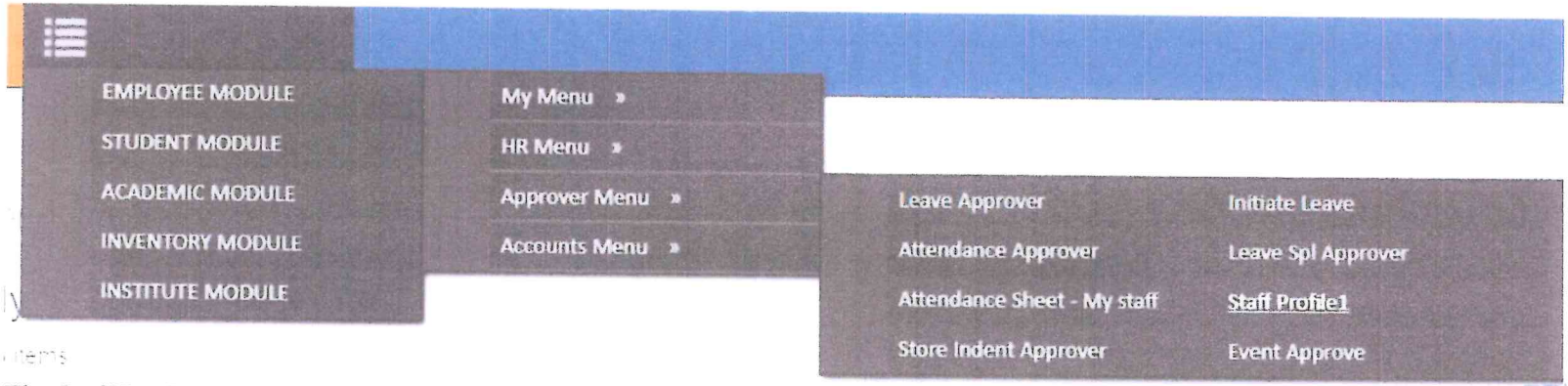
Leave-Apply Initiation

Showing 1-20 of 28 items

Employee Name	Date of Joining	Email ID	Apply for leave	Attendance Regularization	Biometric attendence
DEVARAPALLI SUMAN	2024-09-09	suman3014@acharya.ac.in			
Sana Naeem	2024-09-09	sana3012@acharya.ac.in			

As per policy, leaves can only be applied by employees in advance. Emergency leaves can be applied only via HoD ERP through the initiate leave option up to 3 days after the date.



The Staff Profile option displays the complete profile of the faculty in the department the Head in charge of.

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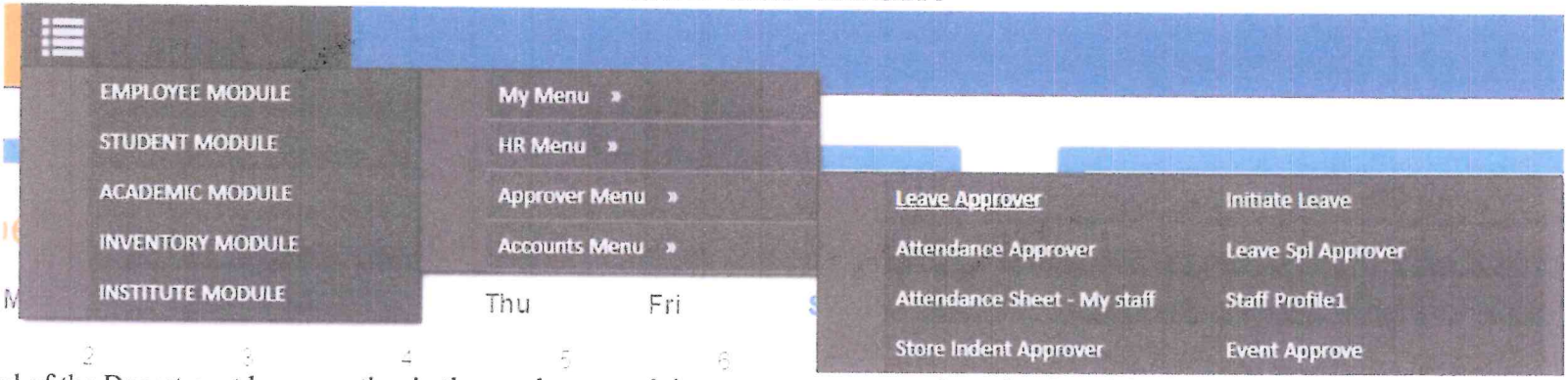
HOD ERP LOGIN



The Head of the Department has an option in the employee module to approve requests from faculty of the department pertaining to leaves, attendance regularization, and events.

Leave Sanction Approver

Leave Approver option displays the list of requests raised by the faculty along with all details.

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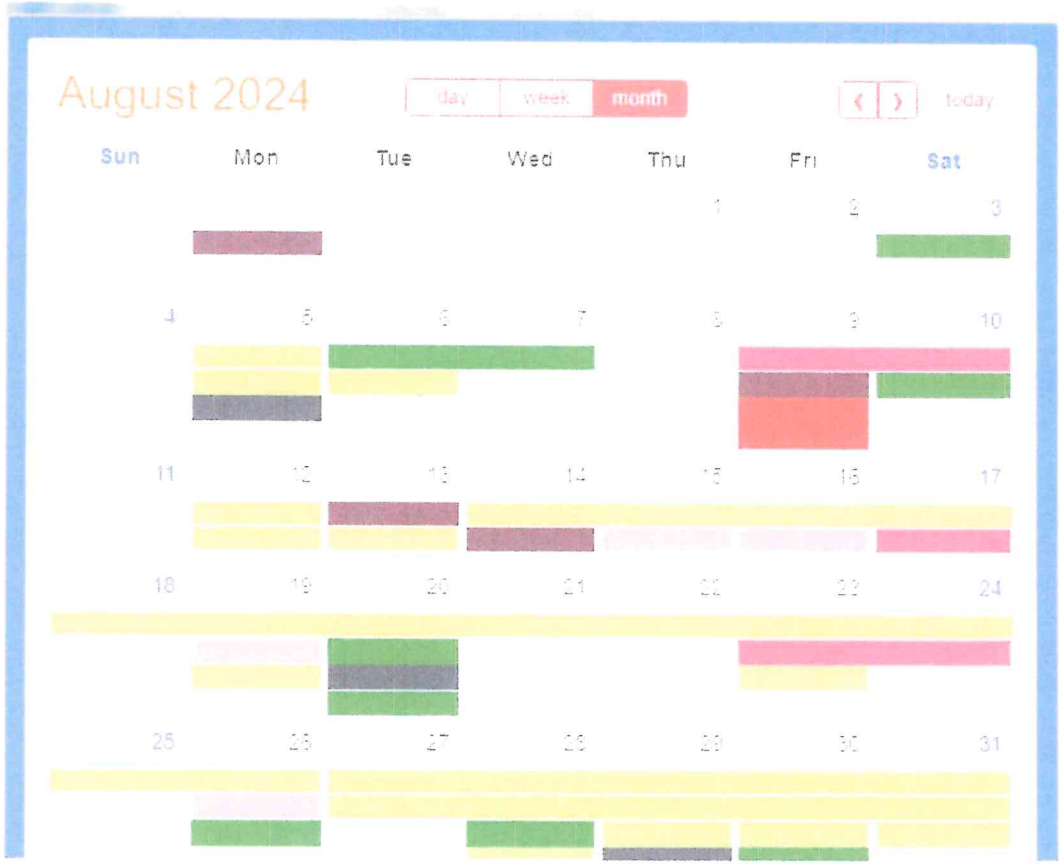
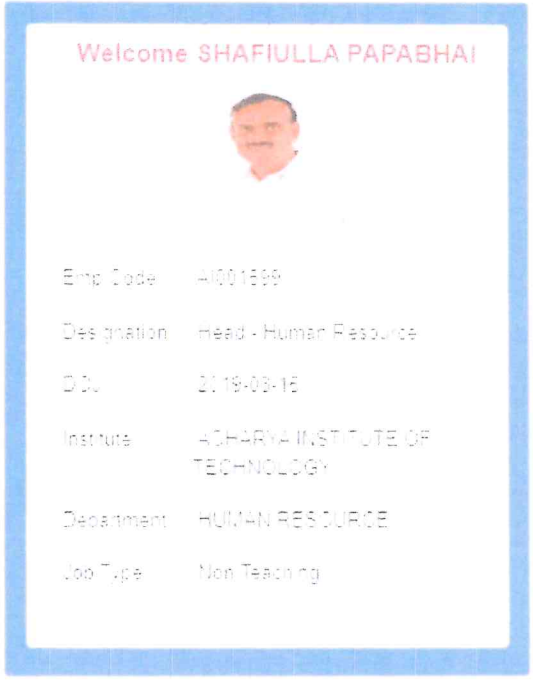
HR ERP LOGIN





The Home page shows the profile of the Head-HR.

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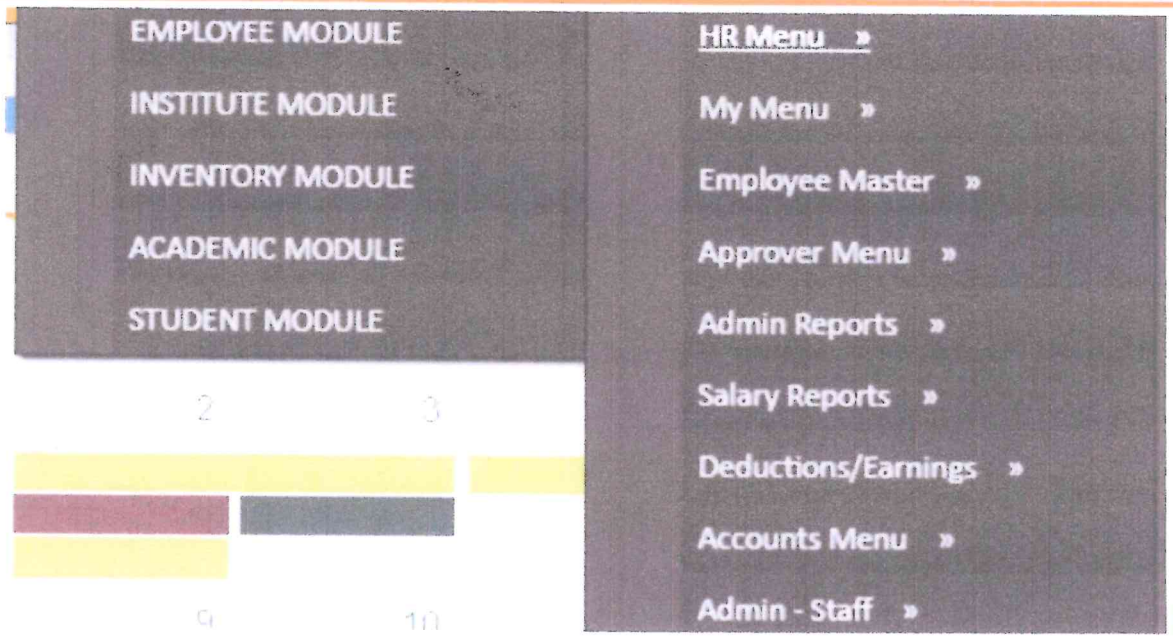

The Employee Module of the Head HR has the options of accessing the profiles and details of all the employees along with the consolidated data regarding their attendance, salary reports, pay slips, etc. They also have control access towards the attendance records as well as the punching data of all the staff.
The service render option displays all the complaints lodged or services requested from the HR department as notifications.

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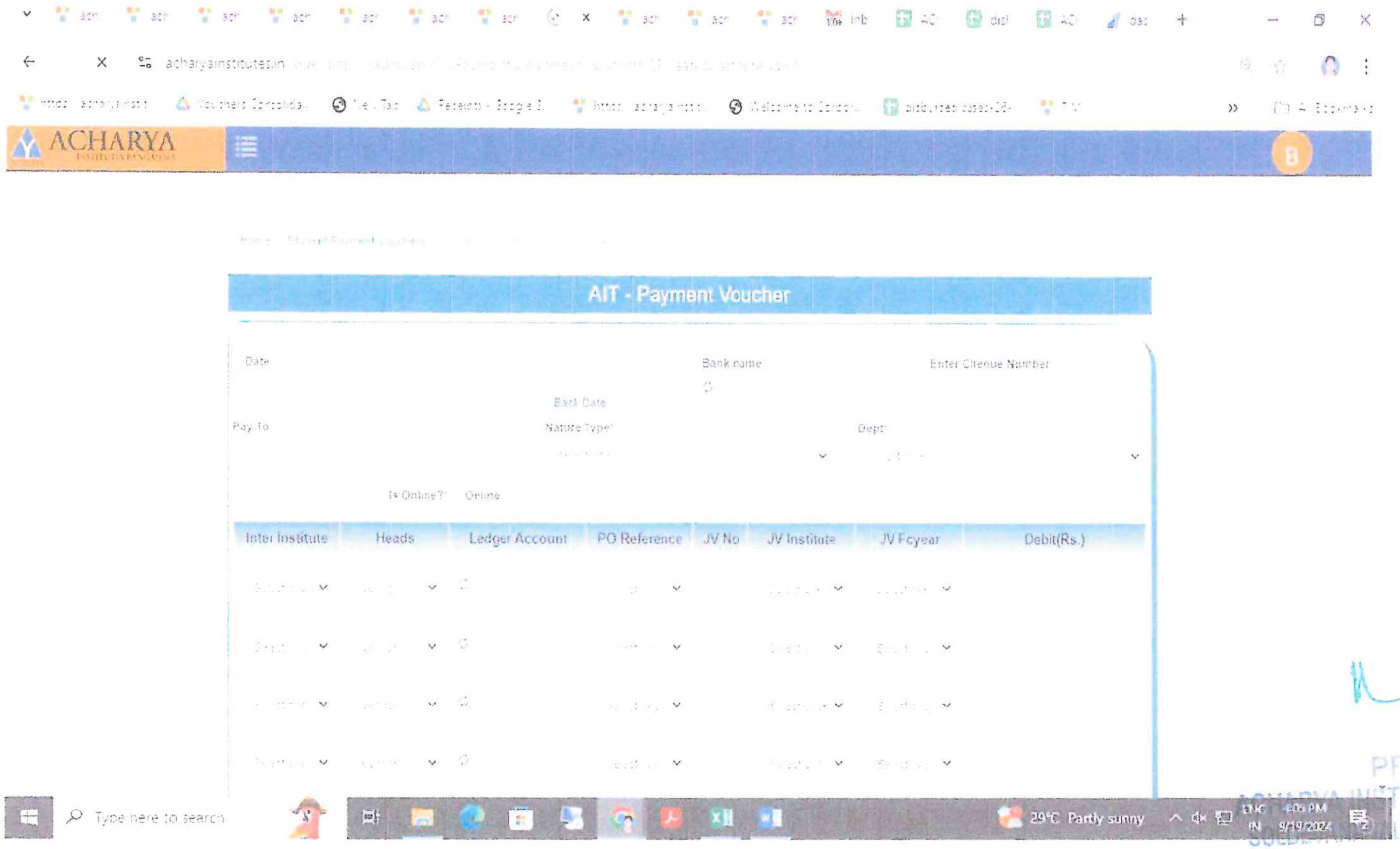
2. E-governance implementation in Finance and Accounts



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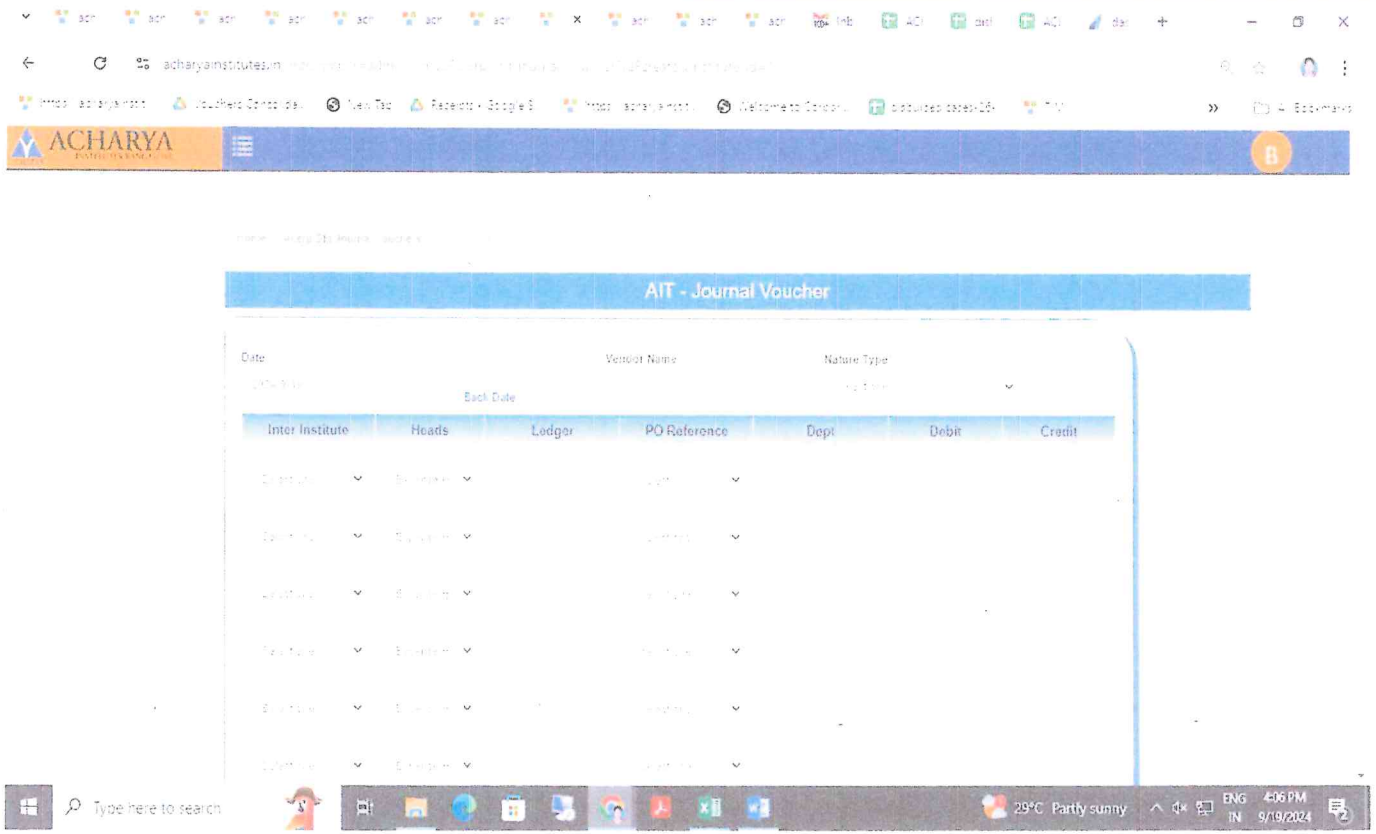
The entire AITs finance and accounts will be managed by accounts department using Accounts ERP login.Students can pay fees through ERP login and fee payment vouchers can be generated.



Payment for any individual can be done through vouchers.

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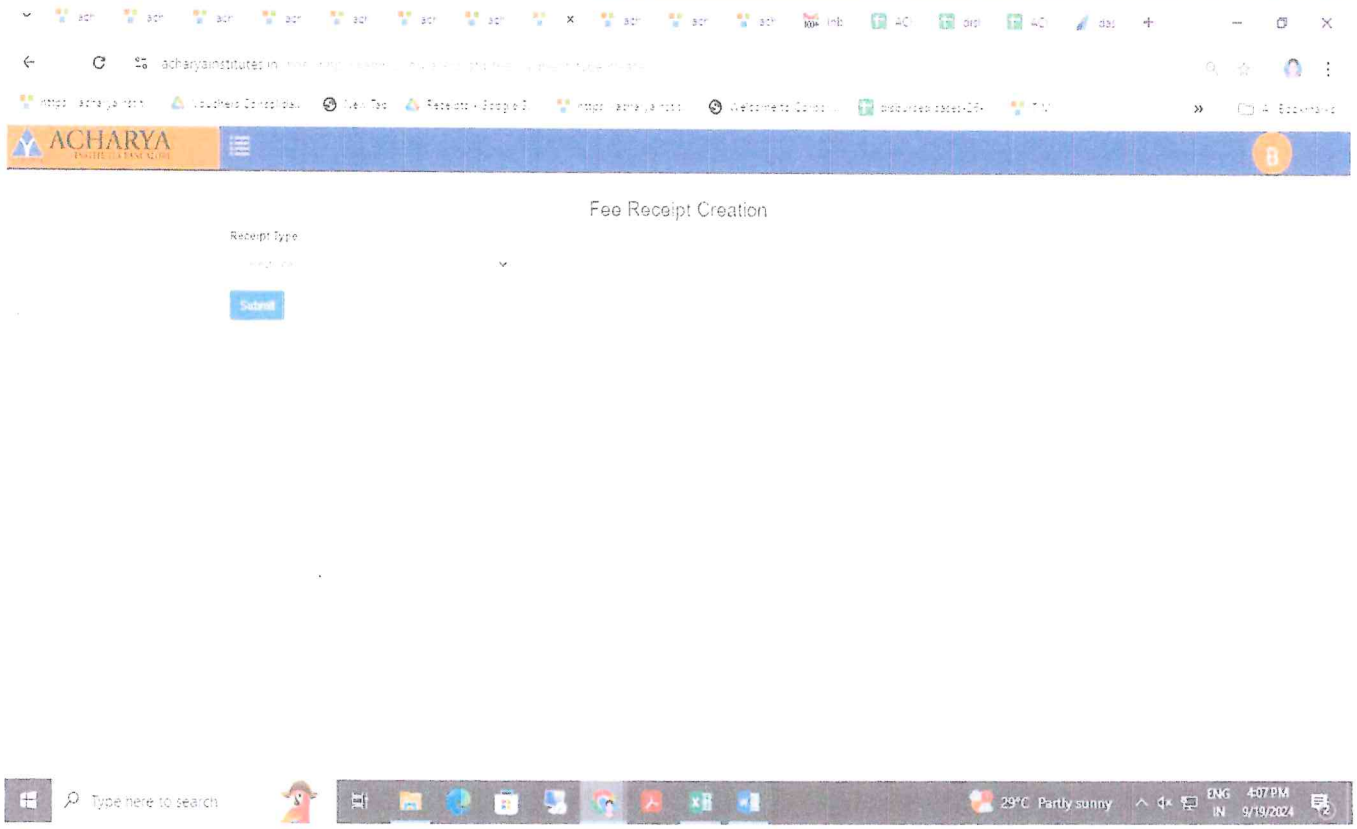
SOLDEVANAHALLI, [illegible] - 560 107



Students can pay the fees trough ERP and receipt can be generated.

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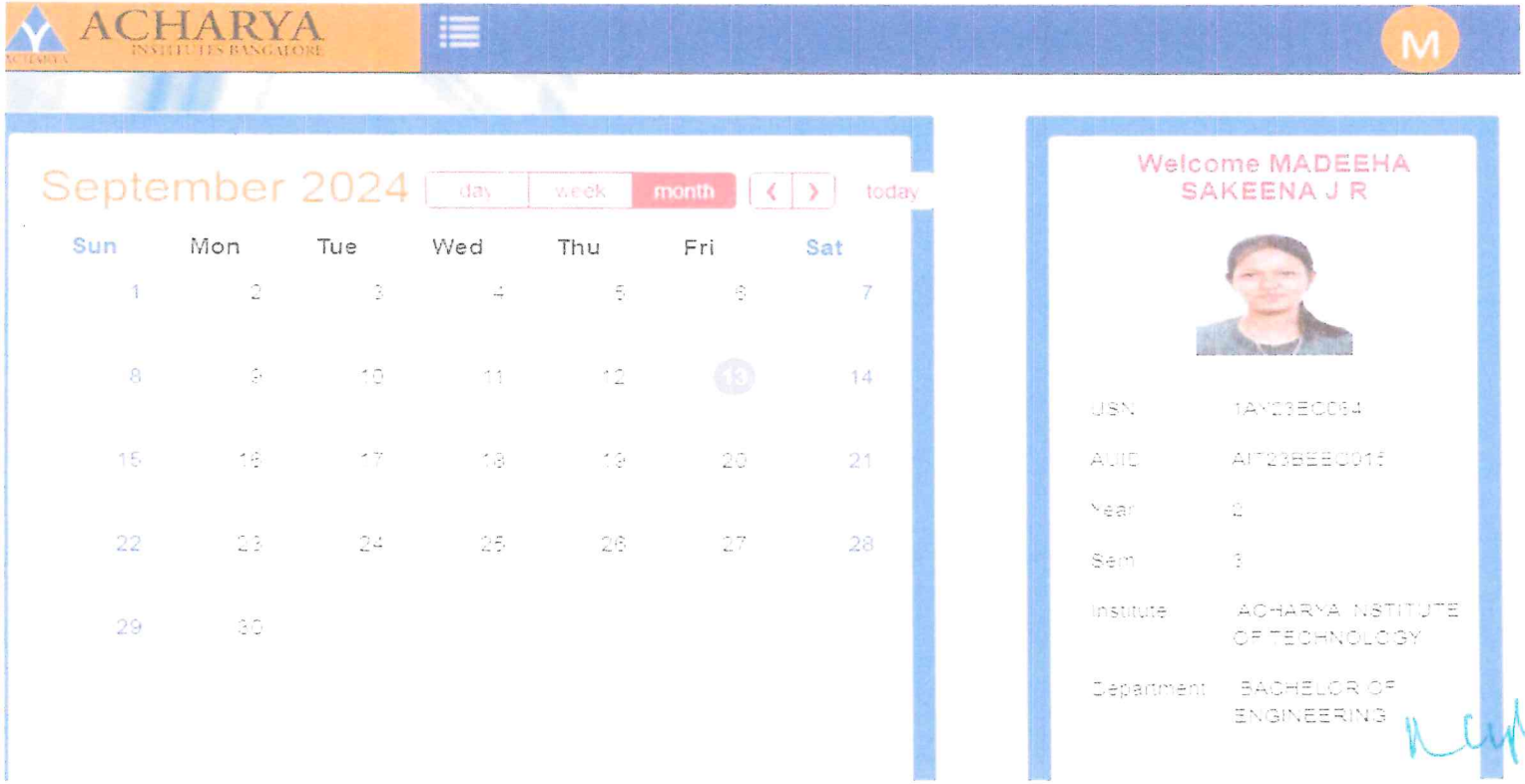
3. E-governance implementation for student admissions and support

Student ERP



The Student ERP home page displays the student profile along with the monthly calendar view of classes and events.

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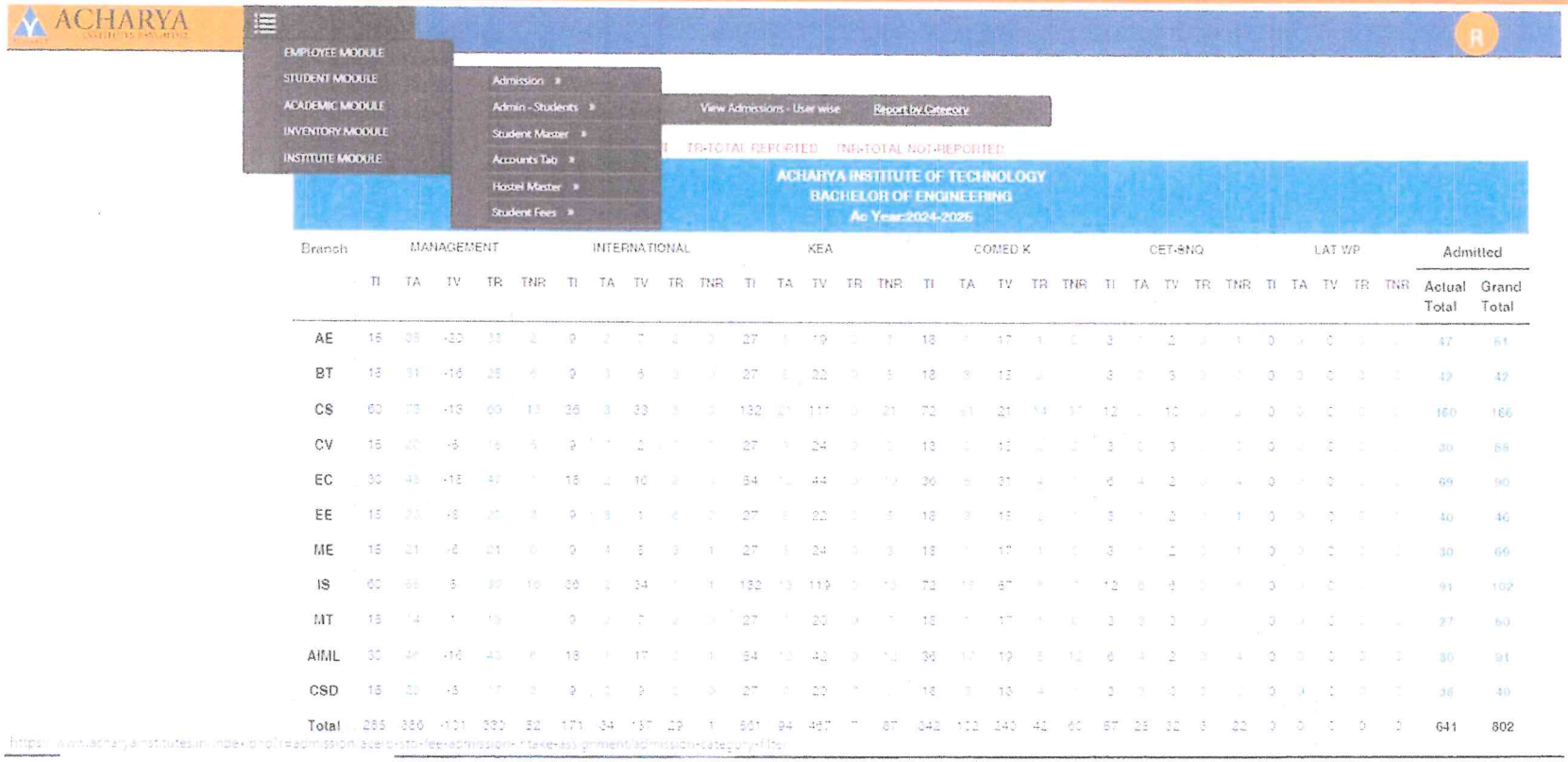

Branch	MANAGEMENT					INTERNATIONAL					KEA					COMED K					CET-SNQ					LAT WP					Admitted	
	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	TI	TA	TV	TR	TNR	Actual Total	Grand Total
AE	15	05	-20	10	2	0	2	7	2	0	27	1	19	0	7	18	1	17	1	0	3	1	2	0	1	0	0	0	0	0	47	61
BT	15	31	-16	25	6	0	3	6	3	0	27	5	22	0	5	18	0	18	4	0	3	0	3	0	1	0	0	0	0	0	42	42
CS	60	73	-13	60	13	36	3	33	3	0	132	21	111	0	21	72	51	21	14	37	12	1	10	0	2	0	0	0	0	0	160	166
CV	15	20	-5	15	5	9	1	8	1	1	27	1	24	0	3	18	2	16	2	2	3	0	3	0	3	0	0	0	0	0	30	66
EC	30	43	-13	42	1	18	2	16	2	0	84	12	44	0	12	36	6	31	4	1	6	4	2	0	4	0	1	0	0	0	69	90
EE	15	23	-8	21	2	9	3	1	4	0	27	5	22	0	5	18	3	15	2	1	3	1	2	0	1	0	0	0	0	0	40	46
ME	15	21	-6	21	0	0	4	5	3	1	27	3	24	0	3	18	1	17	1	0	3	1	2	0	1	0	0	0	0	0	30	69
IS	60	68	-8	60	16	36	2	34	1	1	132	13	119	0	13	72	17	67	5	7	12	0	8	0	4	0	0	0	0	0	91	102
MT	15	14	1	15	0	0	2	7	2	0	27	1	20	0	7	18	1	17	1	0	3	0	3	0	0	0	0	0	0	0	27	60
AIML	30	44	-14	43	1	18	1	17	2	0	84	12	42	0	12	36	17	19	5	12	6	4	2	0	4	0	0	0	0	0	80	91
CSD	15	20	-5	17	3	9	0	9	0	0	27	1	20	1	0	18	3	15	4	0	3	0	3	0	0	0	0	0	0	0	36	40
Total	285	380	-101	380	52	171	34	157	29	1	801	94	467	1	87	642	112	240	41	60	57	23	32	0	22	0	0	0	0	0	641	802

ERP provides support for student admissions. All new admissions can be entered into ERP system and has access to view/edit the information of all students across the college.

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The Student's ERP provides an option to pay the college fees as well as other fees like exam fees, certificate fees, event fees, fines etc through online payment portal. The accounts ERP has the control access to integrate the fees payable as well as create new payment portal as required.

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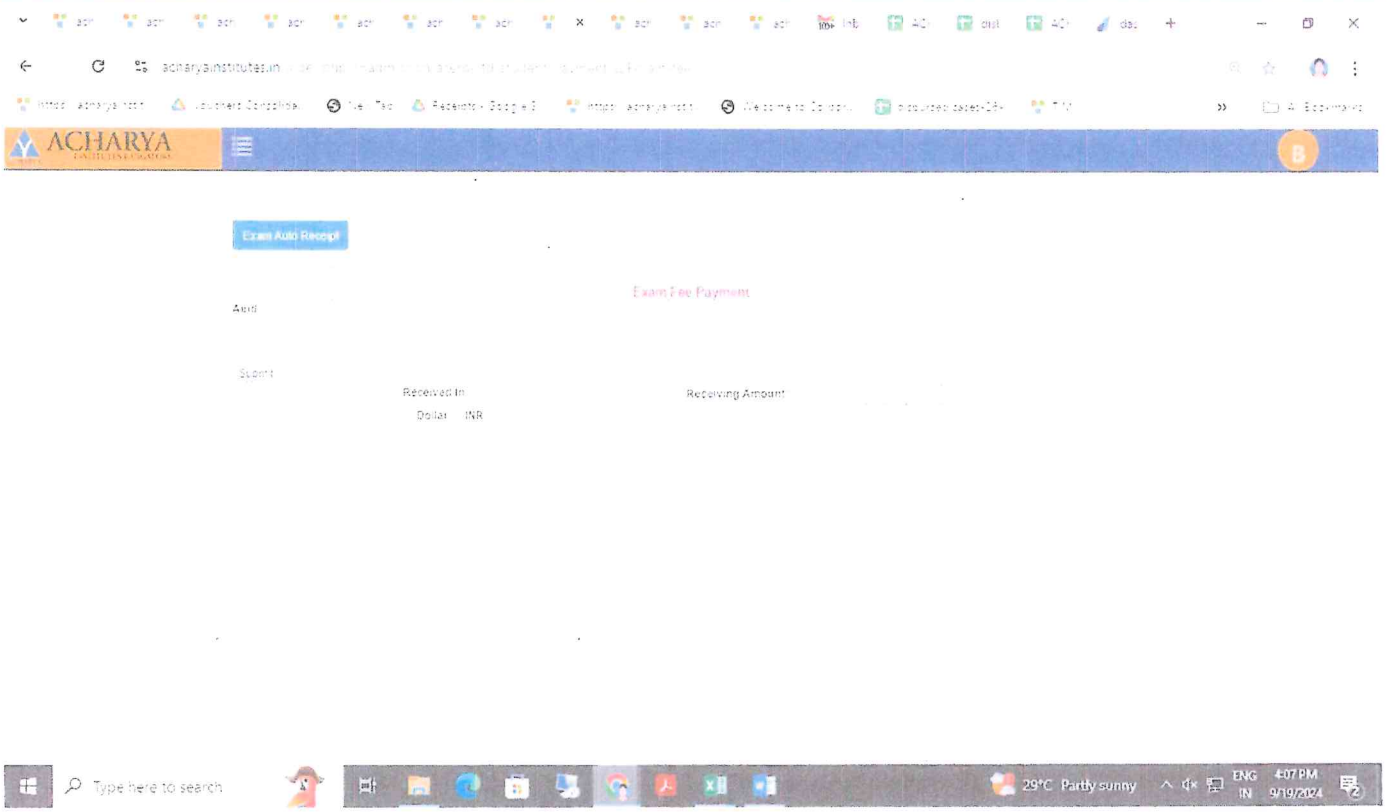

Students can pay the exam fees trough ERP

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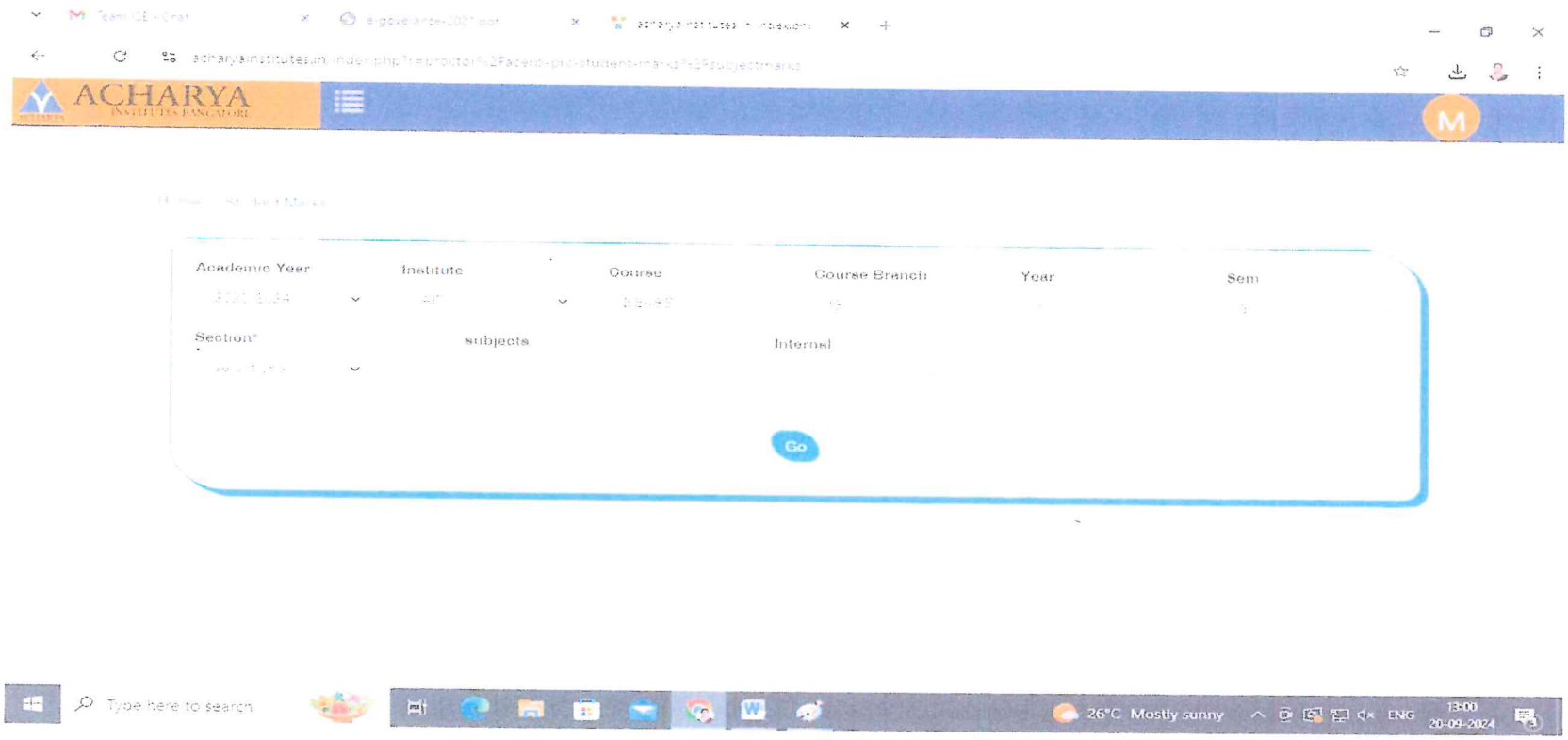
4. E-governance implementation for Examination



Internal assessments marks can be entered in ERP and students can view IA marks in ERP.

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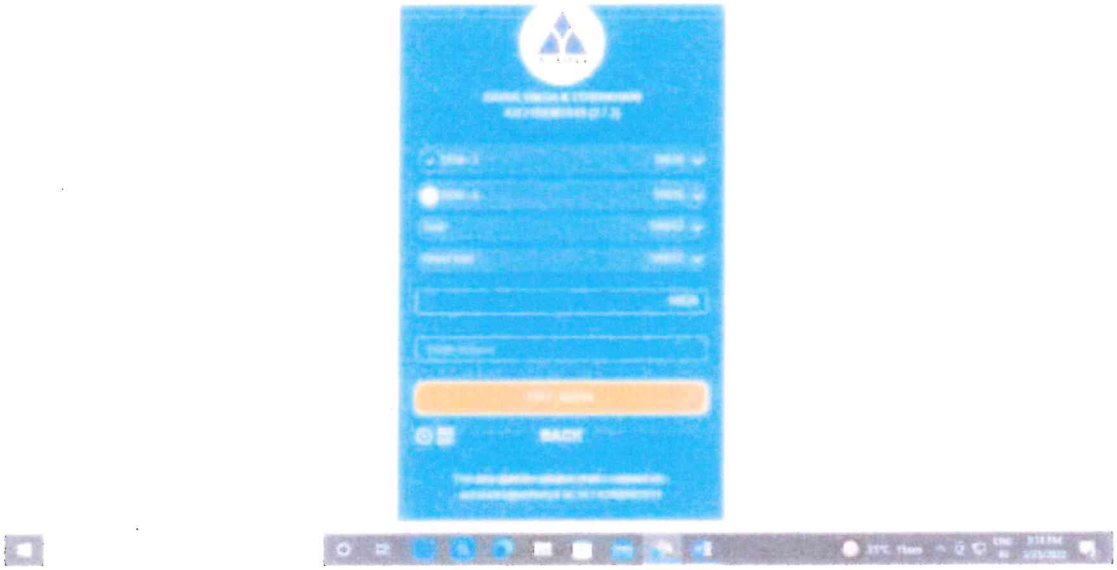
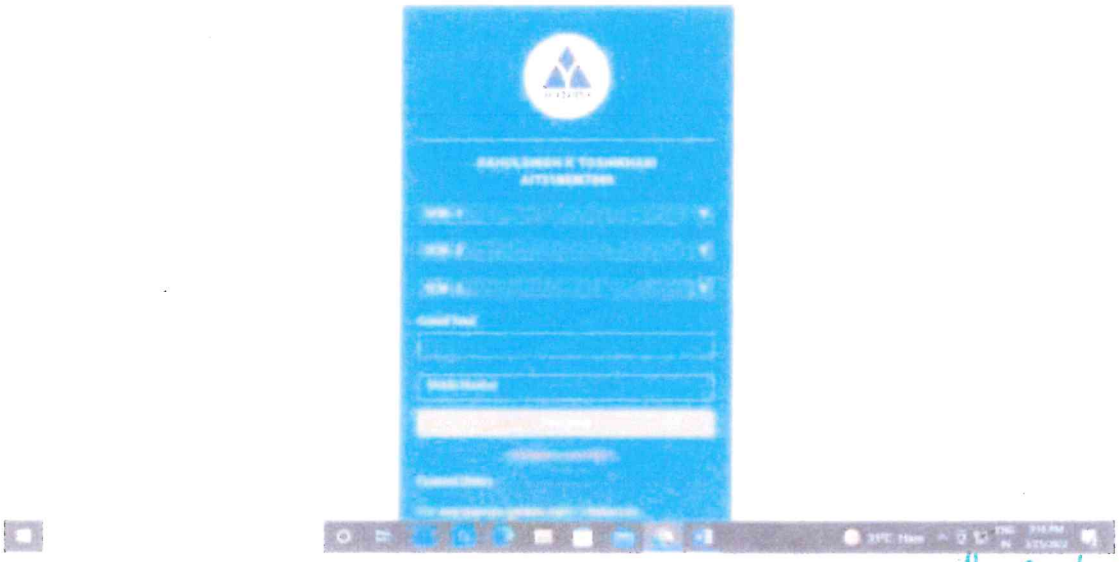
Examination (College and University fee payment portal screenshots)





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Student can pay college fees through the Acharya ERP mobile App

Student can pay various fee through Acharya ERP mobile App

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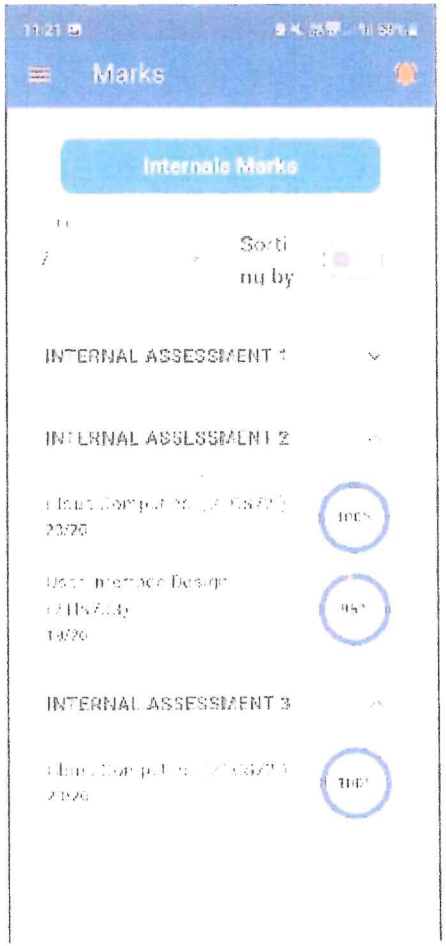

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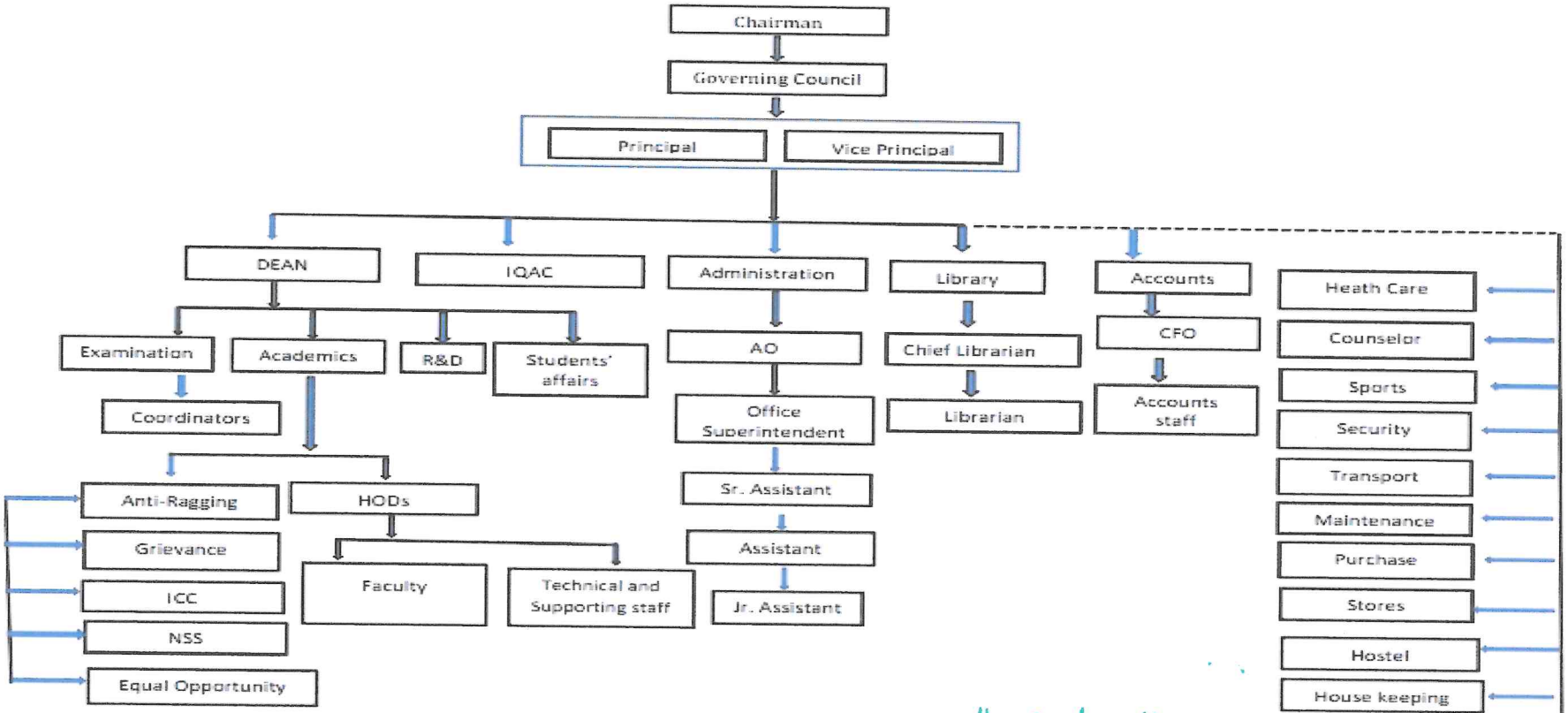
Student can check test marks in Acharya ERP mobile App

Organogram of the Institution

ORGANOGRAM OF INSTITUTION



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Composition of the Governing Council of the Institution

B.M. REDDY
President

B. PREMNATH REDDY
Secretary

Governing Council composition of Acharya Institute of Technology

S. N.	Name & Address	Designation & Background
01	Shri B. Premnath Reddy Secretary, JMJ Education Society Soldevanahalli, Bengaluru – 560 107 Ph.No. 9845172198 E-mail ID: chairman@acharya.ac.in	Chairman, Educationist
02	Dr. R. Natarajan Ex-AICTE Chairman of AICTE, New Delhi 52/1, 13th Cross Road, Malleshwaram, Bengaluru- 560 003. Ph.No. 9886061242 E-mail ID: prof.natarajan@gmail.com	Member Academician
03	Dr. D.K Subramanian Retd Professor, IISc K Block, 804, Brigade gateway apts, NR Orion Mall, Bengaluru Ph.No. 9448460943 E-mail ID: dksubra@gmail.com	Member Academician
04	Dr. Venkatarami Reddy Former Vice Chancellor JNTU Hyderabad, A.P. Phone No. 9494177799 E-mail ID: venkaramireddyy@yahoo.com	Member Academician
05	Dr. Ramachandra K Former Director, GTRE, #600/1, 10th Cross, 7th Block (West), Jayanagar, Bengaluru Ph.No. 9448077779 E-mail ID: drkrc2006@gmail.com	Member Industry
06	Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd., Ph.No. 9845264905 E-mail ID: george.punnoose@kalkitech.in	Member Industry

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07	Dr. Dilip Krishna Executive Council Member, VTU Vice-chancellor's nominee to GC #807, 80 feet road, 'A' Sector Yalahanka New Town, Bengaluru-560064 Phone No. 9886449999 E-mail ID: dilip.krishna1@gmail.com	VTU Nominee
08	Shri. C B M Bhooshan Executive Secretary to Chairman Acharya Institutes Soladevanahalli, Bengaluru -560107 Ph No.: 9901490991 E-mail ID: cbm.bhooshan@acharya.ac.in	Special Invitee
09	Nominee, Directorate of Technical Education and & Collegiate Education E-mail ID: dteacmsection@yahoo.com	Member
10	Dr. Rajeswari Professor & Head Dept. of E& C, Acharya Institute of Technology Ph.No. 9449827287 E-mail ID: rajeswari@acharya.ac.in	Member Faculty representation Academician
11	Prof. Marigowda C K Vice Principal Acharya Institute of Technology E-mail ID: marigowda@acharya.ac.in	Member
12	Dr. Rajath Hegde M M Principal, Acharya Institute of Technology Ph.No. 6364522980 E-mail ID: principalait@acharya.ac.in	Ex-Officer Member Secretary

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J.M.J EDUCATION SOCIETY
Bangalore-107
Soladevanahalli

GC proceedings of GC meeting – 2023

ACHARYA INSTITUTE OF TECHNOLOGY
30th MEETING OF GOVERNING COUNCIL

VENUE: Board Room, Admin Block, Acharya Institute of Technology, Soladevanahalli, Hesaraghatta Road, Bangalore - 560 107.

Date : 25.06.2021 **Time : 2.30 P.M.**

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AIT: 07: ACM:22

Date: 28-06-2023

To,
Shri. B. Premnath Reddy
Chairman,
Governing Council of Acharya Institute of Technology
Soladevanahalli, Bengaluru- 560 107
Email ID: chairman@acharya.ac.in

Dear Sir,

Sub: 33rd Meeting of Governing Council – Reg.

Greetings from Acharya Institute of Technology!!

The 33rd Governing Council (GC) meeting of the Institute is scheduled on 08th July 2023 at 11.00 a.m. in the principal office of the administrative block of the college. I request you to kindly make it convenient to attend the meeting. We are looking forward to receive your valuable inputs.

Thanking you,

Dr. Rajath Hegde M M
Principal and Member Secretary of GC
Acharya Institute of Technology

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MINUTES OF 33rd GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka. India. www.acharya.ac.in
Ph;+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Thirty Third meeting of the Governing Council for Acharya Institute of Technology, Soladevanahalli, Bangalore – 560 107 held on 8th July2023 at Principal Chamber 11.00 a.m. onwards.

MEMBERS PRESENT

Sri B. Premanatha Reddy Secretary, JMJ Education Society, Chairman Acharya Institutes	Chairman Representative
Dr. R. Natarajan Former Chairman, AICTE New Delhi	Member
Dr. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad	Member
Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd. Bangalore	Member
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member
Dr. Ramachandran. K Former Director, GRTE, Jayanagar, Bengaluru	Member

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Dr. Dilip Krishna Vice – Chancellor Nominees, VTU, Belgavi	Member
Director (Govt Nominee) Directorate of Technical & Collegiate Education	Member
Prof. C K Marigowda Vice Principal Acharya Institute of Technology	Invitee
Dr. Rajath Hegde M M Principal Acharya Institute of Technology	Ex-Officio Member Secretary

MEMBERS ABSENT

Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by Dr. Rajath Hegde M M, Principal, Ex Officio Member Secretary followed by Chairman Representative welcoming all the honorable GC members. The Meeting begin at 11.10 a. m.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

33.04: PRINCIPAL'S REVIEW REPORT:

33.04.01: FACULTY STUDENT RATIO

The Principal presented and explained to the council about the, faculties working at the Institute, He presented the details of the faculties and cadre ratio, retention ratio. Dr. D.K Subramanian suggested to find out the strategy of retention of faculty members,
Dr. Venkatarami Reddy suggested to find out the reason of leaving the college because of industry or other institutes, salary attraction, Government job, locational problem.
The committee members discussed in detailed about the retention of faculty ratio, it may impact on accreditation.

ACTION : HEAD HR, HODs

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33.04.02: TEACHING LEARNING & RESOURCES

The principal presented the teaching and learning resources with respect to revision of curriculum, Teacher training online courses and examination reforms.

Revision of curriculum, recently as per NEP University has revised the syllabus, the frequency of revision is 2 years.

The Members of the Council noted and recorded. The faculty members have completed the online courses to upgrade the knowledge at par with the recent trends of industry.
Dr. Ramachandran K Said that apart from general courses, Introduction of the new courses is very stressful to the faculty.

Dr. D.K Subramanian suggested to encourage the faculty members to register for **2 to 3 coursera courses so that the faculty can upgrade their knowledge.**

Examination reforms has effectively implemented with outcome based education where in 50% weightage is given to Continuous internal Evaluation, Blooms levels have been adopted in setting up the internal question paper.
Dr. Venkatarami Reddy appreciated the system. Other members of the council recorded the same.

ACTION : DEAN R & D, ALL HODs

33.04.03 : INFRASTRUCTURE FACILITIES

The Principal presented the details of the subscription and expenditure towards library and laboratories. He presented ERP expenditures , E-Governance annual report and it was accepted by GC Council Members.
Dr. Ramachandran K appreciated the expenditure made towards Laboratories and suggested year on year the expenditure can be towards the advancement of the labs.
Members Council noted and recorded the same.

ACTION : All HODs

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33.04.04: RESEARCH ACTIVITIES.

33:04:04a: PUBLICATION REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / UGC CARE LIST / INIDAN CITATION INDEX BY REGULAR FACULTY MEMBERS.

The principal presented about the publications made by faculty members with paper title, name of the Journal and date of publications in WOS / Scopus / Google Scholar / UGC listed / Indian Citation index.

Dr. Rajeswari explained the research work of the faculty members are encouraged and their work loads is reduced.

Dr. D.K Subramanian illustrated & **suggested to encourage, the faculty for quality publication and for library cultures.**

The Council members appreciated.

33.04.04b: FACULTY MEMBERS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE.

The Principal presented the faculty members in participated and presented the papers of the details of the seminars / conference at national and international level. He appreciated the support given by the management.

The Council Members noted and suggested to encourage faculty members for **more participation.**

ACTION: All HODs and Dean R&D.

33.04.04c: PUBLICATIONS REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / INDIAN CITATION INDEX BY THE STUDENTS

The Principal highlighted that, with the guidance of the faculty members the students are encouraged for presenting and publishing papers in reputed journals.

The Council Members noted and suggested to encourage the student.

ACTION : All HODs and Dean R&D

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33.04.04d: STUDENTS PARTICIPATED AND PRESENTED PAPERS AT CONFERENCE

The Principal informed to the Council that the students also have presented the papers at conference and gained knowledge.
Dr. D.K Subramanian suggested to take up the presentations from the students **through 3-4 slides, and advice for modification if required.**

Council Members appreciated and recorded.

ACTION: All HODs and Dean R&D.

33.04.4e: PATENT & COPYRIGHT BY FACULTY.

The Principal explained to the committee that, faculty members and students are encouraging for research work leading to Patent & Copyright. All the Depts are working towards Research leading to patent.

Council Members appreciated and suggested to improve.

ACTION: All HODs, Dean R & D

33.04.04f: RESEARCH CENTRE ACTIVITIES / PROGRESS REPORT FOR THE ACADEMIC YEAR

The Principal explained to the committee there are 74 research scholars pursuing their Ph. D. at our research centers. Also there are 54 faculty members pursuing their research work at other research centers.

Dr. Venkatarami Reddy suggested to enroll the full time research scholars to the centers and to create an awareness amongst the faculty members to encourage for **full time scholars,** further they can also be a part of teaching. **He appraised about the fellowship scheme available under AICTE and UGC.**

ACTION: Head, Research Centers

33.04.04g: RESEARCH FUNDING GRANTS RECEIVED AND SUBMITTED.

The Principal gave the details of research funds / grants received for department by various funding agencies in past 2 years. He also presented the proposals submitted and pending for grant.

Dr. Venkatarami Reddy appreciated on proposal submitted for funding agencies.

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Shri. George Punnoose, asked about the utilization mode of the granted funds.
Members of the Council noted and suggested to encourage the faculty to submit the quality proposals for more grants.

ACTION : All HODs and Dean R&D.

33.04.05: OUTREACH PROGRAMME

33.04.05a: SPECIAL GUEST LECTURES GIVEN BY FACULTY MEMBERS OUTSIDE THE COLLEGE

The Principal highlighted the achievements of faculty members as a key note speakers and resource persons in many of the conferences and as invitees in different colleges.

The Council members appreciated the achievements of faculty members, and suggested **to encourage more number of faculties.**

ACTION: All HoDs

33.04.05b: SEMINAR, CONFERENCE, WORKSHOP, SYMPOSIUMS ORGANIZED AT THE COLLEGE

The Principal presented the brief information about inter college Seminars/ Conference/ Symposiums organized in college campus by various departments.

Council members noted and recorded the same.

33.04.05c: CONTINUING EDUCATION PROGRAM ORGANIZED BY THE INSTITUTE

The Principal explained about the CEP organized by the departments.

Council members noted and recorded the same.

33.04.05d: TEACHER TRAINING AND RELATED OUTREACH ACTIVITIES

The Principal explained about the Teacher Training and Outreach activities organized by the departments.

Members Council appreciated and recorded the same.

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33.04.05e: FACULTY MEMBERS PARTICIPATION IN E-CONTENT DEVELOPMENT PROGRAMS SUCH AS MOOCs OR RELATED ACTIVITIES ETC.,

The Principal presented, the E-Content developed by the faculty members, the E contents developed are more helpful to the students during online learning.

The Members of the Council appreciated it and suggested to improve the same.

33.04.06: INTERACTIONS WITH INDUSTRY

The Principal explained that, to bring the Industrial knowledge and experience also overall development to students eminent Industrialist, Communication experts and Professors were invited to share the knowledge and the interaction session were organized for students.

33.04.06a: MOUs WITH INDUSTRIES.

The Principal presented the list of MOUs signed between the Institution and Industries, for extended academic activities.

Dr. Venkatarami Reddy suggested to have a MOUs with highly **reputed foreign academic institutions.**

Dr. D.K Subramanian suggested to explore to **run a twinning program if permissible.**

Dr. Ramachandra K suggested to be more **active with industries.**

Prof. C K Marigowda explained that under affiliation structure running a twinning program would be difficult.

Members Council noted.

ACTION: All HoDs, Deputy Director training & collaboration

33.04.06b: SPECIAL GUEST LECTURES CONDUCTED BY INVITING EMINENT PERSONALITIES FROM INDUSTRY.

The Principal presented the list of Invited talks conducted at various departments by inviting eminent personality from industries.

The members noted and appreciated it.

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33.04.06c: FACULTY PROVIDING TRAINING TO INDUSTRY.

The Principal presented to the committee the training programs conducted to the members of industries by ME, EEE, EC Department.

The members noted and recorded.

33.04.06d: FACULTY MEMBERS ON BOARD OF COMPANIES.

The principal said there are the few faculty members on board of industries but there are the faculties on BOE, BOS of university.

The Council members suggested to encourage the faculties to be **on board of industries.**

ACTION: HODs and Dean R&D

33.04.07: SPORTS FACILITIES AND EXTRACURRICULAR ACTIVITIES.

The Principal explained to the council about students achievements in extracurricular and co-curricular activities at National/Regional/Intercollegiate, levels.

The council members appreciated the students efforts and recorded.

33.04.07c: STUDENTS ACHIEVEMENTS IN EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES (INTERCOLLEGIATE / REGIONAL/ NATIONAL LEVEL).

The Principal informed to the committee that the cell organized the online and offline activities and highlighted few activities conducted such as Community health, Importance of Vaccination, BT for environment in future, Road safety, Environment Protection. Also explained about the AICTE activity points & activities conducted in association with NGOs. The Council Members appreciated the same and suggested to encourage the students with regional culture.

33.04.07d: FORUM ACTIVITIES

The Principal informed about how the students are encouraged to build leadership qualities. As per the curriculum, institute has the practice of conducting the department wise Forum leaders for various extracurricular activities conducted at department through the Forum. Also benefits of the activities presented.

The Council Members appreciated and suggested **to encourage the regional culture.**
ACTION : All HODs, Cultural Co-ordinators

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33.04.7e : NSS ACTIVITIES CONDUCTED AT THE COLLEGE

The Principal explained to the committee that the NSS and Red Cross cell has organized the societal related events such as blood donation, plantation, Yoga, Etc,.

Members Council noted and appreciated and suggested to continue.

ACTION : NSS CELL

33.04.07g: AICTE STUDENT ACTIVITIES

The Principal informed to the council that, all the students from 2018 batch onward are carrying out the activities through the identified NGOS also to fetch the points under **AICTE student activity**. Through this initiative, the students are exposed to real time life challenges, they are providing opportunity to gather data, analyze data, propose solutions and implement solutions, providing an opportunity for personal development, to create engineers who are proud volunteers.

The council appreciated & suggested to encourage the students for societal & general challenges also and recorded.

ACTION : ALL HODs / Co-Ordinator

33.04.08: ADMISSIONS AND ACADEMIC PERFORMANCE (UNIVERSITY RESULTS)

The principal presented the details of UG and PG, Phd admissions for the year 2022-23 and cut off rank compared with 2021-22. He also presented the demographic details.
Dr. R. Natarajan said that the BE admissions to 2nd year be abolished, since the quality of input may vary comparatively to fresh admissions.

Dr. Ramachandran. K said mathematical skills of the students who are entering to the 2nd year to be improved.
Dr. Rajeswari explained that the institutes are offering a bridge course for lateral entry students.
Dr. Venkatarami Reddy suggested to admit full time scholars to have a better research output.

The council members noted and recorded.

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33.04.08b: ACADEMIC RESULTS - PAST FIVE YEARS

The principal presented the academic performance of the students and explained that the Institute has got good rank at university level.

The council members noted and suggested to improve the results in the core branches.

33.04.08e: STUDENTS ENROLLED FOR HIGHER EDUCATION

The principal presented the details of passed out students enrolled for higher education at various institutions including the institute of national importance.

Dr. Venkatarami Reddy suggested to create an awareness about **civil service exams and encourage them for civil service training**, Central Industrial Security Force (CISF), Central Reserve Police Force (CRPF), Border Security Force (BSF), Indian Engineering Service (IES) etc.,

The Council appreciated and noted.

ACTION: HoDs, Alumni Co-ordinator.

33.04.08f: FINANCIAL ASSISTANCE FOR THE STUDENTS (SCHOLARSHIPS)

The Principal explained that the scholarships are extended by various Government departments. The management also introduced an encouraging schemes In order to attract the higher rank students.
Prof. C K Marigowda explained that there are about 125 seats are earmarked for an management scholarships this time a student with around 1000 rank has enrolled.

The Council noted and appreciated it.

33.04.09: INDUSTRY READINESS / PLACEMENT DETAILS

The Principal presented the placement details viz, the number of companies visited, the students placed, the packages offered. He also explained that the institute is conducting training on pre-placement, Domain, soft skill to the students.

The Council Members noted and appreciated the highest package offered. Also suggested to improve the **students to go for higher package**.

Principal presented the internship details the council members noted,

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Dr. D K Subramanian said the internship should not be **for nominal perspective**, he suggested to encourage students & send them to **service industry, ecommerce**, **Digital Marketing also**. So that the students **can think out of box.**

ACTION: Training & Placement, All HoDs

Matter of discussion on live projects taken up by students,

Dr. D K Subramanian suggested to encourage the students to **do the projects** in the labs also.
The institute can buy the small components like **memory chips, Sensors, System Chips worth less than Rs. 1000/-**, So that the students can experiment the projects in the laboratories. He also suggested to encourage the students to **write 50,000** lines of codes so that the students will be able to do live projects.

ACTION : All HoDs, Dean Academics

33.05: MHRD/AICTE INITIATIVE PROGRAMS:

33.05.01: MIC: INNOVATION CELL

The Principal briefed, Acharya Institute Innovation Cell was recognized by MHRD-MIC. The institute conducted series of MIC driven / Institute Driven activities / programs activities. 2 star rating has been achieved.

The council appreciated **& suggested to encourage the students to develop innovation culture**.

ACTION : All HODs & Co-Ordinator (MIC – IIC)

33.05.02: UNNAT BHARATH ABHIYAN

The Principal informed that as a AICTE initiative Schemes we have adopted 5 villages under Unnat Bharat Abhiyan for improvements of literacy rate, creating awareness about cleanliness in the village and to create awareness about the facilities extending by GOI to villages and conducted demographical survey on infrastructure facilities of villages and identified the problem of villagers for further improvements through UBA scheme.

The council members appreciated.

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33.05.04: FIT INDIA

The Principal informed council members, the Institute has organized yoga program under cultural, sports and NSS department followed by the session on importance of yoga and physical fitness to the staff every year.

The council noted and recorded.

33.05.05: SWACHATHA BHARATH ABHIYAN/ SWACHATHA RANKING/ CLEAN AND GREEN CAMPUS.

The Principal informed council members, Institute has organized the cleaning program under NSS Cell.

The council noted and appreciated it.

33.05.07: UNIVERSAL HUMAN VALUE

The Principal briefed to the Council that, the Institute is conducting the orientation programs and continuation program on Universal Human Value for 1st year and to higher semester students. The VTU has introduced UHV as a part of curriculum for holistic development of the students.

The Council noted and appreciated it.

33.05.08: PARAKH

The principal explained that all the faculty members are encouraged to do AICTE Parakh self assessment certification. Accordingly 133 faculty members have completed the programs.

The council members noted and appreciated.

33.06: INNOVATION DRIVE

The Principal explained that the institute is **conducting the hackathons,** programs to encourage the students to present their ideas.

The council appreciated and suggested to continue.

ACTION : All HODs, Dean R & D (Co-ordinator IIC)

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33.06b: INSTITUTE - START UP CENTRE

The Principal explained to the council that the institute is encouraging the culture of start up, and also Entrepreneur Development Programs were conducted.
Dr. D K Subramanian suggested to encourage start up **culture from 1st year itself**.

The Council members appreciated the start up culture & suggested to encourage the students to come up **with bright ideas & nurture for next level.**

ACTION: HoDs, Innovation Cell, ED Cell, 1st Yr Co-ordinators

33.07: NATIONAL LEVEL SURVEY

The Principal narrated to the council that Institute has participated in NIRF and ARIIA. In ARIIA 2022 survey the institute has got a recognized certificate as band performer under college category. Also submitted the survey report AISHE and annual report to VTU.
Dr. R. Natarajan suggested to explore **for international ranking and other rankings (CII).**

The Council appreciated it and suggested to improve the quality.

ACTION: IQAC, NIRF / ARIA Co-ordinator

33.08: PROPOSAL FOR CONTROLLING AND APPROVING AUTHORITIES.

33.08.0a: PROPOSAL TO AICTE / VTU FOR REGULAR APPORVAL AND AFFILIATION.

The Principal explained to the council that the institute has submitted an online application to the statutory authorities AICTE, VTU for the year 2023-24 for extension of approval, PIO / OCI /FN for the existing programs and research centers.

Proposed Program & intake for 2023-24

Sl No	COURSES	APPROVAL TYPE	APPROVED INTAKE 2022-23	APPROVED INTAKE 2023-24	PIO
	Under Graduate				
1.	AERONAUTICAL ENGINEERING	EoA Only	60	60	Yes
2.	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Increase in intake	120	120	Yes
3.	BIOTECHNOLOGY	EoA Only	60	60	Yes

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4.	CIVIL ENGINEERING	EoA Only	60	60	Yes
5.	COMPUTER SCIENCE AND ENGINEERING	EoA Only	180	180	Yes
6.	COMPUTER SCINCE AND ENGINEERING (DATA SCIENCE)	EoA Only	60	60	yes
7.	ELECTRICAL AND ELECTRONICS ENGINEERING	EoA Only	60	60	Yes
8.	ELECTRONICS & COMMUNICATION ENGG	EoA Only	120	120	Yes
9.	INFORMATION SCIENCE AND ENGINEERING	EoA Only	120	120	Yes
10.	MECHANICAL ENGINEERING	EoA Only	60	60	Yes
11.	MECHATRONICS	EoA Only	60	60	Yes
	PG Program				
12.	MASTERS OF BUSINESS ADMINISTRATION	EoA Only	240	240	Yes
13.	MCA	EoA Only	120	120	Yes

For VTU affiliation the following were proposed for the year 2023-24.

Sl. No.	COURSES	Type of affiliation	APPLIED INTAKE
1	AERONAUTICAL ENGINEERING	Temporary	60
2	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Temporary	120
3	BIOTECHNOLOGY	Already affiliated up to 2023- 24	60
4	COMPUTER SCIENCE AND ENGINEERING	Temporary	180
5	CIVIL ENGINEERING	Temporary	60
6	ELECTRONICS & COMMUNICATION ENGG	Already affiliated up to 2024-25	120
7	ELECTRICAL AND ELECTRONICS ENGINEERING	Temporary	60
8	INFORMATION SCIENCE AND ENGINEERING	Temporary	120
9	MECHANICAL ENGINEERING	Temporary	60
10	MECHATRONICS	Temporary	60

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11	MASTERS IN BUSINESS ADMINISTRATION	Already affiliated up to 2024-25	240
12	CSE – DATA SCIENCE	Temporary	60
13	MCA	Temporary	120

Further the following are proposed for recognition and continuation of the research centers for 2022-23 and 2023-24.

Sl. No.	Department	Remarks
1	BIO- TECHNOLOGY	Continuation of Affiliation
2	COMPUTER SCIENCE & ENGINEERING	Continuation of Affiliation
3	ELECTRONICS & COMMUNICATION ENGINEERING	Continuation of Affiliation
4	ELECTRICAL & ELECTRONICS ENGINEERING	Continuation of Affiliation
5	MECHANICAL ENGINEERING	Continuation of Affiliation
6	PHYSICS	Continuation of Affiliation
7	CHEMISTRY	Continuation of Affiliation
8	MATHEMATICS	Continuation of Affiliation
9	MASTER OF BUSINESS ADMINSITRATION (MBA)	Continuation of Affiliation
10	MASTER OF COMPUTER APPLICATIONS (MCA)	Continuation of Affiliation
11	AERONAUTICAL ENGINEERING	Continuation of Affiliation

Dr. R. Natarajan suggested that the Aerospace Engineering has more industry catchy, he suggested to conduct a survey, to take the input from NAL and other industries. He also suggested to organize a workshop to debate to analyze the program Aeronautical and Aerospace. So that in future the nomenclature of Aeronautical to be replaced with Aerospace.

33.08.b: PROPOSAL TO NBA / NAAC FOR QUALITY ACCREDITATION

The principal explained to the council that, the institute has NBA accreditation validity period for CSE, EC, ME, MT up to 30th June 2025.

The department of AE and BT have submitted the SAR reports, the committee will be visiting on **21st to 23rd July 2023**.

Further, principal explained that the institute is NAAC accredited with B++ grade, will be submitting the periodic report.

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The council viewed the proposal and unanimously agreed and approved. The committee authorized the Principal of the institute and the Secretary of the society or his behalf to sign the documents.

Council member also suggested to explore for other ranking & accreditation.

ACTION: IQAC

33.09: ITEM FOR RATIFICATIONS

33.09.01: APPOINTMENTS OF STAFF

The Principal presented the list of the staff joined the Institution during 01/06/2022 to 31/05/2023.

List of Teaching staff members Joined				
1	Madhukara Naik M	AP	CHEMISTRY	04.01.2022
2	Manjushree D R	AP	CSE	05.01.2022
3	Gayathri R	AP	HUMA	06.01.2022
4	Kavitha Nair R	AP	CSE	07.02.2022
5	Ranjan G	AP	CSE	14.02.2022
6	Sunitha S V	AP	ECE	14.02.2022
7	Arshiya Mubeen	AP	ISE	02.03.2022
8	Rajath Hegde M M	Professor/Principal	MT	03.03.2022
9	Sharad Kumar	AP	ME	19.04.2022
10	Divya N C	AP	ME	04.05.2022
11	Anita Bai	AP	MBA	09.05.2022
12	Suma C	AP	ECE	12.05.2022
13	Dileep M S	AP	Physics	12.05.2022
14	Akhela U Aradhya	AP	BT	16.05.2022

List of Non-Teaching staff members Joined				
1	Shalini Mishra	Content Writer	CPRD	01.01.2022
2	Thripathaiah V	Graphic Designer	CPRD	06.01.2022
3	Tarun Khanna	Manager	CPRD	10.01.2022
4	Srusti S	Junior Assistant	PHYSICS	18.01.2022
5	Kalanithi Asaithambi	WEB DESIGNER	CPRD	18.01.2022
6	Kaushal Raj Soni	Software Developer	ERP	24.01.2022
7	Vinutha M	Lab Instructor	CSE	01.02.2022
8	Prayusha Pati	Senior Executive	CPRD	03.02.2022

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9	Jayalaxmi	Lab Instructor	CSE	23.02.2022
10	Pooja D	Executive	Admin	02.03.2022
11	Shuaib Sadiq J	Jr.Asst	Admin	02.03.2022
12	Pavan Raj R	Graphic Designer	CPRD	07.03.2022
13	Kavita Bharadwaj	Sr Academic Coordinator	CPRD	10.03.2022
14	Shruthi P R	Senior Executive	CPRD	07.04.2022
15	Aishwarya V	Lab Instructor	BT	18.04.2022
16	Prakruthi H S	Junior Executive	CPRD	02.05.2022
17	Bhavya R	Assistant	CPRD	04.05.2022
18	Guru Kiran M S	Assistant	Admin	05.05.2022
19	Arun Kumar S A	Flight Simulator	AE	05.05.2022
20	Nandeeshwar Gangappa Baraker	Manager	MAINTENANCE	16.05.2022
21	Ramya	Assistant	CSE	26.05.2022
22	Valluri Dileep	Software Developer	ERP	30.05.2022

The council ratified the appointments made.

33.09.02: RESIGNATIONS OF STAFF

The Principal presented the list of the staff who was relieved from the Institution during

List of staff Teaching member Relieved				
SI No	**NAME**	**DESIGNATION**	**DEPT**	**Relieved Date**
1	Hemalatha D L	AP	Physics	12.01.2022
2	Poornima G S	AP	Chemistry	10.01.2022
3	Sakala B T	AP	CV	13.01.2022
4	Prakash M R	Principal	Admin/CV	07.02.2022
5	Priyanka K C	AP	ECE	12.02.2022
6	Siddesh M B	AP	ECE	12.02.2022
7	Hemanth T D	AP	ISE	12.02.2022
8	Vidyarani	AP	AIML	16.02.2022
9	Kiran Kumar k	AP	MT	28.02.2022
10	Prasad Kumar	AP	Physics	31.03.2022
11	Kalpavi C Y	AP	ECE	30.03.2022
12	Gokula Krishnan	Associate Prof	MBA	08.03.2022
13	Vijay R B	AP	ME	18.03.2022
14	Umesh S	AP	HUMA	20.04.2022

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15	Prashanth S G	AP	ECE	13.04.2022
16	Shilpa R S	AP	ME	02.05.2022
17	Gayathri R	AP	Huma	29.05.2022
18	Rajendran J P	AP	MBA	31.05.2022

List of staff Non-Teaching member Relieved				
SI No	**NAME**	**DESIGNATION**	**DEPT**	**Relieved Date**
1	Pramila Jyothi	Lab Instructor	CSE	21.05.2022
2	Nethravathi	Asst	ECE	16.05.2022

The council ratified the resignations.

33.10 : ANTI RAGGING COMMITTEES

The Principal explained about the committee composition and activities conducted under Anti Ragging committee.

The Council noted and appreciated it.

33.11: GRIEVANCE REDRESSAL COMMITTEE

The Principal informed the council that, the Institute has constituted grievance redressal committee as per 2012 UGC guidelines. This committee meets once in every semester, and when ever situation arises. Also takes report of the situation and plan for the future action. Grievances received from the students will be settled at lower level proctor / HOD / Dean Student level itself.

Further, Online grievance mechanisms is established the link is made available in the college website. The case will be taken up by the committee for redressal.

The Council noted and appreciated it.

33.12: WOMEN CELL AND ANTI SEXUAL HARASSMENT COMMITTEE

The Principal explained that Internal Compliant Committee of the Institute is actively conducting the awareness & other related programs. He presented the reconstituted committee list.

The Council noted and appreciated.

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33.13: EQUAL OPPORTUNITY CELL

The Principal presented the list of Equal Opportunity cell and the activities under this cell.

The Council noted and appreciated.

33.14. BUDGET FOR THE YEAR

The Principal presented the Budget of Rs. 54.34 crore for the year 2023-24, and explained about the estimations for the year.

The Council noted and approved.

33.15: ANY OTHER MATTER WITH THE PERMISSION OF THE CHAIRMAN

The Chairman representative concluded the meeting. The Member Secretary expressed thanks and requested Dr. Rajeswari to propose Vote of thanks. Dr. Rajeswari expressed the Vote of thanks to all the honorable GC members for sparing their valuable time and advising with suggestions for the development of the Institution.

Meeting concluded at 2.00 P.M.

J.M.J. EDUCATION SOCIETY Bangalore-107 Soladevanahalli

Ex-Officio Member Secretary & Principal
Acharya Institute of Technology

Principal
Acharya Institute of Technology
Soladevanahalli, Bangalore-560 107

33rd GOVERNING COUNCIL

Minutes of Thirty three meeting of the Governing Council for Acharya Institute of Technology, Soldevanahalli, Achitnagar, Bangaluru-560107 held on 8.07.2023

Sl.no.	Name & Address	Designation & background	Signature
1.	Sri. B. Premanatha Reddy Secretary, JMJ Education Society, Chairman Acharya Institutes	Chairman	
2.	Dr. R. Natarajan Former Chairman, AICTE New Delhi	Member	
3.	Prof Venkatarami Reddy Former Vice Chancellor JNTU, Hyderabad	Member	
4.	Dr. D.K Subramanian Former professor, IISc, Bengaluru	Member	
5.	Shri George Punnoose Chief operating officer Kalkitech Communication Technology Ltd. Bengaluru	Member	
6.	Dr. Rajeshwari Professor & Head, Dept of E&C Acharya Institute of Tech., Bangaluru	Member	

Sl.no	Name & address	Designation & Background	Signature
7.	Dr. Ramachandra.K Former Director. GRTE Bengaluru.	Member	
8.	Dr. Dilip Krishna Vice-Chancellor's Nominee Visvesvaraya Technological Univ. Belagavi-590018	Member	Attended on line
9.	Director (Govt Nominee) Directorate of Technical & Collegiate Education.	Member	
10.	Prof. Marigouda. C.K Vice principal, Asso. professor Dept of Information Sc & Engg	Member	
11.	Dr. Rajath Hegde M.M Principal Acharya Inst of Technology	Ex.officio Member Secretary	

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33.03: ACTION TAKEN ON THE MINUTES OF PREVIOUS MEETING.

The suggestions given by the Governing Council members in the last meeting were communicated to all the concerned in the form of the minutes, the suggestions were received and noted for implementation.

An Action taken by the Department / Institute on the points suggested by the GC members in the previous meeting.

33.04.01 - FACULTY STUDENT RATIO AND RETENTION

Faculty Retention

- The institution appointed the required faculty members to meet the student faculty Ratio (SFR) as per AICTE Norms.
- The management has initiated the faculty specific incentive program to encourage the faculty participation in academic, research, up skill programmes, increased motivation and support for the faculty members fostering long term commitment with the Institute.

33.04 – TEACHING LEARNING AND RESOURCES:

Encourage the faculty members to register for 2 to 3 Coursera online courses to upgrade knowledge.

- The management initiative that is aimed at empowering and enhancing the capabilities The Institute partnered with Coursera of faculty members. 26 faculty members completed an online certification course.

33.04.03 – INFRASTRUCTURE FACILITIES:

- To enhance the ICT tool usage most of the classrooms were equipped with smart boards., annual E-consortium membership renewed with VTU.

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33.04.04 – RESEARCH ACTIVITIES:

- The faculty with good research background were considered at the time of appointment, 121 publications appeared in Scopus indexed journals, improved research publications noticed.
- Project proposals submitted for funding agencies to improve and encourage the research.
- 03 number of funded projects worth of Rs. 60,0000/- sanctioned
- Faculty participations at Seminar, Conference increased to 89 compared to last year. AlsoInterdepartmental guest lectures were organized.

- Also, the students' potential projects were converted into publications, further most of the students have presented and participated in the conference organized within the Institute and at other institutions.
- 16 number of patents were published and 06Copyright registered

33.04.06a: MOUs WITH INDUSTRIES

- A total of 26 no. of MOUs with reputed industries including L & T, Coursera, LinkedIn, Microsoft, etc. were signed by Acharya Institutes for better field visits, certification Internship and placement opportunities.

33.04.06d: FACULTY MEMBERS ON BOARD OF COMPANIES:

- 2 Faculty member of Civil Engineering department are on boarded of the companies which supports in enhancement of placement opportunities.

33.04.07d: FORUM ACTIVITIES

Encourage Regional Culture

- Every department through the forum organized the activities such as food fest, ethnic day to encourage the regional culture, at Institute level organized an ethic day on 2nd May 2024 as a part of Acharya Habba events. On 26th August MBA dept. organized Ethic Day.

33.04.07g: STUDENT ACTIVITIES:

- Every semester student will be involved in the activities such as helping the Govt. schools, Swatch Bharath programme, Tree plantation, awareness on digital payment system, etc through NSS / WC. This activity will be considered to award the AICTE activity points.

33.04.08e: STUDENTS ENROLLED FOR HIGHER EDUCATION;

Encourage the students for Civil service Training

- Civil Dept. has planned an activity by alumni to give insights of Military Engineering Services examinations and opportunities for civil engineers.
- With the initiative of Management, Acharya IAS Academy (Indian Administrative Service) at the Acharya campus in association with India4IAS will be starting regular classes from 16th of September.

33.04.09 – Placement Details: Students to go for higher packages, encourage the students to service industries, E commerce, Digital marketing to enhance the students' thinking ability.

Efforts were put by placement department,

33.06 – Innovation drive: suggested to encourage the students to develop innovation culture. Startup culture from first year.

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- Hackathons were organized to nurture the ideas of the students, first year students were also participated.

33.07: National level Survey: to explore for the international and other ranking of the institute.

- Efforts are being made

33.08b: Proposal to NBA and NAAC

- AE and BT dept. got accredited by NBA as of now totally six departments are accredited.

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GC proceedings of GC meeting – 2022

10e

MINUTES OF 32nd GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka. India. www.acharya.ac.in
Ph:+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Thirty Second meeting of the Governing Council for Acharya Institute of Technology, Soladevanahalli, Bangalore – 560 107 held on 1st June 2022, 11.00 a.m. onwards.

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, Acharya Institutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, Andra Pradesh	Member Academician
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member Faculty Representation Academician
Dr. Rajath Hegde M M Principal Acharya Institute of Technology	Ex-Officio Member Secretary

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Mr. C K Marigowda Vice Principal Acharya Institute of Technology	Invitee

MEMBERS ABSENT

Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Nominee of VTU	Member
Nominee of AICTE- Regional Officer	Member
Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

32.04: PRINCIPAL'S REVIEW REPORT:

32.04.01: Teaching Learning & Resources

The Principal presented and explained to the council about the revision of curriculum and Online certification course undertaken by the faculty members between **01.01.2022** to **31.05.2022.**

As per the explanation Council members noted and reviewed the same.

32.04.02: FACULTY – STUDENT RATIO:

The principal presented the department wise detailed list of faculty members, details included designation, qualification and joining date. Also presented the statistics of attrition and retention details for past four years. VTU has issued a circular on Modalities and

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guidelines to be followed for teacher appointment and approvals (TASS) of all Teachers in VTU Affiliated and Autonomous colleges, accordingly this institute is planned to follow the same for staff selection.

The Members of the Council noted and recorded the same.

32.04.03: INFRASTRUCTURE FACILITIES

The Principal presented the details of the subscription and expenditure towards library and the details of the equipment and software purchased for the Departments during 2021.

Members Council noted and recorded the same.

32.04.04: RESEARCH PUBLICATIONS:

32:04:04a: PUBLICATION REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / UGC CARE LIST / INIDAN CITATION INDEX BY REGULAR FACULTY MEMBERS FROM 01.01.2022 to 31.05.2022.

The principal informed about the publications made by faculty members with paper title, name of the Journal and date of publications in WOS / Scopus / Google Scholar / UGC listed / Indian Citation index.

The Council members appreciated and guided to make it mandatory which will highlight the college name and fame.

ACTION: All HODS and Dean R&D.

32.04.04b: FACULTY MEMBERS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.01.2022 to 31.05.2022.

The Principal informed about the encouragement provided by the institution to the faculty members in participation for the seminars / conference at national and international level which is highly appreciated and supported by the management.

Members Council highly appreciated the support of the institution for faculty

ACTION : All HODS and Dean R&D.

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32.04.04c: PUBLICATIONS REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / INDIAN CITATION INDEX BY THE STUDENTS FROM 01.01.2022 to 31.05.2022.

The Principal highlighted that, with the guidance of the faculty members the students are also provided with equal opportunity and encouragement for presenting and publishing papers in reputed journals.

Member's council appreciated and suggested to encourage for the research work leads which to patent and to guide the students in that line.

ACTION : All HODS and Dean R&D.

32.04.04d: STUDENTS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.01.2022 to 31.05.2022.

The Principal informed to Council the students also have presented the papers at seminar / conference and gained knowledge.

Council Members appreciated and recorded.

ACTION : All HODS and Dean R&D.

32.04.4e: PATENT & COPYRIGHT FOR THE RESEARCH WORKS OF THE FACULTY MEMBERS.

The Principal explained to the committee that, faculty members are encouraging for research work leading to Patent & Copyright. All the Depts are working towards Research leading to patent.

Council Members appreciated and recorded.

ACTION : All HODs, R&D Coordinator

32.04.05: OUTREACH PROGRAMME:

32.04.05a: SPECIAL GUEST LECTURES GIVEN BY FACULTY MEMBERS OUTSIDE THE COLLEGE BETWEEN 01.01.2022 to 31.05.2022.

The Principal highlighted the achievements of faculty members as a Key note Speakers and Resource persons in many of the conferences and as invitees in different colleges.

Council members appreciated the achievements of faculty members.

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32.04.05b: SEMINAR, CONFERENCE, WORKSHOP, SYMPOSIUMS ORGANIZED AT THE COLLEGE FROM 01.01.2022 to 31.05.2022.

The Principal presented the brief information about inter college Seminars/ Conference/ Symposiums organized in college campus by various departments.

Council members noted and recorded the same.

32.04.05c: CONTINUING EDUCATION PROGRAM ORGANISZED BY THE INSTITUTE FROM 01.01.2022 to 31.05.2022.

The Principal informed about the Summer School Workshop / Winter School Workshops organized by the departments under Continuing Education Program.

Council members noted and recorded the same.

32.04.05d: TEACHER TRAINING AND RELATED OUTREACH ACTIVITIES ORGANIZED BY THE INSITUTE / DEPARTMENT FROM 01.01.2022 to 31.05.2022.

The Principal explained about the Teacher Training and Outreach activities organized by the departments.

Members Council appreciated and recorded the same.

32.04.05e: FACULTY MEMBERS PARTICIPATON IN E-CONTENT DEVELOPMENT PROGRAMS SUCH AS MOOCs OR RELATED ACTIVITIES ETC., FROM 01.01.2022 to 31.05.2022.

The Principal informed that, all faculty members are encouraged for content writing and E -Content development through online, presented department wise faculty members' details. The E contents developed are more helpful to the students during online learning.

Members Council appreciated and recorded.

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32.04.05f: INTERACTIONS WITH INDUSTRY - SPECIAL GUEST LECTURES CONDUCTED AT THE COLLEGE BY INVITING EMINENT PERSONALITIES FROM INDUSTRY FROM 01.01.2022 to 31.05.2022.

The Principal explained that, to bring the Industrial knowledge and experience also overall development to students eminent Industrialist, Communication experts and Professors were invited to share the knowledge and the interaction session were organized for students.

Members of the council appreciated the institutional effort.

32.04.05g: MOUs WITH INDUSTRIES.

The Principal explained the efforts made by the institution for better placement and good industrial exposure for students in this regards MOUS were signed between the Institution and Industries, for extended academic activities also.

Members Council made a noted.

32.04.05h: CONSULTANCY PROJECTS (Contractual Research/ Technology Transfer) UNDERTAKEN DURING 2022 AND UPTO 31.05.2022.

The Principal briefed about the consultancy Projects & encouraging the faculty members to undertake the consultancy projects.

Members Council made a noted.

32.04.05i: RESEARCH CENTRE ACTIVITIES BETWEEN 01.01.2022 to 31.05.2022.

The Principal briefed about to the committee that there are 11 research centers recognized by VTU out of which research centers. There are 72 research scholars pursuing Full/Part Time Ph.D. / M.Sc. by research.

Members Council noted and recorded.

32.04.05j: RESEARCH GRANT RECEIVED

The Principal gave the details of research funds / grants received for department by various funding agency and Rs. 31.92 lakh amount received for research work during 2021-22.

Members of the Council suggested to encourage the faculty to submit the quality proposals. Principal briefed the council that departments are applying for funds to various sanctioning bodies like AICTE, VTU, DST, VGST, BIRAC etc.... for the year 2022-23.

The Council appreciated and authorized the head of the institute to receive such grants.

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ACTION: HODs and Dean R&D

32.04.06: Extracurricular activities

32.04.06a: STUDENTS ACHIEVEMENTS IN EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES (INTERCOLLEGIATE / REGIONAL / NATIONAL LEVEL).

The Principal explained to the council about students achievements in extracurricular and co-curricular activities at National/Regional/Intercollegiate, levels.

The council members appreciated the students' efforts and recorded.

32.04.06b: DEPARTMENT WISE FORUM ACTIVITIES

The Principal informed about how the students are encouraged to build leadership qualities. As per the curriculum institute has the practice of conducting the department wise Forum leaders for various extracurricular activities conducted at department through the Forum. Also benefits of the activities presented.

The Council Members appreciated and suggested for continuation.

32.04.06c: NSS / RED CROSS ACTIVITIES CONDUCTED FROM 01.01.2022 to 31.05.2022.

The Principal informed about to the committee the cell organized the online and offline activities and highlighted few activities conducted such as Community health, Importance of Vaccination, BT for environment in future, Road safety, Environment Protection. Also explained about the AICTE activity points & activities conducted in association with NGOs.

The Council Members appreciated the same and suggested to encourage the students.

ACTION: NSS officer / AICTE activity point Co-ordinator

32.04.07: Admissions and Academic Performance (University Results)

32.04.7a : Admissions

The Member Secretary / Principal explained to the committee that the admission for engineering during 2021-22. He said that in core engineering branches the admissions are lean.

Members Council noted and recorded the same.

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32.04.7b: Academic Performance.

The Principal presented the academic performance of the students and explained that the Institute has got 18 ranks & is at 2nd position at VTU .

council recorded and appreciated

32.04.08: INDUSTRY READINESS / PLACEMENT DETAILS:

32.04.08a: INDUSTRY VISITED FOR CAMPUS RECRUITMENT

The Principal presented the details of Industry contacted campus for recruitment and students placed in different companies

The Council Members highly appreciated companies recruiting fresher with good package.

The Council Members noted the same.

32.04.8b: SUMMER INTERNSHIP

The Principal presented the details of students' took the summer internship.

The Council Members noted the same.

32.04.08c: PRE PLACEMENT TRAINING PROGRAMME CONDUCTED.

The Principal informed that the placement and training cell of the Institute conducted pre-placement Domain training / soft skill training programs to the students.

The Council Members noted the same.

32.05: MHRD/AICTE INITIATIVE PROGRAMS:

The Principal informed the council that AICTE has initiated number of programmes. Accordingly, the programs conducted/ organized at institute.

32.05.01: MHRD- MIC: INNOVATION CELL PROGRAM

The Principal briefed, Acharya Institute Innovation Cell was recognized by MHRD-MIC. The institute conducted series of MIC driven / Institute Driven activities / programs activities through IIC (Institute Innovation Cell) for the year 2021-22. The cell has got 2 star rating.

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The council appreciated and recorded.

32.05.02: UNNAT BHARATH ABHIYAN

The Principal informed that as a AICTE initiative Schemes we have adopted 5 villages under Unnat Bharat Abhiyan for improvements of literacy rate, creating awareness about cleanliness in the village and to create awareness about the facilities extending by GOI to villages and conducted demographical survey on infrastructure facilities of villages and identified the problem of villagers for further improvements through UBA scheme.

The council members appreciated.

32.05.03: Green initiative program

Principal explained to the committee that, departments and NSS cell are conducting programs on green initiative, global warming, and environmental pollution control.

The Council members appreciated.

32.05.04: FIT INDIA

The Principal informed council members, Institute has organized yoga program under cultural and sports department followed by the session on importance of yoga and physical fitness to the staff every year.

The council noted and recorded.

32.05.06: AICTE ACTIVITY PROGRAM

The Principal informed to the council that, all the students from 2018 batch onward are doing the activities through the identified NGOS to fetch the points under aicte student activity. Through this initiative, the students are exposed to the real time life challenges. They are provide opportunity to gather data, analyse data, propose solutions and implement solutions, provide an opportunity for personal development, to create engineers who are proud volunteers.
The council appreciated and recorded.

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32.06: INNOVATION DRIVE / HACKATHON

The Principal informed to the council that the department / institute is encouraging the students to participate in Regional, State, National level competitions by mentoring and guiding.

The council appreciated.

32.06.04: INDUSTRY INSTITUTIONS PARTNERSHIP CELL (IIPC)

The principal informed the council that ECE, CSE have set up an Industry Institutions Partnership Cell (IIPC) with Texas Instruments, Tequed Labs Pvt. Ltd, CDAC and Techno Serve for training the students and faculty members.

The council noted and recorded.

32.07: NATIONAL LEVEL SURVEY AISHE, NIRF& ARIIA

The Principal narrated to the council that Institute has participated in NIRF and ARIIA. In ARIIA 2021 survey the institute has got a recognized certificate as band performer under college category. Also submitted the survey report AISHE and annual report to VTU.

The Council appreciated and recorded.

32.08: PROPOSAL FOR STATUTORY AUTHORITY
32.08.01: APPLICATION TO CONTROLLING AND APPROVING AUTHORITIES FOR 2022-23. & 2023-24.

The Principal explained to the council that the institute has submitted an online application to the statutory authorities AICTE, VTU for the year 2022-23 for extension of approval, increase in intake, introduction of course, program, closure of course.
Further, the institute has planned to propose extension of approval for all the programs approved for 2022-23 and PIO / OCI /FN to MCA program.

Applied intake for 2022-23

Sl No	COURSES	APPROVAL TYPE	Intake approved 2021-22	APPROVED INTAKE 2022-23	PIO
	Under Graduate				
1.	AERONAUTICAL ENGINEERING	EoA Only	60	60	Yes

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2.	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Increase in intake	60	120	Yes
3.	AUTOMOBILE ENGINEERING	CLOSURE	60	00	--
4.	BIOTECHNOLOGY	EoA Only	60	60	Yes
5.	CIVIL ENGINEERING	EoA Only	60	60	Yes
6.	COMPUTER SCIENCE AND ENGINEERING	EoA Only	180	180	Yes
7.	COMPUTER SCINCE AND ENGINEERING (DATA SCIENCE)	New course	00	60	yes
8.	ELECTRICAL AND ELECTRONICS ENGINEERING	EoA Only	60	60	Yes
9.	ELECTRONICS & COMMUNICATION ENGG	EoA Only	120	120	Yes
10.	INFORMATION SCIENCE AND ENGINEERING	EoA Only	120	120	Yes
11.	MECHANICAL ENGINEERING	EoA Only	60	60	Yes
12.	MECHATRONICS	EoA Only	60	60	Yes
	PG Program				
13.	MASTERS OF BUSINESS ADMINISTRATION	EoA Only	240	240	Yes
14.	MCA	New program	00	120	No

Proposed program & intake for 2023-24

Sl No	COURSES	APPROVAL TYPE	APPROVED INTAKE 2022-23	APPROVED INTAKE 2023-24	PIO
	Under Graduate				
1.	AERONAUTICAL ENGINEERING	EoA Only	60	60	Yes
2.	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Increase in intake	120	120	Yes
3.	BIOTECHNOLOGY	EoA Only	60	60	Yes
4.	CIVIL ENGINEERING	EoA Only	60	60	Yes
5.	COMPUTER SCIENCE AND ENGINEERING	EoA Only	180	180	Yes
6.	COMPUTER SCINCE AND ENGINEERING (DATA SCIENCE)	EoA Only	60	60	yes

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7.	ELECTRICAL AND ELECTRONICS ENGINEERING	EoA Only	60	60	Yes
8.	ELECTRONICS & COMMUNICATION ENGG	EoA Only	120	120	Yes
9.	INFORMATION SCIENCE AND ENGINEERING	EoA Only	120	120	Yes
10.	MECHANICAL ENGINEERING	EoA Only	60	60	Yes
11.	MECHATRONICS	EoA Only	60	60	Yes
	PG Program				
12.	MASTERS OF BUSINESS ADMINISTRATION	EoA Only	240	240	Yes
13.	MCA	EoA Only	120	120	Yes

For VTU affiliation the following were proposed for the year 2022-23.

Sl. No.	COURSES	Type of affiliation	APPLIED INTAKE
1	AERONAUTICAL ENGINEERING	Temporary	60
2	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Temporary	120
3	BIOTECHNOLOGY	Already affiliated up to 2023- 24	60
4	COMPUTER SCIENCE AND ENGINEERING	Temporary	180
5	CIVIL ENGINEERING	Temporary	60
6	ELECTRONICS & COMMUNICATION ENGG	Already affiliated up to 2024-25	120
7	ELECTRICAL AND ELECTRONICS ENGINEERING	Temporary	60
8	INFORMATION SCIENCE AND ENGINEERING	Temporary	120
9	MECHANICAL ENGINEERING	Temporary	60
10	MECHATRONICS	Temporary	60
11	MASTERS IN BUSINESS ADMINISTRATION	Already affiliated up to 2024-25	240
12	CSE – DATA SCIENCE	Temporary	60
13	MCA	Temporary	120

For VTU affiliation the following were proposed for the year 2023-24.

Sl. No.	COURSES	Type of affiliation	APPLIED INTAKE
1	AERONAUTICAL ENGINEERING	Temporary	60
2	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Temporary	120
3	BIOTECHNOLOGY	Already affiliated up to 2023- 24	60
4	COMPUTER SCIENCE AND ENGINEERING	Temporary	180
5	CIVIL ENGINEERING	Temporary	60
6	ELECTRONICS & COMMUNICATION ENGG	Already affiliated up to 2024-25	120
7	ELECTRICAL AND ELECTRONICS ENGINEERING	Temporary	60
8	INFORMATION SCIENCE AND ENGINEERING	Temporary	120
9	MECHANICAL ENGINEERING	Temporary	60

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10	MECHATRONICS	Temporary	60
11	MASTERS IN BUSINESS ADMINISTRATION	Already affiliated up to 2024-25	240
12	CSE – DATA SCIENCE	Temporary	60
13	MCA	Temporary	120

Further the following are proposed for recognition and continuation of the research centers for 2022-23 and 2023-24.

Sl. No.	Department	Remarks
1	BIO- TECHNOLOGY	Continuation of Affiliation
2	COMPUTER SCIENCE & ENGINEERING	Continuation of Affiliation
3	ELECTRONICS & COMMUNICATION ENGINEERING	Continuation of Affiliation
4	ELECTRICAL & ELECTRONICS ENGINEERING	Continuation of Affiliation
5	MECHANICAL ENGINEERING	Continuation of Affiliation
6	PHYSICS	Continuation of Affiliation
7	CHEMISTRY	Continuation of Affiliation
8	MATHEMATICS	Continuation of Affiliation
9	MASTER OF BUSINESS ADMINSITRATION (MBA)	Continuation of Affiliation
10	MASTER OF COMPUTER APPLICATIONS (MCA)	Continuation of Affiliation
11	AERONAUTICAL ENGINEERING	Continuation of Affiliation

The council viewed the proposal and unanimously agreed and approved. The committee authorized the Principal of the institute and the Secretary of the society or his behalf to sign the documents proposed to the statutory authorities like AICTE, VTU, Government of Karnataka as and where applicable.

32.08.02: PROPOSAL TO NBA / NAAC FOR QUALITY ACCREDITATION

The principal explained to the council that, the institute has NBA accreditation validity period for BT, CSE, EC, ME, MT upto 30th June 2022. However 4 Depts CS, EC, ME, MT are ready with compliance. BT Dept has to apply fresh, the application is ready. He requested the committee to approve the same.

He explained that institute is accredited by NAAC with B++ grade effective from 7th June 2019 valid up to 30th Apr 2024. The periodic reports shall be submitted to NAAC trough IQAC.

The council noted and agreed and approved, the committee authorized the principal of the institute and the Secretary of the society or his behalf to sign the documents.

ACTION: IQAC/ HODS/ A.O.

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32.09: ITEM FOR RATIFICATIONS

32.09.01: APPOINTMENTS OF STAFF

The principal explained to the council that faculty requirement is 230 in order to maintain SFR for the academic year 2022-23, he said at present the institute has appointed 228 faculty members, they are working at various departments. He requested the council to approve sanctioned post of 230 and to ratify the appointments made.
After deliberate discussions, the council approved the sanctioned post of 230 for the academic year 2022-23, further the council advised to fill-up the vacancy positions at the earliest and informed to place before the council for ratification in next meeting. Also the Council ratified the appointments made.

32.09.02: RESIGNATIONS OF STAFF

The principal presented the list of the staff who were relieved from the institution.
The council ratified the resignations as per the attached list.

32.09.03: APPOINTMENTS OF CO-ORDINATOR

The Principal presented the list of appointment of Co-coordinator.
The council ratified the same.

32.10: GRIEVANCE REDRESSAL COMMITTEE

The Principal informed the council that, the Institute has constituted grievance redressal committee as per 2012 UGC guidelines. This committee meets once in every semester and takes report of the situation and plan for the future action. Grievances received from the students will be settled at lower level proctor / HOD / Dean Student level itself.

The Council noted and appreciated and ratified the same.

32.11:WOMEN CELL AND ANTI SEXUAL HARASSMENT COMMITTEE

The Principal explained that Internal Compliant Committee of the Institute is actively conducting the awareness & other related programs. He presented the reconstituted committee list.

The Council noted and appreciated and ratified the same.

32.12: EQUAL OPPORTUNITY CELL

The Principal presented the list of Equal Opportunity cell and the activities under this cell.
The Council noted and appreciated and ratified the same.

32.13: INTERNAL QUALITY ASSURANCE CELL (IQAC)

Principal informed to the Council that, the existing IQAC of the Institution is actively working

towards the quality in terms of teaching, learning and related documentations.
The Council noted and appreciated.

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32.14:STUDENT INDUCTION CELL / UNIVERSAL HUMAN VALUE (UHV)

The Principal briefed to the Council that, Institution has constituted the student induction cell with the listed members, the cell conducted induction programs for first year students and continuing to the higher semester also. Further, requested for ratification of the same.

The Council noted and appreciated.

32.15. BUDGET FOR THE YEAR

The Principal presented the Budget for the year 2022-23, and explained about the estimations for the year.

The Council noted & approved

32.16: ANY OTHER MATTER WITH THE PERMISSION OF THE CHAIRMAN

The Chairman representative concluded the meeting. The Member Secretary expressed the vote of thanks to all the honorable GC members and invitees for sparing their valuable time and advising with suggestions for the development of the Institution.

Meeting concluded at 2.00 P.M.

Ex-Officio Member Secretary & Principal
Acharya Institute of Technology

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MINUTES OF 32nd GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka. India. www.acharya.ac.in
Ph:+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Thirty Second meeting of the Governing Council for Acharya Institute of Technology, Soladevanahalli, Bangalore – 560 107 held on 1st June 2022, 11.00 a.m. onwards.

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, Acharya Institutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, Andra Pradesh	Member Academician
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member Faculty Representation Academician
Dr. Rajath Hegde M M Principal Acharya Institute of Technology	Ex-Officio Member Secretary

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
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Mr. C K Marigowda Vice Principal Acharya Institute of Technology	Invitee

MEMBERS ABSENT

Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Nominee of VTU	Member
Nominee of AICTE- Regional Officer	Member
Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

32.04: PRINCIPAL'S REVIEW REPORT:

32.04.01: Teaching Learning & Resources

The Principal presented and explained to the council about the revision of curriculum and Online certification course undertaken by the faculty members between **01.01.2022 to 31.05.2022.**

As per the explanation Council members noted and reviewed the same.

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ACHARYA INSTITUTE OF TECHNOLOGY
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32.04.02: FACULTY – STUDENT RATIO:

The principal presented the department wise detailed list of faculty members, details included designation, qualification and joining date. Also presented the statistics of attrition and retention details for past four years. VTU has issued a circular on Modalities and

GC proceedings of GC meeting – 2021

MINUTES OF 31st GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka, India. www.acharya.ac.in
Ph;+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Thirty first meeting of the Governing Council for Acharya Institute of Technology, Soladevanahalli, Bangalore – 560 107 held on 15th December 2021, 11.00 a.m. onwards through online.

Meeting ID:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_OGUzMjhlNGEtNTdkZC00M2MwLTg0MTUtOTVmMGEzMDJjODA5%40thread.v2/0?context=%7b%22Tid%22%3a%22e0d6ce04-c544-491a-959b-0d054fbb9da1%22%2c%22Oid%22%3a%22ecafabb2-e521-4027-9e66-5a7e883f641e%22%7d

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, Acharya Institutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, Andra Pradesh	Member Academician
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member Faculty Representation Academician,

PRINCIPAL
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Dr. Maneesh Paul S Campus Director Acharya Institutes	Invitee
Dr. Prakash M R Principal Acharya Institute of Technology	Ex-Officio Member Secretary

MEMBERS ABSENT

Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Dr. H N Shivashankar Director, RNSIT, Bengaluru	Member Academician
Nominee of VTU	Member
Nominee of AICTE- Regional Officer	Member
Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

31.04: PRINCIPAL'S REVIEW REPORT:

31.04.01: Teaching Learning & Resources

The Principal presented and explained to the council about the revision of curriculum and Online certification course undertaken by the faculty members between 01.06.2021 to 30.11.2021.

As per the explanation Council members noted and reviewed the same

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ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

31.04.02: FACULTY – STUDENT RATIO:

The principal presented the department wise detailed list of faculty members, details included designation, qualification and joining date. Also presented the statistics of attrition and retention details for past four years. VTU has issued a circular on Modalities and guidelines to be followed for teacher appointment and approvals (TASS) of all Teachers in VTU Affiliated and Autonomous colleges, accordingly this institute is planned to follow the same for staff selection.

The Members of the Council noted and recorded the same.

31.04.03: INFRASTRUCTURE FACILITIES

The Principal presented the details of the subscription and expenditure towards library and the details of the equipment and software purchased for the Departments during 2020.

Members Council noted and recorded the same.

31.04.04: RESEARCH PUBLICATIONS:

31:04:04a: PUBLICATION REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / UGC CARE LIST / INIDAN CITATION INDEX BY REGULAR FACULTY MEMBERS FROM 01.06.2021 to 01.11.2021.

The principal informed about the publications made by faculty members with paper title, name of the Journal and date of publications in WOS / Scopus / Google Scholar / UGC listed / Indian Citation index.

The Council members appreciated and guided to make it mandatory which will highlight the college name and fame.

ACTION: All HODS and Dean R&D.

31.04.04b: FACULTY MEMBERS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.06.2021 to 30.11.2021

The Principal informed about the encouragement provided by the institution to the faculty members in participation for the seminars / conference at national and international level which is highly appreciated and supported by the management.

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Members Council highly appreciated the support of the institution for faculty

ACTION : All HODS and Dean R&D.

31.04.04c: PUBLICATIONS REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / INDIAN CITATION INDEX BY THE STUDENTS FROM 01.06.2021 to 30.11.2021

The Principal highlighted that, with the guidance of the faculty members the students are also provided with equal opportunity and encouragement for presenting and publishing papers in reputed journals.

Member's council appreciated and suggested to encourage for the research work leads which to patent and to guide the students in that line.

ACTION : All HODS and Dean R&D.

31.04.04d: STUDENTS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.06.2021 to 30.11.2021

The Principal informed to Council the students also have presented the papers at seminar / conference and gained knowledge.

Council Members appreciated and recorded.

ACTION : All HODS and Dean R&D.

31.04.4e: PATENT & COPYRIGHT FOR THE RESEARCH WORKS OF THE FACULTY MEMBERS.

The Principal explained to the committee that, faculty members are encouraging for research work leading to Patent & Copyright. The Dept of Computer Science and engineering faculty members have filed 03 works for patent.

Council Members appreciated and recorded.

ACTION : All HODs, R&D Coordinator

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31.04.05: OUTREACH PROGRAMME:

31.04.05a: SPECIAL GUEST LECTURES GIVEN BY FACULTY MEMBERS OUTSIDE THE COLLEGE BETWEEN 01.06.2021 to 30.11.2021

The Principal highlighted the achievements of faculty members as a Key note Speakers and Resource persons in many of the conferences and as invitees in different colleges.

Council members appreciated the achievements of faculty members.

31.04.05b: SEMINAR, CONFERENCE, WORKSHOP, SYMPOSIUMS ORGANIZED AT THE COLLEGE FROM 01.06.2021 to 30.11.2021

The Principal presented the brief information about inter college Seminars/ Conference/ Symposiums organized in college campus by various departments.

Council members noted and recorded the same.

31.04.05c: CONTINUING EDUCATION PROGRAM ORGANISZED BY THE INSTITUTE FROM 01.06.2021 to 30.11.2021

The Principal informed about the Summer School Workshop / Winter School Workshops organized by the departments under Continuing Education Program.

Council members noted and recorded the same.

31.04.05d: TEACHER TRAINING AND RELATED OUTREACH ACTIVITIES ORGANIZED BY THE INSITUTE / DEPARTMENT FROM 01.06.2021 to 30.11.2021

The Principal explained about the Teacher Training and Outreach activities organized by the departments.

Members Council appreciated and recorded the same.

31.04.05e: FACULTY MEMBERS PARTICIPATON IN E-CONTENT DEVELOPMENT PROGRAMS SUCH AS MOOCs OR RELATED ACTIVITIES ETC., FROM 01.06.2021 to 30.11.2021

The Principal informed that, all faculty members are encouraged for content writing and E –Content development through online, presented department wise faculty members' details. The E contents developed are more helpful to the students during online learning.

Members Council appreciated and recorded

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31.04.05f: INTERACTIONS WITH INDUSTRY - SPECIAL GUEST LECTURES CONDUCTED AT THE COLLEGE BY INVITING EMINENT PERSONALITIES FROM INDUSTRY FROM 01.06.2021 to 30.11.2021

The Principal explained that, to bring the Industrial knowledge and experience also overall development to students eminent Industrialist, Communication experts and Professors were invited to share the knowledge and the interaction session were organized for students.

Members of the council appreciated the institutional effort.

31.04.05g: MOUs WITH INDUSTRIES.

The Principal explained the efforts made by the institution for better placement and good industrial exposure for students in this regards MOUS were signed between the Institution and Industries.

Members Council made a noted.

31.04.05h: CONSULTANCY PROJECTS (Contractual Research/ Technology Transfer) UNDERTAKEN DURING 2020 AND UPTO 31.05.2021.

The Principal briefed about the consultancy Projects undertaken by the faculty member.

Members Council made a noted.

31.04.05i: RESEARCH CENTRE ACTIVITIES BETWEEN 01.06.2021 to 30.11.2021

The Principal briefed about to the committee that there are 11 research centers recognized by VTU out of which research centers. There are 85 plus research scholars pursuing Full/Part Time Ph.D. / M.Sc. by research.

Members Council noted and recorded.

31.04.05j: RESEARCH GRANT RECEIVED DURING 2020- 2021.

The Principal gave the details of research funds / grants received for department by various funding agency and Rs. 32.50000 lakh amount received for research work. Members of the Council appreciated and suggested to encourage and to fetch more funds

ACTION: HODs and Dean R&D

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31.04.06: Extracurricular activities

31.04.06a: STUDENTS ACHIEVEMENTS IN EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES (INTERCOLLEGIATE / REGIONAL / NATIONAL LEVEL).

The Principal explained to the council about students achievements in extracurricular and co-curricular activities at National/Regional/Intercollegiate levels. Due to lockdown majority of the activities were conducted virtually.

The council members appreciated the students' efforts and recorded.

31.04.06b: DEPARTMENT WISE FORUM ACTIVITIES

The Principal informed about how the students are encouraged to build leadership qualities. As per the curriculum institute has the practice of conducting the department wise Forum leaders for various extracurricular activities conducted at department through the Forum. Also benefits of the activities presented.

The Council Members appreciated and suggested for continuation.

31.04.06c: NSS / RED CROSS ACTIVITIES CONDUCTED FROM 01.06.2021 to 30.11.2021

The Principal informed about to the committee the cell organized the online and offline activities and highlighted few activities conducted such as Covid-19 awareness, Community health, Importance of Vaccination, BT for environment in future, Road safety, Environment Protection. Also explained about the AICTE activity points.

The Council Members appreciated the same and suggested to encourage the students.

ACTION: NSS officer.

31.04.07: Admissions and Academic Performance (University Results)

31.04.7a : Admissions

The Member Secretary / Principal explained to the committee that the admission for engineering during 2020-21 were affected due to covid and care has been taken to fill up the management seats, howerver, for Govt Quota and COMEDK quota seats admission process is on.

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Members Council noted and recorded the same.

31.04.7b: Academic Performance.

The Principal notified the council members about the special regulations issued in view of COVID 19 by VTU for conduct of exam and promotion, he explained that, the university has promoted the intermediate higher semester students to next even semester without conducting examination during 2020-21, the results of promoted even semester is declared based on the performance of the previous odd semester.

Council recorded.

31.04.08: INDUSTRY READINESS / PLACEMENT DETAILS:

31.04.08a: INDUSTRY VISITED FOR CAMPUS RECRUITMENT

The Principal presented the details of Industry contacted campus for recruitment and students placed in different companies

The Council Members highly appreciated companies recruiting fresher with good package.

The Council Members noted the same.

31.04.8b: SUMMER INTERNSHIP

The Principal presented the details of students' took the summer internship.

The Council Members noted the same.

31.04.08c: PRE PLACEMENT TRAINING PROGRAMME CONDUCTED.

The Principal informed that the placement and training cell of the Institute conducted pre-placement Domain training / soft skill training programs to the students.

The Council Members noted the same.

31.05: MHRD/AICTE INITIATIVE PROGRAMS:

The Principal informed the council that AICTE has initiated number of programmes. Accordingly, the programs conducted/ organized at institute.

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31.05.01: MHRD- MIC: INNOVATION CELL PROGRAM

The Principal briefed, Acharya Institute Innovation Cell was recognized by MHRD-MIC, the certificate with 5 star rating was issued by MHRD. The institute conducted series of MIC driven / Institute Driven activities / programs activities through IIC (Institute Innovation Cell).

The council appreciated and recorded.

31.05.02: UNNAT BHARATH ABHIYAN

The Principal informed that as per AICTE, our institution was initiated with Unnat Bharat Abhiyan in which we have to take care of five villages around our college for improvements of literacy rate, creating awareness about cleanliness in the village and to create awareness about the facilities extending by GOI to villages and conducted demographical and infrastructure of village and identified the problem of villages for further improvements through UBA scheme.

The council members appreciated.

31.05.03: Green initiative program

Principal explained to the committee that, departments and NSS cell are conducting programs on green initiative, global warming, and environmental pollution control.

The Council members appreciated.

31.05.04: FIT INDIA

The Principal informed council members about organizing yoga program under cultural and sports department followed by the importance of yoga and physical fitness to the staff.

The council noted and recorded.

31.05.06: AICTE ACTIVITY PROGRAM

The Principal informed to the council that, all the students from 2018 batch onward are doing the activities through the identified NOGS to fetch the points under aicte student activity. Through this initiative, the students are exposed to the real time life challenges. They are provide opportunity to gather data, analyse data, propose solutions and implement solutions, provide an opportunity for personal development, to create engineers who are proud volunteers.

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The council appreciated and recorded.

31.06: INNOVATION DRIVE / HACKATHON

The Principal informed to the council, that the students have participated in the competition, and got selected to the next level of competition. The department / institute is encouraging the students by mentoring and guiding.

The council appreciated.

31.06.04: INDUSTRY INSTITUTIONS PARTNERSHIP CELL (IIPC)

The principal informed the council that ECE, CSE have set up an Industry Institutions Partnership Cell (IIPC) with Texas Instruments, Tequed Labs Pvt. Ltd, CDAC and Techno Serve for training the students and faculty members.

The council noted and recorded.

31.07: NATIONAL LEVEL SURVEY AICTE-CII, AISHE, NIRF& ARIIA

The Principal narrated to the council that Institute participated in AICTE CII Survey, NIRF, AISHE and ARIIA surveys fur the year 2020, 2021.

The Council noted and recorded.

31.08: PROPOSAL FOR COMPLETING AUTHORITY
31.08.01: APPLICATION TO CONTROLLING AND APPROVING AUTHORITIES FOR 2022-23.

The Principal proposed to the council that the institute is planned to start new courses/ program from the year 2022-23. He requested the committee to approve the same to submit the online / offline application to the AICTE/ VTU and GOK the same.

Under Graduate Engineering					
Sl. No.	COURSES	APPROVAL TYPE	APPROVED INTAKE 2021-22	PROPOSED FOR 2022-23	PIO
1	AERONAUTICAL ENGINEERING	EoA Only	60	60	Yes
2	AUTOMOBILE ENGINEERING	Closure	60	Closure	
3	BIOTECHNOLOGY	EoA Only	60	60	Yes

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4	COMPUTER SCIENCE AND ENGINEERING	EoA Only	180	180	Yes
5	CIVIL ENGINEERING	EoA Only	60	60	Yes
6	ELECTRONICS & COMMUNICATION ENGG	EoA Only	120	120	Yes
7	ELECTRICAL AND ELECTRONICS ENGINEERING	EoA Only	60	60	Yes
8	INFORMATION SCIENCE AND ENGINEERING	EoA Only	120	120	Yes
9	MECHANICAL ENGINEERING	EoA Only	60	60	Yes
10	MECHATRONICS	EoA Only	60	60	Yes
11	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Increase in Intake	60	60 to 120	Yes
Post Graduate Programme					
12	MASTERS IN BUSINESS ADMINISTRATION	EoA Only	240	240	Yes

New Course / Program

13	CSE (DATA SCIENCE	UG - New course	--	60	Yes
14	MCA	PG - New Program	--	120	--

For VTU affiliation the following were proposed for the year 2022-23.

Sl. No.	COURSES	Type of affiliation	APPLIED INTAKE
1	AERONAUTICAL ENGINEERING	Temporary	60
2	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	Temporary - Extension and Increase in intake	60 to 120
3	AUTOMOBILE ENGINEERING	Closure	60
4	BIOTECHNOLOGY	Already affiliated up to 2023-24	60
5	COMPUTER SCIENCE AND ENGINEERING	Temporary	180
6	CIVIL ENGINEERING	Temporary	60
7	ELECTRONICS & COMMUNICATION ENGG	Already affiliated up to 2024-25	120
8	ELECTRICAL AND ELECTRONICS ENGINEERING	Temporary	60
9	INFORMATION SCIENCE AND ENGINEERING	Temporary	120
10	MECHANICAL ENGINEERING	Temporary	60
11	MECHATRONICS	Temporary	60

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12	MASTERS IN BUSINESS ADMINISTRATION	Already affiliated up to 2024-25	240
13	CSE – DATA SCIENCE	UG - New Course	60
14	MCA	PG – New Program	60*

*** allowable intake**

The proposal to VTU for Research centers recognition for 2022-23.

Sl. No.	Department	Remarks
1	BIO- TECHNOLOGY	Recognized for 2021-22 and 2022-23
2	COMPUTER SCIENCE & ENGINEERING	Continuation of Affiliation
3	ELECTRONICS & COMMUNICATION ENGINEERING	Recognized for 2021-22 and 2022-23
4	ELECTRICAL & ELECTRONICS ENGINEERING	Recognized for 2021-22 and 2022-23
5	MECHANICAL ENGINEERING	Recognized for 2021-22 and 2022-23
6	PHYSICS	Continuation of Affiliation
7	CHEMISTRY	Continuation of Affiliation
8	MATHEMATICS	Recognized for 2021-22 and 2022-23
9	MASTER OF BUSINESS ADMINSITRATION (MBA)	Recognized for 2021-22 and 2022-23
10	MASTER OF COMPUTER APPLICATIONS (MCA)	Continuation of Affiliation
11	AERONAUTICAL ENGINEERING	Recognized for 2021-22 and 2022-23

The council viewed the proposal unanimously agreed and approved. The committee authorized The Principal of the institute and The Secretary of the society or his behalf to sign the documents proposed to the statutory authorities as and where applicable.

31.08.02: PROPOSAL TO NBA / NAAC FOR QUALITY ACCREDITATION

The principal explained to the council that, the institute that the NBA accreditation validity period for BT, CSE, EC, ME, MT are expiring on 30th June 2022, hence planned to submit the compline to 4 dept. and freshly apply for BT program. He requested the committee to approve the same

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He explained that institute is accredited by NAAC with B++ grade effective from 30th October 2017 valid up to 30th October 2022. The periodic reports shall be submitted to NAAC trough IQAC.

The council noted and agreed and approved, the committee authorized the principal of the institute and the Secretary of the society or his behalf to sign the documents.

ACTION: IQAC/ HODS/ A.O.

31.09: ITEM FOR RATIFICATIONS

31.09.01: APPOINTMENTS OF STAFF

The Principal presented the list of the staff joined the Institution during 01.06.2021 to 30.11.2021

The council ratified the appointments made.

31.09.02: RESIGNATIONS OF STAFF

The Principal presented the list of the staff who was relieved from the Institution during 01.06.2021 to 30.11.2021

The council ratified the resignations.

31.09.03: APPOINTMENTS OF CO-ORDINATOR

The Principal presented the list of appointment of Co-coordinator.

The council ratified the same.

31.10: GRIEVANCE REDRESSAL COMMITTEE

The Principal informed the council that, the Institute has constituted grievance redressal committee as per 2012 UGC guidelines. This committee meets once in every semester and takes report of the situation and plan for the future action. Grievances received from the students will be settled at lower level proctor / HOD / Dean Student level itself.

The Council noted and appreciated and ratified the same.

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31.11: WOMEN CELL AND ANTI SEXUAL HARASSMENT COMMITTEE

The Principal presented the list of Women Cell and Internal Compliant Committee and the activities under this cell.

The Council noted and appreciated and ratified the same.

31.12: EQUAL OPPORTUNITY CELL

The Principal presented the list of Equal Opportunity cell and the activities under this cell.

The Council noted and appreciated and ratified the same.

31.13: INTERNAL QUALITY ASSURANCE CELL (IQAC)

Principal informed to the Council that, the existing IQAC of the Institution is actively working towards the quality in terms of teaching, learning and related documentations.

The Council noted and appreciated.

31.14:STUDENT INDUCTION CELL / UNIVERSAL HUMAN VALUE (UHV)

The Principal briefed to the Council that, Institution has constituted the student induction cell with the listed members, the cell conducted induction programs for first year students and continuing to the higher semester also. Further, requested for ratification of the same.

The Council noted and appreciated.

31.15. BUDGET FOR THE YEAR

The Principal presented the Budget for the year 2020-21, and explained about the estimations for the year 2021-22 he said the estimation is approximately about 40 crores.

The Council noted.

31.16: ANY OTHER MATTER WITH THE PERMISSION OF THE CHAIRMAN

At the end, the members expressed the limitation of the online meeting. Chairman Representative concluded the meeting. The Member Secretary expressed the vote of

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thanks to all the honorable GC members and invitees for sparing their valuable time and advising with suggestions for the development of the Institution.

Meeting concluded at 2.00 P.M.

SD/--
Chairman

SD/--
(Dr. Prakash M.R)
Ex-Officio Member Secretary & Principal
Acharya Institute of Technology

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MINUTES OF 31st GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka, India. www.acharya.ac.in
Ph;+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Thirty first meeting of the Governing Council for Acharya Institute of Technology, Soladevanahalli, Bangalore – 560 107 held on 15th December 2021, 11.00 a.m. onwards through online.

Meeting ID:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_OGUzMjhlNGEtNTdkZC00M2MwLTg0MTJtOTVmMGEzMDljODA5%40thread.v2/0?context=%7b%22Tid%22%3a%22e0d6ce04-c544-491a-959b-0d054fbb9da1%22%2c%22Oid%22%3a%22ecafabb2-e521-4027-9e66-5a7e883f641e%22%7d

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, Acharya Institutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, Andra Pradesh	Member Academician
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member Faculty Representation Academician

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Dr. Maneesh Paul S Campus Director Acharya Institutes	Invitee
Dr. Prakash M R Principal Acharya Institute of Technology	Ex-Officio Member Secretary

MEMBERS ABSENT

Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Dr. H N Shivashankar Director, RNSIT, Bengaluru	Member Academician
Nominee of VTU	Member
Nominee of AICTE- Regional Officer	Member
Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

31.04: PRINCIPAL'S REVIEW REPORT:

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ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

31.04.01: Teaching Learning & Resources

The Principal presented and explained to the council about the revision of curriculum and Online certification course undertaken by the faculty members between 01.06.2021 to 30.11.2021.

As per the explanation Council members noted and reviewed the same

Acharya Institutes email

Academic AIT <acmait@acharya.ac.in>

30th Meeting of Governing Council of Acharya Institute of Technology, Bengaluru– Reg.

Principalait Acharya <principalait@acharya.ac.in> 21 June 2021 at 14:05
To: Ramamurthy Natarajan <prof.rnatarajan@gmail.com>, Ramachandra Krishnaswamy <drkrc2006@gmail.com>, d k Subramanian <dksubra@gmail.com>, george.punnoose@kalkitech.in, Venkatarami Reddy <venkataramireddyy@yahoo.com>, "rajeswari Ms." <rajeswari@acharya.ac.in>, CBM Bhooshan <cbm.bhooshan@acharya.ac.in>, "Dr. Maneesh Paul. S" <maneeshpaul@acharya.ac.in>, hns_shankar@yahoo.com, dteacm@hotmail.com, VTU_registrar <registrar@vtu.ac.in>
Bcc: acmait@acharya.ac.in

Dear Sir,

Greetings from Acharya Institute of Technology, Soladevanahalli, Bengaluru, hope you are doing fine and wishing you good health.

Due to prevailing pandemic conditions in the city since last March 2020, all the academic activities are online, the Governing Council meeting planned in the month of January 2021 could not be conducted offline, hence planned to hold online Governing Council meeting on 25th June 2021, Friday to share your views on the academic and administrative development of the Institute.

Kindly make it convenient to attend the online meeting and a line of confirmation is requested. The meeting link and time will be shared.

Thanking you for your continued association with us and looking forward to receiving the valuable suggestions.

Regards,

Dr. Prakash M R
Principal,
Acharya Institute of Technology,
Acharya Dr. Sarvepalli Radhakrishnan road,
Soldevanahalli, Bangalore - 560 107.

Ph: 080-28396011, Extn: 2101,
Mobile: 9448864740
Alternate email: prakash@acharya.ac.in

PRINCIPAL
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SOLDEVANAHALLI, BENGALURU - 560 107

GC proceedings of GC meeting – 2020

MINUTES OF 30TH GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
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Minutes of Thirtieth meeting of the Governing Council for Acharya Institute of Technology , Soladevanahalli, Bangalore – 560 107 held on 25th June 2021 through online attended from Principal Chamber, Admin Block at 11.00 A. M.
Meeting ID:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_OGUzMjhlNGEtNTdkZC00M2MwLTg0MTUtOTVmMGEzMDJjODA5%40thread.v2/0?context=%7b%22Tid%22%3a%22e0d6ce04-c544-491a-959b-0d054fbb9da1%22%2c%22Oid%22%3a%22ecafabb2-e521-4027-9e66-5a7e883f641e%22%7d

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, AcharyaInsititutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, AP	Member Academician
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Dr. Rajeswari	Member Faculty

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SOLDEVANAHALLI BENGALURU 560 107

Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Representation Academician
Dr. Maneesh Paul S Campus Director Acharya Institutes	Invitee
Dr. Prakash M R Principal Acharya Institute of Technology	Ex-Officio Member Secretary

MEMBERS ABSENT

Dr. H N Shivashankar Director, RNSIT, Bengaluru	Member Academician
Nominee of VTU	Member
Nominee of AICTE- Regional Officer	Member
Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

30.04: PRINCIPAL'S REVIEW REPORT:

30.04.01: Teaching Learning & Resources

The Principal presented and explained to the council about the revision of curriculum and Online certification course undertaken by the faculty members between **01.01.2020 to 31.05.2021.**

As per the explanation Council members noted and reviewed the same.

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30.04.02: FACULTY – STUDENT RATIO:

30.04.02a: LIST OF EXISTING FACULTY MEMBERS WITH DOJ AND QUALIFICATION DETAILS.

The principal presented the department wise detailed list of faculty members, details included designation, qualification and joining date.

Council members noted and reviewed the same.

30.04.02b: FACULTY MEMBER RETENTION RATE.

The Principal presented the statistics of attrition and retention rate of faculty members for past four years.

Members Council noted and recorded the same.

30.04.03: INFRASTRUCTURE FACILITIES

The Principal presented the details of the subscription and expenditure towards library and the details of the equipment and software purchased for the Departments during 2020.

Members Council noted and recorded the same.

30.04.04: RESEARCH PUBLICATIONS:

30:04:04a: PUBLICATION REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / UGC CARE LIST / INIDAN CITATION INDEX BY REGULAR FACULTY MEMBERS FROM 01.01.2020 to 31.05.2021

The Principal informed about the publications made by faculty members with paper title, name of the Journal and date of publications in WOS / Scopus / Google Scholar / UGC listed / Indian Citation index.

The Council members appreciated and guided to make it mandatory which will highlight the college name and fame.

ACTION: All HODS and Dean R&D.

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30.04 04b: FACULTY MEMBERS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.01.2020 to 31.05.2021

The Principal informed about the encouragement provided by the institution to the faculty members in participation for the seminars / conference at national and international level which is highly appreciated and supported by the management.

Members Council highly appreciated the support of the institution for faculty

ACTION : All HODS and Dean R&D.

30.04.04c: PUBLICATIONS REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / INDIAN CITATION INDEX BY THE STUDENTS FROM 01.01.2020 to 31.05.2021

The Principal highlighted that, with the guidance of the faculty members the students are also provided with equal opportunity and encouragement for presenting and publishing papers in reputed journals.

Member's council appreciated and suggested to encourage for the research work leads which to patent and to guide the students in that line.

ACTION : All HODS and Dean R&D.

30.04.04d: STUDENTS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.01.2020 TO 31.05.2021

The Principal informed to Council the students also have presented the papers at seminar / conference and gained knowledge.

Council Members appreciated and recorded.

ACTION : All HODS and Dean R&D.

30.04.4e: PATENT & COPYRIGHT FOR THE RESEARCH WORKS OF THE FACULTY MEMBERS.

The Principal explained to the committee that, faculty members are encouraging for research work leading to Patent & Copyright. The Dept of Computer Science and engineering faculty members have filed 03 works for patent.

Council Members appreciated and recorded.

ACTION : All HODs, R&D Coordinator

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30.04.05: OUTREACH PROGRAMME:

30.04.05a: SPECIAL GUEST LECTURES GIVEN BY FACULTY MEMBERS OUTSIDE THE COLLEGE BETWEEN 01.01.2020 to 31.05.2021

The Principal highlighted the achievements of faculty members as a Key note Speakers and Resource persons in many of the conferences and as invitees in different colleges.

Council members appreciated the achievements of faculty members.

30.04.05b: SEMINAR, CONFERENCE, WORKSHOP, SYMPOSIUMS ORGANIZED AT THE COLLEGE FROM 01.01.2020 TO 31.05.2021

The Principal presented the brief information about inter college Seminars/ Conference/ Symposiums organized in college campus by various departments.

Council members noted and recorded the same.

30.04.05c: CONTINUING EDUCATION PROGRAM ORGANISZED BY THE INSTITUTE FROM 01.01.2020 to 31.05.2021

The Principal informed about the Summer School Workshop / Winter School Workshops organized by the departments under Continuing Education Program.

Council members noted and recorded the same.

30.04.05d: TEACHER TRAINING AND RELATED OUTREACH ACTIVITIES ORGANIZED BY THE INSITUTE / DEPARTMENT FROM 01.01.2020 to 31.05.2021

The Principal explained about the Teacher Training and Outreach activities organized by the departments.

Members Council appreciated and recorded the same.

30.04.05e: FACULTY MEMBERS PARTICIPATON IN E-CONTENT DEVELOPMENT PROGRAMS SUCH AS MOOCs OR RELATED ACTIVITIES ETC., FROM 01.01.2020 TO 31.05.2021

The Principal informed that, all faculty members are encouraged for content writing and E -Content development through online, presented department wise faculty members'

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details. The E contents developed are more helpful to the students during online learning.

Members Council appreciated and recorded.

30.04.05f: INTERACTIONS WITH INDUSTRY - SPECIAL GUEST LECTURES CONDUCTED AT THE COLLEGE BY INVITING EMINENT PERSONALITIES FROM INDUSTRY FROM 01.01.2020 TO 31.05.2021

The Principal explained that, to bring the Industrial knowledge and experience also overall development to students eminent Industrialist, Communication experts and Professors were invited to share the knowledge and the interaction session were organized for students.

Members of the council appreciated the institutional effort.

30.04.05g: MOUs WITH INDUSTRIES.

The Principal explained the efforts made by the institution for better placement and good industrial exposure for students in this regards MOUS were signed between the Institution and Industries.

Members Council made a noted.

30.04.05h: CONSULTANCY PROJECTS (Contractual Research/ Technology Transfer) UNDERTAKEN DURING 2020 AND UPTO 31.05.2021.

The Principal briefed about the consultancy Projects undertaken by the faculty members from BT/ CSE/ECE/ ISE/MT departments and their activities.

Members Council made a noted.

30.04.05i: RESEARCH CENTRE ACTIVITIES BETWEEN 01.01.2020 to 31.05.2021

The Principal briefed about to the committee that there are 12 research centers recognized by VTU out of which research centers at AE and CV are new centers recognized during 2020. There are 100 plus research scholars pursuing Full/Part Time Ph.D. / M.Sc. by research.

Members Council noted and recorded.

30.04.05j: RESEARCH GRANT RECEIVED DURING 2020.

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The Principal gave the details of research funds / grants received for department by various funding agency and Rs. 32.50000 lakh amount received for research work. Members of the Council appreciated and suggested to encourage and to fetch more funds.

ACTION: HODs and Dean R&D

30.04.06: Extracurricular activities

30.04.06a: STUDENTS ACHIEVEMENTS IN EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES (INTERCOLLEGIATE / REGIONAL / NATIONAL LEVEL).

The Principal explained to the council about students achievements in extracurricular and co-curricular activities at National/Regional/Intercollegiate levels. Due to lockdown majority of the activities were conducted virtually.

The council members appreciated the students' efforts and recorded.

30.04.06b: DEPARTMENT WISE FORUM ACTIVITIES

The Principal informed about how the students are encouraged to build leadership qualities. As per the curriculum institute has the practice of conducting the department wise Forum leaders for various extracurricular activities conducted at department through the Forum. Also benefits of the activities presented.

The Council Members appreciated and suggested for continuation.

30.04.06c: NSS / RED CROSS ACTIVITIES CONDUCTED FROM 01.01.2020 to 31.05.2021

The Principal informed about to the committee the cell organized the online and offline activities and highlighted few activities conducted such as Covid-19 awareness, Community health, Importance of Vaccination, BT for environment in future, Road safety, Environment Protection. Also explained about the AICTE activity points.

The Council Members appreciated the same and suggested to encourage the students.

ACTION: NSS officer.

30.04.07: Admissions and Academic Performance (University Results)

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30.04.07a: ADMISSIONS 2020-21

i. TOTAL STUDENTS ADMITTED

The Member Secretary / Principal presented and explained with the statistics of students enrolled in different courses at UG and PG level. With the rank list of CET, PGCET, COMED-K and other qualifying examination for the academic year 2020.

Members Council noted and recorded the same.

ii. DEMOGRAPHICS OF THE STUDENTS FOR UG AND PG LEVEL

The Member Secretary / Principal presented the statistical data gender wise, state wise and economically and socially disadvantaged and differently able students admitted for the academic year 2020-21.

Members Council noted and recorded the same.

30.04.7a: RESULTS OF PAST FIVE YEARS.

The Principal notified the council members about the past five year results under different courses at our institution and elaborated the ranks obtained at University level.

Council appreciated and recorded.

30.04.08: INDUSTRY READINESS / PLACEMENT DETAILS:

30.04.08a: INDUSTRY VISITED FOR CAMPUS RECRUITMENT

The Principal presented the details of Industry contacted campus for recruitment and students placed in different companies

The Council Members highly appreciated companies recruiting fresher with good package.

The Council Members noted the same.

30.04.8b: SUMMER INTERNSHIP

The Principal presented the details of students' took the summer internship.

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The Council Members noted the same.

30.04.08c: PRE PLACEMENT TRAINING PROGRAMME CONDUCTED.

The Principal informed that the placement and training cell of the Institute conducted pre-placement Domain training / soft skill training programs to the students.

The Council Members noted the same.

30.05: MHRD/AICTE INITIATIVE PROGRAMS:

The Principal informed the council that AICTE has initiated number of programmes. Accordingly, the programs conducted/ organized at institute.

30.05.01: MHRD- MIC: INNOVATION CELL PROGRAM

The Principal briefed, Acharya Institute Innovation Cell was recognized by MHRD-MIC, the certificate with 5 star rating was issued by MHRD. The institute conducted Twenty seven MIC driven / Institute Driven activities / programs activities through IIC (Institute Innovation Cell). The activities included, Smart India Hackathons, Ideation program, India leadership talks series.

Under institute innovation cell 4 teams were nominated prototypes (by IICs) for regional level mentoring under IIC National Innovation Contest 2020.

The council appreciated and recorded.

30.05.02: UNNAT BHARATH ABHIYAN

The Principal informed that as per AICTE, our institution was initiated with Unnat Bharat Abhiyan in which we have to take care of five villages around our college for improvements of literacy rate, creating awareness about cleanliness in the village and to create awareness about the facilities extending by GOI to villages and conducted demographical and infrastructure of village and identified the problem of villages for further improvements through UBA scheme.

The council members appreciated.

30.05.03: Green initiative program

Principal Explained , the student and faculty members of the institute were educated about global warming and environmental pollution control. "Acharya Hasiru Payana" is a Sustainable Green initiative by the Department of ISE, Acharya

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Institute of Technology, with an objective to sensitize students about the environment and to make them contribute towards the conservation of the environment. This program is developed in association with Huralichikkanahalli Graama Panchayathi. The aim of this program is to plant 100 saplings in Saasive Ghatta village, Huralichikkanahalli, and to monitor the sustainable growth of the planted saplings for the next five years.

The Council members appreciated.

30.05.04: FIT INDIA

The Principal informed council members about organizing yoga program under cultural and sports department followed by the importance of yoga and physical fitness to the staff.

The council noted and recorded.

30.05.05: SWACHATHA BHARATH ABHIYAN / SWACHATHA RANKING AND GREEN CAMPUS

The Principal narrated that institute through the NSS organized the clean campus program where the volunteer students and faculty members participated in the program and cleaned nearby Achitnagar. The solid waste collected and hand over to the recycler. Further, institute participated in the survey initiated by AICTE/ Government. The council noted and recorded.

30.05.06: ECONOMIC DEVELOPMENT OF VILLAGE

The Principal informed the council that our institute had conducted essay writing competitions for students, on topic of "to inviting the ideas about the economic development villages".

The council noted and recorded.

30.06: INNOVATION DRIVE

30.06.01: CHHATRA VISHWAKARMA AWARDS / UTKRIST SANSTHAN.

The Principal informed to council about the competition, the students participated and five teams were shortlisted in the first round of evaluation, the teams and their ideas are as follows. Out of Five one team VIKAASASHEEL BHAART with an idea RESKILLING

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OR UP SKILLING FOR ENSURING LIVELIHOOD got selected for national convention of CVA 2020 .

The council appreciated and recorded.

30.06.02: SMART INDIA HACKATHON

The Principal highlighted that as per AICTE guideline, Smart India Hackathons 2020 is a nationwide initiative to provide students a platform to solve some of pressing problems we face in our daily lives, and thus inculcate a culture of product innovation and a mindset of problem solving. The students of few departments have submitted ideas for Smart India Hackathons – 2020 organized by MHRD and AICTE supported by Government of India. 9 teams were participated out of which 3 got selected for next stage of competition.

The council appreciated.

30.06.03: INSTITUTE – START UP CENTERS

The Principal informed the council that ISE student Mr. Rishab Mehrotra and team had started a Private start-up company in the institution which is involved in Computer related activities.

The council appreciated.

30.06.04: INDUSTRY INSTITUTIONS PARTNERSHIP CELL (IIPC)

The Principal informed the council that ECE, CSE have set up an Industry Institutions Partnership Cell (IIPC) with Texas Instruments, Tequed Labs Pvt. Ltd, CDAC and TechnoServe for training the students and faculty members.

The council noted and recorded.

30.07: NATIONAL LEVEL SURVEY AICTE-CII, AISHE, NIRF& ARIIA

The Principal narrated to the council that Institute participated in AICTE CII Survey, NIRF, AISHE and ARIIA surveys for the year 2020.

The Council noted and recorded.

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30.08: PROPOSAL FOR COMPLETING AUTHORITY

30.08.01: APPLICATION TO CONTROLLING AND APPROVING AUTHORITIES FOR THE YEAR 2020-21 and 2021-22

The Principal proposed to the council, institute had applied to AICTE for extension of approval and continuation of PIO for the following courses for the year 2020-2021. After evaluation AICTE has issued approval for the year 2020-21. The principal requested the committee to ratify the same.

Under Graduate Engineering					
Sl. No.	COURSES	APPROVAL TYPE	APPLIED INTAKE 2020-21	APPROVED INTAKE 2020-21	PIO
1	AERONAUTICAL ENGINEERING	Increase In Intake	60 to 120	60	Yes
2	AUTOMOBILE ENGINEERING	EoA Only	60	60	Yes
3	BIOTECHNOLOGY	EoA Only	60	60	Yes
4	COMPUTER SCIENCE AND ENGINEERING	Increase In Intake	120 to 180	180	Yes
5	CIVIL ENGINEERING	Reduction In Intake	120 to 60	60	Yes
6	ELECTRONICS & COMMUNICATION ENGG	Reduction In Intake	120 to 60	120	Yes
7	ELECTRICAL AND ELECTRONICS ENGINEERING	EoA Only	60	60	Yes
8	INFORMATION SCIENCE AND ENGINEERING	EoA Only	120	120	Yes
9	MECHANICAL ENGINEERING	Reduction In Intake	120 to 60	60	Yes
10	MECHATRONICS	EoA Only	60	60	Yes
11	MINING ENGINEERING	Closure of course	60 to 00	00	--
12	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	New Course	60	60	Yes
Post Graduate Programme					
13	M.Tech – BIOTECHNOLOGY	EoA Only	18	09	Yes
14	M.Tech – DIGITAL COMMUNICATIONS	EoA Only	18	18	Yes

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15	M.Tech - COMPUTER SCIENCE AND ENGINEERING	EoA Only	24	24	Yes
16	M.Tech – MACHINE DESIGN	Closure of course	18 to 00	18	Yes
17	MASTERS IN BUSINESS ADMINISTRATION	EoA Only	240	240	Yes
18	MCA	Reopen	120	00	YES

The Following research Centre approval was sought and the same was approved by VTU for the year 2020-21.

Sl. No.	Department	Remarks
1	BIO- TECHNOLOGY	Continuation of Affiliation
2	COMPUTER SCIENCE & ENGINEERING	Continuation of Affiliation
3	ELECTRONICS &COMMUNICATION ENGINEERING	Continuation of Affiliation
4	ELECTRICAL &ELECTRONICS ENGINEERING	Continuation of Affiliation
5	MECHANICAL ENGINEERING	Continuation of Affiliation
6	PHYSICS	Continuation of Affiliation
7	CHEMISTRY	Continuation of Affiliation
8	MATHEMATICS	Continuation of Affiliation
9	MASTER OF BUSINESS ADMINSITRATION (MBA)	Continuation of Affiliation
10	MASTER OF COMPUTER APPLICATIONS (MCA)	Continuation of Affiliation
11	CIVIL ENGINEERING	New research center
12	AERONAUTICAL ENGINEERING	New research center

For the year 2021-22 the following UG/PG courses were proposed.

Sl. No.	COURSES	APPROVAL TYPE	APPLIED INTAKE	PIO
1	AERONAUTICAL ENGINEERING	EoA Only	60	Yes
2	ARTIFICIAL INTELIGENCE AND MACHINE LEARNING	EoA Only	60	Yes
3	AUTOMOBILE ENGINEERING	EoA Only	60	Yes
4	BIOTECHNOLOGY	EoA Only	60	Yes
5	COMPUTER SCIENCE AND ENGINEERING	EoA Only	180	Yes
6	CIVIL ENGINEERING	EoA Only	60	Yes
7	ELECTRONICS & COMMUNICATION ENGG	EoA Only	120	Yes
8	ELECTRICAL AND ELECTRONICS ENGINEERING	EoA Only	60	Yes
9	INFORMATION SCIENCE AND ENGINEERING	EoA Only	120	Yes
10	MECHANICAL ENGINEERING	EoA Only	60	Yes
11	MECHATRONICS	EoA Only	60	Yes
12	M.Tech – BIOTECHNOLOGY	Closure of Course	18 to 00	Yes

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13	M.Tech - DIGITAL COMMUNICATIONS	Closure of Course	18 to 00	Yes
14	M.Tech - COMPUTER SCIENCE AND ENGINEERING	Closure of Course	24 to 00	Yes
15	M.Tech - MACHINE DESIGN	Closure of course	18 to 00	Yes
16	MASTERS IN BUSINESS ADMINISTRATION	EoA Only	240	Yes

The following Research centers reorganization were for proposed for VTU for continuation of affiliation for the year 2021-22

Sl. No.	Department	Remarks
1	BIO- TECHNOLOGY	Continuation of Affiliation
2	COMPUTER SCIENCE & ENGINEERING	Continuation of Affiliation
3	ELECTRONICS &COMMUNICATION ENGINEERING	Continuation of Affiliation
4	ELECTRICAL &ELECTRONICS ENGINEERING	Continuation of Affiliation
5	MECHANICAL ENGINEERING	Continuation of Affiliation
6	PHYSICS	Continuation of Affiliation
7	CHEMISTRY	Continuation of Affiliation
8	MATHEMATICS	Continuation of Affiliation
9	MASTER OF BUSINESS ADMINSITRATION (MBA)	Continuation of Affiliation
10	MASTER OF COMPUTER APPLICATIONS (MCA)	Continuation of Affiliation
11	CIVIL ENGINEERING	Continuation of Affiliation
12	AERONAUTICAL ENGINEERING	Continuation of Affiliation

The council viewed the proposal unanimously agreed and approved. The committee authorized The Principal of the institute and The Secretary of the society to sign the documents proposed to the statutory authorities as and where applicable.

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30.08.02: PROPOSAL TO NBA / NAAC FOR QUALITY ACCREDITATION

The principal explained to the council that, the institute had applied for NBA accreditation to Bio Technology department, since the accreditation period is going to be invalid from July 2021.

The institute is accredited by NAAC with B++ grade effective from 30th October 2017 valid up to 30th October 2022. The periodic reports shall be submitted to NAAC through IQAC.

The Council appreciated and congratulated the Principal and suggested consult the expert in the field to prepare well to fetch the good marks for rest of the programmes.

ACTION: IQAC/ HODS

30.09: ITEM FOR RATIFICATIONS

30.09.01: APPOINTMENTS OF STAFF

The Principal explained to the council that, faculty requirement for the academic year 2021-22 is 240 and requested to approve 240 as sanctioned post, at present there are 238 faculty members working at various department. He presented the list and requested the council to approve the sanctioned post and to ratify the appointments made.

After deliberations, the council approved the sanctioned post as 240 for the academic year. Also advised to fill-up the vacancy positions at the earliest and to place before the council for ratification in the next meeting. The council ratified the appointments made as per the list.

30.09.02: RESIGNATIONS OF STAFF

The Principal presented the list of the staff who was relieved from the Institution during November -2019 to end of May -2021.

The council ratified the resignations.

30.09.03: APPOINTMENTS OF DEANS / ASSISTANT DEANS / CO-ORDINATOR / CHIEF PROCTOR

The Principal presented the list of appointment of Deans, Asst. Dean, Co-coordinator and Chief Proctor

The council ratified the same.

30.09.04: IQAC

The principal explained to the committee that the institute has reconstituted the IQAC, he said the composition is as per NAAC guidelines.

The Council noted and ratified the same

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30.10: GRIEVANCE REDRESSAL COMMITTEE

The Principal informed the council that, the Institute has constituted grievance redressal committee as per 2012 UGC guidelines. This committee meets once in every semester and takes report of the situation and plan for the future action. Grievances received from the students will be settled at lower level proctor / HOD / Dean Student level itself.

The Council noted and appreciated and ratified the same.

30.11: WOMEN CELL AND ANTI SEXUAL HARASSMENT COMMITTEE

The Principal presented the list of Women Cell and Internal Compliant Committee and the activities under this cell.

The Council noted and appreciated and ratified the same.

30.12: EQUAL OPPORTUNITY CELL

The Principal presented the list of Equal Opportunity cell and the activities conducted during 2020 and upto May 2021 under this cell.

The Council noted and appreciated and ratified the same.

30.13: INTERNAL QUALITY ASSURANCE CELL (IQAC)

Principal informed to the Council that, the existing IQAC of the Institution is reconstituted with the listed compositions, and requested the council for ratification of the same.

The Council noted and appreciated and ratified the same.

30.14:STUDENT INDUCTION CELL / UNIVERSAL HUMAN VALUE (UHV)

The Principal briefed to the Council that, Institution has constituted the student induction cell with the listed members, the cell conducted induction programs for first year students and continuing to the higher semester also. Further, requested for ratification of the same.

The Council noted and appreciated and ratified the same.

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30.15. BUDGET FOR THE YEAR

The Principal presented the Budget for the year 2020-21 to the council and requested for approval, the same was approved.

30.16: ANY OTHER MATTER WITH THE PERMISSION OF THE CHAIRMAN

At the end, the members expressed the limitation of the online meeting. Chairman Representative concluded the meeting. The Member Secretary expressed the vote of thanks to all the honorable GC members and invitees for sparing their valuable time and advising with suggestions for the development of the Institution.

Meeting concluded at 2.00 P.M.

SD/--
Chairman

SD/--
(Dr. Prakash M.R)
Ex-Officio Member Secretary & Principal
Acharya Institute of Technology

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ACHARYA INSTITUTE OF TECHNOLOGY
(Affiliated to Visvesvaraya Technological University, Approved by AICTE & GOK, Accredited by NBA)
Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka. India. www.acharya.ac.in
Ph:+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Thirtieth meeting of the Governing Council for Acharya Institute of Technology , Soladevanahalli, Bangalore – 560 107 held on 25th June 2021 through online attended from Principal Chamber, Admin Block at 11.00 A. M.
Meeting ID:
https://teams.microsoft.com/l/meetup-
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0d054fbb9da1%22%2c%22tid%22%3a%22eca0bb2-e521-4027-9e66-
5a7e883b641e%22%7d

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, AcharyaInsititutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, AP	Member Academician
Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member Faculty Representation Academician
Dr. Maneesh Paul S Campus Director Acharya Institutes	Invitee
Dr. Prakash M R Principal Acharya Institute of Technology	Ex-Officio Member Secretary

MEMBERS ABSENT

Dr. H N Shivashankar Director, RNSIT, Bengaluru	Member Academician
Nominee of VTU	Member
Nominee of AICTE- Regional Officer	Member
Nominee of State Govt. - Director	Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

30.04: PRINCIPAL'S REVIEW REPORT:

30.04.01: Teaching Learning & Resources

The Principal presented and explained to the council about the revision of curriculum and Online certification course undertaken by the faculty members between **01.01.2020 to 31.05.2021.**

As per the explanation Council members noted and reviewed the same.

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PRINCIPAL

Ref: No. AIT: 32: ACM: 19-20

Date: 25-11-2019

To,

VTU Nominee
Bengaluru.

Dear Sir,

Sub: 29th Meeting of Governing Council – Reg.

Greetings from Acharya Institute of Technology!!

The 29th Governing Council (GC) meeting of the Institute is scheduled on 06th December 2019 at 11.00 a.m. in the Board room of the Administrative block of the college. I request you to kindly make it convenient to attend the meeting. We are looking forward to receive your valuable inputs.

Thanking you,

Dr. Prakash M. R.
Principal and Member Secretary of GC
Acharya Institute of Technology

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GC proceedings of GC meeting – 2019

ACHARYA INSTITUTE OF TECHNOLOGY
Soladevanahalli, Bengaluru – 560 107

29th MEETING OF GOVERNING COUNCIL

VENUE : **Board Room, Admin Block, Acharya Institute of Technology, Soladevanahalli, Hesaraghatta Main Road, Bengaluru - 560 107.**

DATE AND TIME : **06.12.2019 AT 11.00 A.M.**

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ITEM NO.	SUB NO.	PARTICULAR	AGENDA PAGE NO.	ANNEXURE PAGE NO.
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ITEM NO.	SUB NO.	PARTICULAR	AGENDA PAGE NO.	ANNEXURE PAGE NO.
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MINUTES OF 29TH GOVERNING COUNCIL MEETING.

ACHARYA INSTITUTE OF TECHNOLOGY
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Soldevanahalli, Hesaraghatta Main Road, Bangalore 560 107, Karnataka. India. www.acharya.ac.in
Ph;+ 91 80 28396011, Fax: +91 80 23700242, E-mail: principalait@acharya.ac.in

Minutes of Twenty Ninth meeting of the Governing Council for Acharya Institute of Technology , Soladevanahalli, Bangalore – 560 107 held on 06th December 2019 in the Board Room of Admin Block at 11.00 A. M.

MEMBERS PRESENT

Shri. C B M Bhooshan Director Placement & ES to Chairman, AcharyaInsititutes	Chairman Representative
Dr. R. Natarajan Ex-AICTE Chairman	Member Academician
Dr. Ramachandran Former Director, GTRE, Jayanagar, Bengaluru	Member Industry
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, AP	Member Academician
Dr. H N Shivashankar Director, RNSIT, Bengaluru	Member Academician
Dr. Rajeswari Prof. & Head, Dept. of E&C, Acharya Institute of Technology	Member Faculty Representation Academician
Dr. Maneesh Paul S Director Research & Management R & D Directorate, Acharya Institutes	Invitee

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Dr. Gaddagimath R B Dean – Learning Resources & Academic Support, Acharya Institutes	Invitee
Dr. Srinivas M S N Director – Research & Technical R & D Directorate, Acharya Institutes	Invitee
Dr. Prakash M R Principal Acharya Institute of Technology	Ex-Officio Member Secretary

MEMBERS ABSENT

Shri. George Punnoose Chief Operating Officer Kalkitech Communication Technology Ltd.,	Member Industry
Dr. D.K Subramanian Retd., Professor, IISc., Bangalore	Member Academician
Nominee of AICTE- Regional Officer	Ex – Officio Member
Nominee of State Govt. - Director	Ex – Officio Member

The meeting begin with a welcome speech by the Member Secretary/ Principal followed by Chairman Representative welcoming all the honorable GC members, Invitees, Academicians and Member Faculty.

Member Secretary/ Principal gave the report of the previous meeting, action taken and implemented by different departments as per the suggestions and guidelines given by GC members.

29.04: PRINCIPAL'S REVIEW REPORT & PRESPECTIVE PLAN, STRATEGIC PLAN

The principal presented the perspective plan 2020 to 2040 which outlines comprehensive road map for the next two decades. Further he presented the Institutes 5 years strategic plan 2020-2025. He explained to the committee about key plans of academic, research, innovation quality assurance. The committee, after the detailed deliberations, approved the proposed perspective & Strategic plan & advised to implement and monitor.

29.04.01: INFRASTRUCTURE FACILITIES:

29.04.01a: LIBRARY DETAILS – BOOKS, JOURNALS AND PERIODICALS PURCHASED FROM 01.01.2019 TO 31.10.2019.

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The Principal presented and explained to the council about the expenses made on the Books and E-Journals as per VTU consortium for the current year.

As per the explanation Council members noted and reviewed the same.

29.04.01b: EQUIPMENTS AND SOFTWARE PURCHASED FOR THE DEPARTMENTS FROM 01.01.2019 TO 31.10.2019.

The Principal shared the information for purchase of equipment and software for institutional needs and development.

29.04.02: FACULTY – STUDENT RATIO:

29.04.02a: LIST OF EXISTING FACULTY MEMBERS WITH DOJ AND QUALIFICATION DETAILS.

The principal presented the department wise detailed list of faculty members, details included designation, qualification and joining date

Member Council Dr. R Natarajan suggested for internal promotional policy which was recorded.

ACTION : HEAD HR THROUGH PRINCIPAL

29.04.02b: FACULTY MEMBER RETENTION RATE.

The Principal presented the statistics of attrition and retention rate of faculty members for past three years.

The question was raised by Member Council Dr. R Natarajan about the attrition rate.

The Chairman Representative Shri.C B M Bhooshan replied for the same as, few personal reason and opportunity in other organization

And also clarified about the rules and eligibility followed for increment and promotion, due weightage is given for R&D work undertaken in an academic year.

Members Council noted and recorded the same.

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29.04.03: ADMISSIONS 2019-20

i. TOTAL STUDENTS ADMITTED

The Member Secretary / Principal presented and explained with the statistics of students enrolled in different courses at UG and PG level. With the rank list of CET, PGCET, COMED-K and other qualifying examination for the academic year 2019-20.

Members Council Dr. R Natarajan enquired about the reason for fall in admissions in core branches. In response, Member Secretary explained to the committee that the industry / market scenario for the core branch is down across institutions in the state, it is a decline experienced in past three years.

Members Council noted and recorded the same.

ii. DEMOGRAPHICS OF THE STUDENTS FOR UG AND PG LEVEL

The Member Secretary / Principal presented the statistical data gender wise, state wise and country wise with economically and socially disadvantaged and differently able students admitted for the academic year 2019-20.

Members Council noted and recorded the same.

29.04.04: TEACHING LEARNING RESOURCES - REVISION OF CURRICULUM

The Principal explained that the University usually changes the syllabus once in four years for BE program BD every two years for PG programme. But after introduction of CBCS scheme and credit system VTU has changed the syllabus for BE program during 2015, 2017, 2018.

Members Council noted and recorded the same.

29.04.05: ACADEMIC RESULTS:

29.04.5a: RESULTS OF PAST FIVE YEARS.

The Principal notified the council members about the results and elaborated the rank list of five years obtained under different courses at our institution.

Council appreciated and recorded.

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29.04.05b: SUCCESS RATE OF STUDENTS IN MINIMUM PERIOD OF PAST THREE YEARS.

The Principal notified the council members about the results of past three years and the success rate achieved was explained with flow chart.

Members Council noted and appreciated the same.

29.04.05c: PERFORMANCE IN PUBLIC EXAMINATIONS

The Principal presented the performance of the students in public examination like GATE, IETS etc.

Council members noted and recorded the same.

29.04.06: OUTREACH PROGRAMME:

29.04.06a: SPECIAL GUEST LECTURES GIVEN BY FACULTY MEMBERS OUTSIDE THE COLLEGE BETWEEN 01.01.2019 TO 31.10.2019.

The Principal highlighted the achievements of faculty members as a Key note Speakers and Resource persons in many of the conferences and as invitees in different colleges.

Council members appreciated the achievements of faculty members.

29.04.06b: SEMINAR, CONFERENCE, WORKSHOP, SYMPOSIUMS ORGANIZED AT THE COLLEGE FROM 01.01.2019 TO 31.10.2019

The Principal presented the brief information about inter college Seminars/ Conference/ Symposiums organized in college campus by various departments.

Council members noted and recorded the same.

29.04.06c: CONTINUING EDUCATION PROGRAM ORGANISZED BY THE INSTITUTE FROM 01.01.2019 TO 31.10.2019.

The Principal informed about the Summer School Workshop on Python Programming, Embedded Systems and IoT which was organized by the Institution under Continuing Education Program.

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Council members noted and recorded the same.

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29.04.06d: TEACHER TRAINING AND RELATED OUTREACH ACTIVITIES ORGANIZED BY THE INSITUTE / DEPARTMENT FROM 01.01.2019 TO 31.10.2019.

The Principal explained about the Teacher Training and Out Reach Activities organized by the department through which the faculty members were sent to the leadership training programme and few of the Professors were selected by AICTE UKIERI program.

Members Council appreciated the achievement.

29.04.06e: ONLINE CERTIFICATON COURSES UNDERTAKEN BY THE FACULTY MEMBERS FROM 01.01.2019 TO 31.10.2019.

It was briefed by The Principal to the Members Council that, to keep themselves updated at par to the technology faculty members undergo many online course like MOOC, SWAYAM, NPTEL and Coursera. List was provided with Name of the Faculty Member and Course Title.

Members Council appreciated and recorded.

29.04.06f: FACULTY MEMBERS PARTICIPATON IN E-CONTENT DEVELOPMENT PROGRAMS SUCH AS MOOCs OR RELATED ACTIVITIES ETC., FROM 01.01.2019 TO 31.10.2019

The Principal informed that, all faculty members are encouraged for content writing and E –Content development through online.

Members Council noted and recorded.

29.04.06g: INTERACTIONS WITH INDUSTRY - SPECIAL GUEST LECTURES CONDUCTED AT THE COLLEGE BY INVITING EMINENT PERSONALITIES FROM INDUSTRY FROM 01.01.2019 TO 31.10.2019

The Principal explained that, to bring the Industrial knowledge and experience also overall development to students eminent Industrialist, Communication experts and Professors were invited to share the knowledge and the interaction session were organized for students.

Members of the council appreciated the institutional effort.

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The Principal informed about the publications made by faculty members with paper title, name of the Journal and date of publications in WOS / Scopus / Google Scholar / UGC listed / Indian Citation index.

The Council members appreciated and guided to make it mandatory which will highlight the college name and fame

ACTION: All HODS and Dean R&D.

29.04.07b: FACULTY MEMBERS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.01.2019 TO 31.10.2019.

The Principal informed about the encouragement provided by the institution to the faculty members in participation for the seminars / conference at national and international level which is highly appreciated and supported by the management.

Members Council highly appreciated the support of the institution for faculty

ACTION : All HODS and Dean R&D.

29.04.07c: PUBLICATIONS REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / INDIAN CITATION INDEX BY THE STUDENTS FROM 01.01.2019 TO 31.10.2019.

The Principal highlighted that, with the guidance of the faculty members the students are also provided with equal opportunity and encouragement for presenting and publishing papers in reputed journals.

Member's council appreciated and suggested to encourage for the research work leads which to patent and to guide the students in that line.

ACTION : All HODS and Dean R&D.

29.04.07d: STUDENTS PARTICIPATED AND PRESENTED PAPERS AT SEMINAR / CONFERENCE FROM 01.01.2019 TO 31.10.2019

The Principal informed to Council the students also have presented the papers at seminar / conference and gained knowledge.

Council Members appreciated and recorded.

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29.04.06h: MOUs WITH INDUSTRIES.

The Principal explained the efforts made by the institution for better placement and good industrial exposure for students in this regards MOUS were signed between the Institution and Industries.

Members Council made a noted.

29.04.06i: CONSULTANCY PROJECTS (Contractual Research/ Technology Transfer) UNDERTAKEN FOR THE YEAR 2019 – 20.

The Principal briefed about the consultancy Projects undertaken by the faculty members from BT/ CSE/ECE/ ISE/MT departments and their activities.

Members Council made a noted.

29.04.06j: RESEARCH CENTRE ACTIVITIES BETWEEN 01.01.2019 TO 31.10.2019.

The Principal briefed about to the committee that there are 11 research centres recognized by VTU and with total Number of students / faculties enrolled for Full/Part Time Ph.D. for last three years

Members Council made a noted.

29.04.06k: RESEARCH GRANT RECEIVED FOR THE YEAR 2019-20.

The Member Secretary / Principal informed about the funds / grants received by the faculty members with information of funding agency and Amount received with project title for the year 2019-20. He also elaborated that the activities are monitored by Dean R&D.

Members Council made a noted and recorded the same.

ACTION: Dean R&D

29.04.07: RESEARCH PUBLICATIONS:

29:04:07a: PUBLICATION REPORTED IN WOS / SCOPUS / GOOGLE SCHOLAR / UGC CARE LIST / INIDAN CITATION INDEX BY REGULAR FACULTY MEMBERS FROM 01.01.2019 TO 31.10.2019.

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29.04.08: SPORTS ACHIEVEMENTS AND EXTRACURRICULAR ACTIVITIES FROM 01.01.2019 TO 31.10.2019.

29.04.08a: STUDENTS ACHIEVEMENTS IN SPORTS. (INTER COLLEGIATE / REGIONAL LEVEL).

The Principal explained about the achievements in Senior National / regional / intercollegiate level with the list of medals in different game and events.

The council noted and appreciated

29.04.08b: STUDENTS ACHIEVEMENTS IN EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES (INTERCOLLEGIATE / REGIONAL / NATIONAL LEVEL).

The Principal also explained the efforts and achievements of students in extracurricular and co-curricular activities with the list of Awards in National/Regional/Intercollegiate levels

The council members highly appreciated the students efforts and recorded.

29.04.08c: DEPARTMENT WISE FORUM ACTIVITIES

The Principal informed about how the students are encouraged to build leadership qualities. As per the curriculum institute has the practice of conducting the department wise Forum leaders for various extracurricular activities conducted at college level. The list of activities and the benefits of the activities was also presented.

The Council Members appreciated and suggested for continuation.

29.04.08d& e: NSS ACTIVITIES CONDUCTED FROM 01.01.2019 TO 31.10.2019.

The Principal informed about the NSS activities in which the Nodal officer is appointed and instructed for scheduling semester wise programmes and activities to be conducted in college and list of programmes like Earth Day, free Medical Camp, School Bell programme and Swach Bharath Abhiyaan were few highlights.

The Council Members appreciated the same and suggested to continue the activities helps to the society.

ACTION: NSS officer.

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29.04.09: INDUSTRY READINESS / PLACEMENT DETAILS:

The Principal explained about placement activities conducted at the college, he added about strengthening of the department with skilled manpower and also informed about the students placed in the companies with highest salary package for 12 to 21 LPA with list of companies recruited our students.

The Council Members highly appreciated companies recruiting freshers with good package and suggested for welcoming more such companies in the campus.

29.04.09a: INDUSTRY VISITED FOR CAMPUS RECRUITMENT 2018-19.

The Principal explained about the industrial visit made by the institution for bringing the recruiter for better placement for students.

The Council Members noted the same.

29.04.9b: SUMMER INTERNSHIP

The Principal informed about summer internship program conducted through placement cell as a part of academics and industrial exposure for student.

The Council Members noted the same.

29.04.09c: PRE PLACEMENT TRAINING PROGRAMME CONDUCTED.

The Principal informed about the pre-placement training like Domian training / soft skill training program were conducted for student.

The Council Members noted the same.

29.05: INNOVATION DRIVE

29.05.01: CHHATRA VISHWAKARMA AWARDS / UTKRIST SANSTHAN.

The Principal informed to council about the competition "AICTE-ECI-ISTE ChhatraVishwakarma Awards-2018" with collaboration of AICTE, MHRD, GOI, ECI and ISTE in which our students had participated as four teams in that two teams were qualified for regional convention to demonstrate their ideas with presentation.

The council appreciated.

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29.05.02: SMART INDIA HACKATHON

The Principal highlighted that as per AICTE guideline, the institution has initiated Smart India Hackathon consecutively for two successive years now and the students are participating in good numbers.

The council appreciated.

29.05.03: INSTITUTE – START UP CENTERS

The Principal informed the council that ISE student Mr. Rishab Mehrotra and team had started a Private start-up company in the institution which is involved in Computer related activities.

The council appreciated.

29.05.04: SETUP INDUSTRY INSTITUTIONS PARTNERSHIP CELL (IIPC)

The Principal informed the council that Electronics and Communication Engineering Department haD set up an Industry Institutions Partnership Cell (IIPC) with Texas Instruments, Bangalore.

The council noted and recorded.

29.06: MHRD/AICTE INITIATIVE PROGRAMS:

The Principal informed the council that AICTE has initiated number of programmes in the affiliated institutions in which few are as follows:

29.06.01: MHRD- MIC: INNOVATION CELL PROGRAM

The Principal informed the council that institute had conducted MIC driven / Institute Driven activities / programs activities through IIC.

The council noted and recorded.

29.06.02: UNNAT BHARATH ABHIYAN

The Principal informed that as per AICTE, our institution was initiated with Unnat Bharat Abhiyan in which we have to take care of five villages around our college for improvements of literacy rate, creating awareness about cleanliness in the village and to create awareness about the facilities extending by GOI to villages and conducted

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demographical and infrastructure of village and identified the problem of villages for further improvements through UBA scheme.

The council members appreciated.

29.06.03: JAL SHAKTHI ABHIYAN / SOURA SHAKTHI ABHIYAN

The Principal informed that **JalShakthiAbhiyan** is about the collaboration with CII. The Civil Engineering department conducted a survey of the lake for rejuvenation.

He also explained about **SouraShakthiAbhiyan** in which the department of Electrical and Electronic conducted workshop on assembling of solar table lamp, introduction of different types of solar panels, hands on training on solar panels connection for different application of loads and solar electrified fence. The solar table lamp kit was provided by IIT Bombay.

The Council members appreciated.

29.06.04: ONE STUDENT ONE TREE

The Principal informed the council about the AICTE-MHRD -GOI initiated one student on tree program and educated the student about the global warming and environmental pollution control. All the students were informed through the respective department, NSS cell to plant atleast one in the campus or wherever they are. Accordingly all most all students planted in the campus and in their places.

The council noted and recorded.

29.06.05: FIT INDIA

The Principal informed council members about organizing yoga program under cultural and sports department followed by the importance of yoga and physical fitness to the staff.

The council noted and recorded.

29.06.06: SWACHATHA BHARATH ABHIYAN / SWACHATHA RANKING AND GREEN CAMPUS

The Principal narrated that our institution with support of NSS organized the clean campus program the students and faculty members participated in the program and cleaned nearby area called Achitnagar.

The council noted and recorded.

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29.06.07: ECONOMIC DEVELOPMENT OF VILLAGE

The Principal informed the council that our institute had conducted essay writing competitions for students, on topic of "to inviting the ideas about the economic development villages".

The council noted and recorded.

29.07: PROPOSAL FOR CONTROLLING AND APPROVING AUTHORITIES FOR THE YEAR 2020-2021:

29.07.01: PROPOSAL TO AICTE / VTU FOR REGULAR APPROVAL AND AFFILIATION

The Principal proposed the following courses to the council for the year 2020-21. The council viewed the proposal unanimously agreed and approved. The committee authorized The Principal of the institute and The Secretary of the society to sign the documents proposed to the statutory authorities as and where applicable.

PROPOSAL TO AICTE:

COURSES	LEVEL	APPROVAL TYPE	EXISTING INTAKE	PROPOSED INTAKE
AERONAUTICAL ENGINEERING	UNDER GRADUATE	EoA–Increase in intake	60	120
AUTOMOBILE ENGINEERING	UNDER GRADUATE	EoA	60	60
BIOTECHNOLOGY	UNDER GRADUATE	EoA	60	60
CIVIL ENGINEERING	UNDER GRADUATE	EoA-Reduction in Intake	120	60
COMPUTER SCIENCE AND ENGINEERING	UNDER GRADUATE	EoA–Increase in intake	120	180
ELECTRONICS & COMMUNICATION ENGG	UNDER GRADUATE	EoA *	120	120 *
ELECTRICAL AND ELECTRONICS ENGINEERING	UNDER GRADUATE	EoA	60	60
INFORMATION SCIENCE AND ENGINEERING	UNDER GRADUATE	EoA	120	120

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MECHANICAL ENGINEERING	UNDER GRADUATE	EoA - Reduction in Intake	120	60
MECHATRONICS	UNDER GRADUATE	EoA	60	60
MINING ENGINEERING	UNDER GRADUATE	Closure of course	60	Closure
BIOTECHNOLOGY	POST GRADUATE	EoA	18	18
DIGITAL COMMUNICATIONS	POST GRADUATE	EoA	18	18
MASTERS IN BUSINESS ADMINISTRATION	POST GRADUATE	EoA	240	240
COMPUTER SCIENCE AND ENGINEERING	POST GRADUATE	EoA	24	24
MACHINE DESIGN	POST GRADUATE	EoA *	18	18*
ARTIFICIAL INTELLIGENCE	UNDER GRADUATE	NEW COOURSE	--	60
MASTER OF COMPUTER APPLICATION	POST GRADUATE	RESTORE #	--	120#

* Reduction in seats in ECE, closure of MTech – MD

\# Reopening of MCA or as new level program

PROPOSAL TO VTU:

S NO	DEPARTMENT	INTAKE 2019-20	AFFILIATION STATUS FOR 2019-20	PROPOSED INTAKE 2020-21	AFFILIATION PROPOSED FOR 2020-21
UG COURSES					
1	AERONAUTICAL ENGINEERING	60	Temporary Affiliation	120	Temporary Affiliation
2	AUTOMOBILE ENGINEERING	60	Temporary Affiliation	60	Temporary Affiliation
3	BIO-TECHNOLOGY	60	Permanent Affiliated till 2023 -24		--
4	COMPUTER SCIENCE & ENGINEERING	120	Temporary Affiliation	180	Permanent Affiliation
5	CIVIL ENGINEERING	120	Permanent Affiliated till 2021 -22	60	--

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6	ELECTRONICS & COMMUNICATION ENGINEERING	120	Permanent Affiliated till 2024-25	60*	--
7	ELECTRICAL & ELECTRONICS ENGINEERING	60	Temporary Affiliation with Reduction in Intake from 120 to 60	60	Temporary Affiliation
8	INFORMATION SCIENCE & ENGINEERING	120	Temporary Affiliation	120	Temporary Affiliation
9	MECHANICAL ENGINEERING	120	Permanent Affiliated till 2021 -22	60	--
10	MECHATRONICS ENGINEERING	60	Permanent Affiliated till 2021 -22		--
11	MINING ENGINEERING	60	Temporary Affiliation	CLOSURE (60 to 00)	--
12	ARIFICIAL INTELLIGENCE AND MACHINE LEARNING		NEW COURSE	60	Temporary Affiliation

PG COURSES					
S NO	**DEPARTMENT**	**INTAKE 2019-20**	**AFFILIATION STATUS FOR 2019-20**	**PROPOSED INTAKE 2020-21**	**AFFILIATION PROPOSED FOR 2020-21**
1	MASTER OF BUSINESS ADMINSITRATION (MBA)	240	Permanent Affiliation 2024-25	240	--
2	MASTER OF COMPUTER APPLICATIONS (MCA)	120	Closure	120	Reopening / as additional program
3	M.Tech. - BIOTECHNOLOGY	18	Permanent Affiliated till 2021 - 22	18	-
4	M.Tech. - MACHINE DESIGN	18	Permanent Affiliation – 2024-25	18*(closure)	--

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5	M.Tech. - DIGITAL COMMUNCIATIONS	18	Temporary Affiliation	18	Temporary Affiliation
6	M.Tech. - COMPUTER SCIENCE & ENGINEERING	24	Temporary Affiliation	24	Temporary Affiliation
7	M.Tech. - POWER SYSTEMS ENGINEERING	18	CLOSURE (18 to 00)	00	--
8	M.Tech. - COMPUTER NETWORKING ENGINEERING	18	CLOSURE (18 to 00)	00	--
9	M.Tech. - PRODUCT DESIGN & MANUFACTURING	18	CLOSURE (18 to 00)	00	--
10	M.Tech - CYBER FORENSICS AND INFORMATION SECURITY	18	CLOSURE (18 to 00)	00	--

After detailed and deliberate discussions, the council approved the proposed course and authorized the Principal / Secretary of the society to sign documents to competent and statutory authorities.

29.07.02: PROPOSAL FOR UGC FOR INSTITUTION RECOGNITION

This institute had applied to UGC for 12B status, so the recognition fetches credit for financial support from the sanctioning agencies for R&D and related work. The application is under process at UGC office.

The council noted and recorded.

29.07.03: PROPOSAL TO NBA / NAAC FOR QUALITY ACCREDITATION

The principal explained to the council that, we had applied for CSE, CV, ECE, ME and MT NBA committee inspected during May 2019 out of above mentioned 5 programs 4 got accredited except Civil Engineering. Further, institute is planned to apply for rest of the programmes and the departments are working towards the same.

The Council appreciated and congratulated the Principal and suggested consult the expert in the field to prepare well to fetch the good marks for rest of the programmes.

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29.08: NATIONAL LEVEL SURVEY AICTE-CII, ALSHE, NIRF& ARIIA

The Principal narrated to the council that Institute participated in AICTE CII Survey, NIRF, AISHE and ARIIA surveys for the year 2019-20.

29.09: ITEM FOR RATIFICATIONS

29.09.01: APPOINTMENTS OF STAFF

The principal explained to the committee that, faculty requirement to meet at par with the statutory norms is 230 numbers for the academic year 2020-21. At present there are 227 faculty members on roll, and he presented the list to the council. He requested the committee to approve the sanction post as 230.

After deliberate discussions, the council approved the sanctioned post of 230 for the academic year 2020-21 and advised to fill-up the vacancy positions at the earliest and informed to place before the council for ratification in next meeting.

Further, the Principal presented the list of the staff for ratification.

The council ratified the appointments made.

29.09.02: RESIGNATIONS OF STAFF

The Principal presented the list of the staff who was relieved from the Institution during 01.01.2019 to 31.10.2019 and requested for ratification.

The council ratified the resignations.

29.09.03: APPOINTMENTS OF DEANS / ASSISTANT DEANS / CO-ORDINATOR / CHIEF PROCTOR

The Principal presented the list of appointment of Deans, Asst. Dean, Co-coordinator and Chief Proctor

The council ratified the same.

29.10: ANTI RAGGING COMMITTEE

The Principal informed council that, Institute has constituted Anti lagging committee and Squad as per UGC / AICTE guidelines given in the year 2012. The committee is reconstituted the academic year 2019-20 as few faculty members were resigned and relieved form the institute. The Committee and Squad are active and vigilant the committee, no cases recorded.

The Council noted and appreciated and ratified the same.

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29.11: GRIEVANCE REDRESSAL COMMITTEE

The Principal informed the council that, the Institute has constituted grievance redressal committee as per 2012 UGC guidelines. This committee meets once in every semester and takes report of the situation and plan for the future action. Grievances received from the students will be settled at lower level proctor / HOD / Dean Student level itself.

The Council noted and appreciated and ratified the same.

29.12: WOMEN CELL AND ANTI SEXUAL HARASSMENT COMMITTEE

The Principal presented the list of Women Cell and Anti Harassment Committee and the activities under this cell

The Council noted and appreciated and ratified the same.

29.13: BUDGET FOR THE YEAR

The Principal presented the Budget for the year 2020-21 to the council which was approved.

29.14: ANY OTHER MATTER WITH THE PERMISSION OF THE CHAIRMAN

At the end Chairman Representative concluded the meeting by vote of thanks to all the honorable GC members for sparing their valuable time and advising with suggestions for the development of organisation.

Meeting concluded at 2.00 P.M.

Chairman

(Dr. Prakash M.R)
Ex-Officio Member Secretary & Principal
Acharya Institute of Technology

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29th GC Meeting

Attendance of the Twenty Nineth meeting of the Governing Council of Achaya Institute of Technology, Soladevanahalli, Bengaluru-560 107 held on 06th December 2019, in the Board Room of Admin Block at 11.00 A.M.

Members Present

Dr. R. Natarajan Ex-AICTE Chairman Ph no 9886061242	Member Academician	
Dr. Ramachandran Former Director, GTRE, #600/1, 10th Cross, 7th Block (West), Jayanagar, Bengaluru Ph. No: 9448077779	Member Industry	06/12/19
Prof. Venkatarami Reddy Former Vice Chancellor, JNTU, Hyderabad, A.P Ph. no:- 9494177799	Member Academician	
Dr. H.N. Shivashankar Director, RNSIT, Bengaluru. Ph.No:- 9900261666	Member Academician	
Shri. C.B.M. Bhoshan Director Placement & I/C to Chairman, Achaya Institutions. Ph. no:- 9901490991	chairman Representative	6/12/19.

6) Prof. Rajeswari. Professor & Head, Dept. of E&C, Achaya Institute of Technology. Ph. No:- 9449827287	Member Faculty Representation Academician	
7) Dr. Prakash. M.R. Principal, Achaya Institute of Technology. Ph. no:- 9448864740.	Ex-Officio Member Secretary	06/12/19.
8) Dr. Maneesh Paul. S Director Research & Management R&D Directorate, Achaya Institutes.	Invitee	6/12/2019
9) Dr. Gaddagimath. R.B Dean-Learning Resources & Academic Support, Achaya Institutes.	Invitee	6/xii/19
10) Dr. Srinivas. M.S.N Director-Research & Technical R&D Directorate, Achaya Institutes.	Invitee	6/12/19

Members Absent:-

1) Shri. George Punnoose Chief Operating Officer. Kalkitech Communication Technology Ltd.	Member Industry.	
2) Dr. D.K. Subramanian Government Representative Ph.D. IISc. Banaglore	Member Academician	

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Nominee of AICTE - Regional Offices.	Ex-Officio Member.
Nominee of State Govt. - Director	Ex-Officio Member.

06/12/2019

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ACHARYA INSTITUTE OF TECHNOLOGY
Affiliated to Visvesvaraya Technological University, Belagavi,
Approved by AICTE, New Delhi, Recognized by Govt. of Karnataka and Accredited by NBA (AE, BT, CSE, ECE, ME, MT)

Composition of Academic Council

Date: 01-04-2024

Office Order

Academic Council Members

Reconstitution of Academic Council of Acharya Institute of Technology, Bangalore - Reg

The institution has reconstituted the Academic Council with the following members. This order will come into effect from 01-04-2024 and until further orders.

Sl. no	Name	Designation	Address
1	Dr. Rajath Hegde	Chairman	Principal
2	Prof. Marigowda C K	Dy. Chairman	Vice-Principal
3	Dr. Rajeswari	Member	Professor and Head, Department of Electronics and Communication Dean, Academics
4	Dr. Ajith Padyana	Member - Secretary	Professor and Head, Department of Computer Science and Engineering Dean, Faculty Affairs
5	Dr. Mahesh S S	Member	Professor, Department of Physics First Year Coordinator
6	Dr. Rajanna	Member	Professor, Department of Mathematics Dean, Student Affairs
7	Dr. Devarajaiah R M	Member	Professor and Head, Department of

PRINCIPAL

			Mechatronics
8	Dr. Shwetha	Member	Professor and Head, Department of Aeronautical Engineering
9	Dr. Shashidhar T. M	Member	Professor and Head, Department of Electrical and Electronics
10	Dr. Manjunath	Member	Professor and Head, Department of Mechanical Engineering.
11	Dr. Kala Venugopal	Member	Associate Professor and Head, Department of Information Science and Engineering.
12	Dr. Vijayshekhar S S	Member	Associate Professor and Head, Department of Artificial Intelligence and Machine Learning
13	Dr. Srikanth	Member	Associate Professor and Head, Department of Civil Engineering
14	Dr. Abhishek Venkateshwara	Member	Associate Professor and Head, Department of MBA
15	Dr. Shilpa Sivashankar	Member	Associate Professor and Head, Department of Biotechnology

Functions of Academic Council:

1. Implementation of University Policies
   a. The Academic Council ensures the implementation of the academic policies set by the affiliating university. It ensures that the curriculum and conduction of examinations are consistent with the guidelines provided by the university.
2. Curriculum Design and Approval

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a. While the core curriculum is often prescribed by the affiliating university, the Academic Council recommends elective subjects, practical, and supplementary content that align with university guidelines.
b. The council reviews and ensures that the institution's academic offerings are in line with the overall structure and standards mandated by the university.

3. Examinations and Evaluation
   a. The Academic Council plays a key role in coordinating university-level examinations and maintaining the evaluation process. It ensures that the institution adheres to the schedule, standards, and regulations for examinations and assessments.
   b. The council also oversees the internal assessment process and ensures that students meet the requirements set by the university.
4. Student Admission and Progression
   a. The council ensures that admissions are conducted in accordance with the university's policies. It sets guidelines for eligibility, admission processes, and quotas.
   b. It monitors student progression, including promotions, academic probation, and graduation requirements, in accordance with university norms.
5. Quality Assurance and Academic Audit
   a. The Academic Council works to ensure the quality of education delivered at the institution. It aligns with the affiliating university's quality standards, such as those set by the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC).
   b. The council conducts periodic academic audits and ensures compliance with the affiliating university's academic standards.
6. Research and Faculty Development
   a. The Academic Council promotes research initiatives in accordance with the university's and the Institution's vision. It encourages faculty development programs, seminars, and workshops.
   b. The council also ensures that research activities comply with the affiliating university's ethical and academic standards.
7. Grievance Redressal
   a. The Academic Council provides a platform to address academic grievances of students and faculty. It resolves issues related to academic misconduct, examination disputes, and other academic concerns, working within the guidelines of the university.
8. Innovative Programs and Institutional Growth
   a. Although restricted by university guidelines, the Academic Council recommends new academic initiatives, programs, or collaborative projects, subject to university approval. It seeks to contribute to the academic growth of the institution through initiatives like skill development, extension activities, and community outreach programs.

Term:

- **Two years from the date of constitution and shall continue until further reconstitution.**

Meeting Frequency:

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- **Every month of the year and as and when required.**

Principal

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To,

1. **All Members**
2. **All HoDs**
3. **IQAC**
4. **Head HR**
5. **Office file.**

Sample ACM Minutes of Meeting

Acharya Institutes email

Principalait Acharya <principalait@acharya.ac.in>

Updated invitation: Meeting with HODs to discuss on Academic Framework @ Fri Mar 28, 2025 4:15pm - 5:15pm (IST) (Principalait Acharya)

1 message

ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in> Fri, Mar 28, 2025 at 3:50 PM
Reply-To: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>
To: Principalait Acharya <principalait@acharya.ac.in>, hod-eee@acharya.ac.in, hod-ece@acharya.ac.in, hod-ae@acharya.ac.in, hod-mba@acharya.ac.in, hod-physics@acharya.ac.in, hod-ise@acharya.ac.in, hod-mech@acharya.ac.in, hod-maths@acharya.ac.in, hod-chemistry@acharya.ac.in, hod-mca@acharya.ac.in, hod-cse@acharya.ac.in, hod-aiml@acharya.ac.in, coordinator-1yr@acharya.ac.in, hod-bt@acharya.ac.in, hod-civil@acharya.ac.in, arun2976@acharya.ac.in, hod-mt@acharya.ac.in

This event has been updated
Changed: time

When CHANGED

Friday Mar 28, 2025 · 4:15pm – 5:15pm (India Standard Time - Kolkata)
~~Friday Mar 28, 2025 · 4pm – 5:30pm (India Standard Time - Kolkata)~~

Location

Board Room, ADMIN Block
View map

Guests

ACHARYA INSTITUTES PA - organizer
hod-eee@acharya.ac.in
hod-ece@acharya.ac.in
hod-ae@acharya.ac.in
hod-mba@acharya.ac.in
hod-physics@acharya.ac.in
hod-ise@acharya.ac.in
hod-mech@acharya.ac.in
hod-maths@acharya.ac.in
hod-chemistry@acharya.ac.in
Principalait Acharya
hod-mca@acharya.ac.in
hod-cse@acharya.ac.in
hod-aiml@acharya.ac.in
coordinator-1yr@acharya.ac.in
hod-bt@acharya.ac.in
hod-civil@acharya.ac.in
arun2976@acharya.ac.in
hod-mt@acharya.ac.in
View all guest info

Reply for principalait@acharya.ac.in

Yes | No | Maybe | More options

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invite.ics
4K

ACADEMIC FRAMEWORK

155

28/03/2025

Sl NO	MEMBERS	DEPT	SIGN
1.	DR. MARIGOWDA	PRINCIPAL	
2.	DR. RAJESWARI	ECE	
3	DR. KALA	ISE	
4	DR - ABHISHEK	MBA	
5	Dr. Shashidhar T. M.	EEE	
6	Mr. Rajeev. Bilagi	CS&E	Bsbilagi
7	Dr. P. S. Niranjan	CIVIL	
8.	Dr. Mahesh. S	Physics	
9.	Dr. Kayarkhara. D	Physics	
10.	Dr. Satish. K	CHE/FYC	
11.	Dr. T. Ramireddy	Maths	
13	Dr. Manjunatha B	ME	
14.	Mr. Arun. K. H	ISE	
15.	Dr Vijayalakshmi S. S	AE&IOT	

Acharya Institutes email

Syed Musadiq Illahi AI002717 <syed2717@acharya.ac

Fwd: Action Points for MBA Faculty – 35th ACM Meeting (February 17, 2025)

1 message

Dr. Vijayashekhar S S HoD-AIML <hod-aiml@acharya.ac.in> Fri, Apr 18, 2025 at 10:3
To: Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

---------- Forwarded message ---------
From: **Dr. Vijayashekhar S S HoD-AIML** <hod-aiml@acharya.ac.in>
Date: Wed, Feb 19, 2025 at 5:04 PM
Subject: Fwd: Action Points for MBA Faculty – 35th ACM Meeting (February 17, 2025)
To: Vijaya Shekar <vijayashekar_2221@acharya.ac.in>

---------- Forwarded message ---------
From: **Principalait Acharya** <principalait@acharya.ac.in>
Date: Tue, Feb 18, 2025 at 9:52 AM
Subject: Fwd: Action Points for MBA Faculty – 35th ACM Meeting (February 17, 2025)
To: <ait-hods@acharya.ac.in>
Cc: AIT IQAC <ait-iqac@acharya.ac.in>

Dear Prof.
For your reference
Thank you

With warm regards

Principal
Acharya Institute of Technology
Acharya Dr. Sarvepalli Radhakrishnan Road
Bengaluru, India
P: +91 080 22 555 555 Extn:2101
www.acharya.ac.in

---------- Forwarded message ---------
From: **HOD MBA** <hod-mba@acharya.ac.in>
Date: Mon, Feb 17, 2025 at 8:22 PM
Subject: Action Points for MBA Faculty – 35th ACM Meeting (February 17, 2025)
To: <aitmbafaculty@acharya.ac.in>
Cc: principalait acharya <principalait@acharya.ac.in>

Dear Team,.

As per the 35th ACM (Academic Council Meeting) on **February 17, 2025,** , here are the specific action points relevant to MBA faculty that need to be addressed. Please review these points carefully, as they include critical deadlines and expectations:

1. Faculty Profile Updates

Deadline: February 21, 2025

- Please ensure that **all MBA faculty profiles** are updated on ERP with the following:
  - Achievements, certifications, FDPs, awards, and recognitions.
- The profiles should be updated **in this order**: HODs, Professors, Associate Professors, Assistant Professors, Teaching Assistants.
- **Action Owner**: @Shamith AI003095

2. NAAC Preparation – Documents

Deadline: February 21, 2025

- Please complete all **pending documents** for the **NAAC verification** process, particularly the **qualitative files**.@Dr R C Raina
- Ensure that all departmental **information is updated** on the **department website** (including projects, value-added courses, MOOC programs, industry collaborations, etc.).@Ms. M Monica
- **Action Owner**: @Ms. M Monica

3. International Accreditation - AMBA

Deadline: February 22, 2025

- The detailed research for AMBA for the MBA department should be submitted
- **Action Owner**: @Sudharman R AI003070 @Ms. M Monica @Mr. Suhas Patel

4. Course File Completion & CO Attainment

Deadline: February 27, 2025

- Ensure that **course files** are **complete** and **CO attainment** is clearly documented.
- This will be subject to the **academic audit** scheduled from **March 10 to March 23, 2025.**
- **Action Owner**: @IMMACULATE JOSEPH KIRTHIKA AI002582 @Dr R C Raina

6. Industry Collaboration for MBA Placements

Deadline: February 28, 2025

- Work closely with the **PLACEMENT Director and ATP Coordinator** to ensure **improved training and active participation** from students resulting in placement .
- **Action Owner**:@Archana Vijay and @DHANALAKSHMI C AI002691

7. Exam Duty Punctuality & Coordination

- Faculty should ensure **punctuality** in attending exam duties and adhere strictly to **exam schedules**.
- **Action Owner**: MBA Faculty @ROHITH B AI002712

8. Research Publications & Quality

- Focus on submitting **research papers to Scopus/Web of Science journals**.
- Ensure all research complies with the **institution's publication policies**.
- **Action Owner**: @Harshita Kaushik @Sagar Suresh Gupta AI01089

9. Placement Reports

Deadline: February 21, 2025

- Ensure **placement data** for MBA students is tracked and reported by the **TPO**.
- Actively collaborate to increase student participation.
- **Action Owner**: @DHANALAKSHMI C AI002691 and @Archana Vijay

10. Student Attendance & Reporting

Deadline: February 21, 2025

- Submit **manual attendance records** and ensure that **student attendance is maintained accurately**.
- Ensure all **attendance data** is submitted to the office every **Monday**.
- **Action Owner**: @Sana Naeem AI003012 @DHANALAKSHMI C AI002691 @Bhavya V M

Please treat these tasks as **urgent** and ensure that the deadlines mentioned above are met.

Best Regards,

Dr. Abhishek Venkteshwar
D.Lit., PhD, PGCS (Oxford, UK), PGCL (IIM-L) , PBM (IIT-M), PGCEI (LSB,UK), PGCEIB (GER) , PGCUT (AUS) , M.Phil.(Gold Medalist) , UGC-KSET, MBA (Gold Medalist) ,B.Sc.-Hons (UK)
Associate Professor & HOD-MBA
Director-Global MBA
Acharya Institute of Technology
Dr. Sarvepalli Radhakrishnan Road ,Bengaluru
P: +91 9980966677 www.acharya.ac.in

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Vision:
To establish as a centre of excellence in moulding young professionals in the domain of Artificial Intelligence and Machine Learning who are capable of contributing to the wellness of the society as well as the industry.

Mission:
1. To nurture the students with multi-disciplinary skills to be able to build sustainable solutions to engineering problems which in turn helps them to grab dynamic and promising careers in the industry.
2. To mould energetic and committed engineers by inculcating moral values of professional ethics, social concerns, environment protection, sustainable solutions and life-long learning.
3. To facilitate research cooperation in the fields of artificial intelligence, machine learning, and data analytics by handholding with national and international research organizations, thus enabling the students to analyse and apply various levels of learning.

Dr. Vijayashekhar S Sankannanavar
Associate Professor and Head
Department of Artificial Intelligence and Machine Learning, and Department of Computer Science and Engineering (Data Science)
Acharya Institute of Technology,
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
Karnataka, INDIA
Official E-mail: hod-aiml@acharya.ac.in
Mobile: +919964304075
Extension: 2177/2127

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Dr. Vijayashekhar S Sankannanavar
Associate Professor and Head
Department of Artificial Intelligence and Machine Learning, and Department of Computer Science and Engineering (Data Science)
Acharya Institute of Technology,
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
Karnataka, INDIA
Official E-mail: hod-aiml@acharya.ac.in
Mobile: +919964304075
Extension: 2177/2127

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AGENDA OF THE MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

35TH ACM

Date & Time : 17 - 02 – 2025 ,10.50 AM to 1:50 PM **Reference No: AIT/ACM/2024-25/33**
Location : Admin Board Room
Duration : 3:00 Hours
Agenda:

Sl. no.	Agenda Point to be Discussed	Member	Approx. Time for Discussion(in Minutes)
1	Semester Preparedness and NAAC Status	VP	20
2	Academics and COE	DEAN-Academics	15
3	Attendance, Performance, and Communication	DEAN-Student Affairs	15
4	International Conference, Acharya Journal, Professional Societies, Publications, Patents, Grants, Consultancies	DEAN-Research	20
5	Audit Report, Benchmarking, NAAC preparation	Head-IQAC	15
6	Faculty and Staff Development Programs	DEAN- Faculty and Staff Development	15
7	Guidelines for the students and Staff for IA and VTU Theory and Practical Examinations	DEAN-Examination	15
8	Class Commencement of 2nd semester	First Year Coordinators	15

The **Vice-Principal** welcomed all the members to the **35th ACM (Academic Council Meeting)** for the academic year 2024-25.

	Action/Discussion Points	Responsibility
1	**Vice Principal:** 1. SSR Submission & DVV Verification: The SSR has been submitted, and the DVV verification for NAAC has been completed. 2. NAAC Physical Visit: NAAC decided to cancel the physical visit and offered two options: • Proceed with online verification immediately • Opt for a binary system after September with a new SOP for 10 criteria. ❖ Chosen Option: AIT leadership has chosen the online visit option. 3. Expected Outcome: The institution is aiming for an A+ grade. 4. Focus Areas: • Complete 21 qualitative files for NAAC. • Create **30-second immersive videos** for all criteria and sub-criteria, with faculty assistance in key locations on campus. 5. HOD Responsibilities: • Complete all pending files. • Update department websites with essential information, including: • Department details, value-added courses, MOOC programs, departmental initiatives, rankings, projects, industry collaborations, vision and mission, POs, PSOs, latest schemes, and placement details. 6. Faculty Profile Updates: • Update faculty profiles in the following order: HODs, Professors, Associate Professors, Assistant Professors, Teaching Assistants. • Profiles should include achievements, certifications, FDPs, awards, and recognitions. 7. Coordination: Prof. Dhananjay has been designated as the point of contact for coordinating website updates. 8. Goal: This structured plan will ensure a smooth NAAC online verification process and strengthen AIT's position for an A+ accreditation.	**HOD'S, Deans, Criteria Owners**
2.	Dr. Lakshmikanth (Head-IQAC): 1. NAAC Audit Phases: ○ Phase 1: 1st to 15th November 2024. ○ Phase 2: 15th to 23rd January 2025 (50-60% completion). ○ Phase 3: 24th February to 6th March 2025; all 54 files, especially 21 qualitative files, must be ready.	**HOD'S & IQAC Coordinator**

	2. Academic Audit for Course File Completion: o Scheduled from 10th to 23rd March 2025. o Four audit teams will oversee the process, with further details provided by the Dean Academics. 3. Benchmarking: o HODs need to submit reports covering 33 verticals from April 2024 to March 2025. o HODs will meet with the Vice Principal on 31st March to provide updates on targets, achievements, pending objectives, and future action plans. 4. Accreditation: o NBA for BT: To be submitted by 22nd February 2025 (internal deadline). o NBA for CS, EC, Mechanical, and Mechatronics: In progress. o Other departments (Civil, MCA, AIML, EEE) will work on their pre-qualifier submissions. o The ISE department will merge with CSE, eliminating the need for separate accreditation. o MBA department: Pursuing international accreditation. o All accreditation processes must be completed before September 2025. Vice Principal: 1. Introduction of New Handbook for 2025. 2. Faculty and Staff Development: o Dr. Kala appointed as Dean of Faculty and Staff Development. o Dr. Abhishek appointed as Associate Dean for Faculty and Staff Development. o A senior professor will be appointed as the Associate Dean - Student Affairs and Development.	
3	**Dean Academics and Principal:** Dr. Rajeswari Ma'am emphasised on the following points. 1. Course File Closure & CO Attainment: o Course files must be closed with proper CO attainment. o Module Coordinators and Course Coordinators will be accountable. o Audit for course file completion is scheduled on 10th March 2025. 2. Projects & Research Publications: o Project Coordinators must check the CO attainment of projects. o Every project must have a specific outcome (Patent, Publication, or another measurable outcome). o Faculty must seek approval from Research Coordinators and Dean Research before publishing papers.	**HOD's & DAC**

- 280 papers are in the submission stage.
- Faculty must follow proper research protocols while marking projects.
- Guides will be the first authors in publications.
- Only Scopus and Web of Science journals are permitted; predatory journals are strictly prohibited.

3. Orientation for New Faculty:
   - HODs must conduct a detailed orientation for newly joined faculty.
   - HODs and senior faculty should share classes, check assignments, and review lesson plans of new faculty.
4. COE for Even Semester & Event Scheduling:
   - HODs must ensure their events are added to the COE and send them to the Dean Academics.
   - The Mechatronics HOD requested a change in the VAC schedule, and the Vice Principal advised discussing it with the Dean Academics post-meeting.
5. Pre-Audit Conducted on 12th February:
   - The pre-audit covered:
     - CO-PO mapping
     - Textbooks, Websites, Assignments, and Lesson Plans
     - Augmented syllabus, Unit tests, IA Scheme
     - Provisions for slow & fast learners
   - 6th Semester Synopsis Presentation was completed in early February.
6. ICT & Lesson Plan Format Issue:
   - The Mechanical HOD raised concerns about ICT format differences in lesson plans.
   - The Vice Principal and Dean Academics instructed IQAC Coordinators to circulate:
     - Personal Timetable Format
     - Department Timetable Format
     - Lesson Plan Format
     - Course File Format
     - Question Paper + Scheme Format
     - Project Format
7. Academic Workload Distribution:
   - 40 hours per week = Academics + Teaching + Administration
   - Workload Breakdown:
     - HODs: 4 hours (focus on administration)
     - Professors: 12 hours
     - Associate Professors: 16 hours
     - Assistant Professors: 18 hours
   - HODs should not take more than 4 hours to ensure administrative efficiency.
8. Placement & Industry Training:
   - HODs must identify and introduce value-added courses (VACs) for placement support.

	○ Industry-relevant training (beyond VTU syllabus) can be provided via: ▪ Augmented Learning ▪ Value-Added Courses ▪ MOOC Courses ▪ Industry-Certified Programs ○ All training must be structured to avoid overlaps and ensure clear outcomes. ○ Current Placement Status: ▪ 40% placement achieved against a 70% target. ▪ Only 50% of students are actively appearing for assessments. ▪ HODs must collaborate with TPOs to improve training and student participation. ▪ Ensure attendance tracking for placement activities. 9. Project & Faculty Specialization: ○ Verticals must be defined for projects based on faculty expertise. ○ Faculty should be assigned projects aligned with their research interests.	
4	**Dean & Associate Dean – Faculty and Staff Development** 1. Faculty Categorization into Four Tracks: ○ Faculty members will self-categorize into one of the following tracks: ▪ Academics ▪ Research ▪ Administration ▪ Extension 2. Faculty Development Programs (FDPs): ○ A total of 4 FDPs will be conducted annually by the Faculty Development Cell: ▪ 2 general FDPs ▪ 2 track-specific FDPs (aligned with the faculty's chosen track) ○ Each department will organize 1 FDP per year, making a total of 17 FDPs across the institution annually. 3. Standard Operating Procedures (SOPs) & New Faculty Orientation: ○ SOPs will be structured and implemented for faculty activities. ○ The New Faculty Orientation program will be revamped to ensure better engagement. ○ The FDP structure will be different from previous years to enhance faculty development.	**HOD's & FDP Coordinator**
5	**Dean - Student Welfare & Development** 1. Attendance Reporting & Monitoring ○ 4th Semester Attendance Range: 45% (Lowest) to 85% (Highest).	**HOD's & Dept. mentor Coordinators**

	○ 6th Semester Attendance Range: 52% (Lowest) to 94% (Highest). ○ Strict Monitoring: Attendance tracking is extremely important. ○ UG Attendance Audit: Scheduled for 21st February. 2. Manual Attendance Maintenance ○ Departments must maintain manual attendance records. ○ Student Undertaking Reports: ○ Attendance: Hard copies need to be signed and submitted to the office by Friday. ○ Attendance data should be collected and submitted every Monday. 3. Student Activity Reports ○ A detailed report of all student activities must be submitted to the AIT Chief Mentor. ○ The reporting period covers June to August 2024.	
6	**Dean - Examination** 1. Faculty Punctuality & Adherence to Deadlines ○ Faculty must report on time for exam duties. ○ No delays in exam duty; strict adherence to deadlines. ○ If an alternate invigilator is required, a replacement must be assigned in advance. ○ Faculty should not use mobile phones inside exam halls. 2. QPDS (Question Paper Distribution Staff) Scheduling ○ Faculty assigned to QPDS should not be given classes: ▪ 1st and 4th hour ▪ 1st hour and last hour after lunch 3. Faculty Leave & Attendance Discrepancies ○ Vice Principal's Directive: ▪ HODs can apply for OOD directly (without forwarding to the Principal) for up to 3 days. ○ Handling Attendance Discrepancies: ▪ HODs must consolidate data including: ▪ Faculty Name ▪ Employee ID ▪ Details of the attendance discrepancy or Comp Off date and date worked ▪ The HOD will submit the consolidated report to the principal. ▪ The Vice Principal will then consolidate all department reports and send them to HR. 4. Exam Duty Cooperation ○ The examination department requests full cooperation from faculty and HODs for smooth exam conduction.	**HOD's & IA Coordinators**

7	**Dean - Research** 1. Faculty Publications & Research Quality o Faculty should focus on publishing in Scopus/Web of Science journals. o Currently, there is a 95% rejection rate; efforts must be made to improve quality. 2. 25th AIT Anniversary - International Conference o Vice Principal announced a celebration through an international conference. o Conferences at two levels: ▪ Institute Level: 3 tracks ▪ Department Level: Conferences in Basic Sciences, Engineering, and Management o Departments can organize their own national/international conferences, but must balance quality and quantity. 3. Professional Membership for Faculty & Students o Dean Research is identifying faculty for professional memberships in EEE and other societies. o Institute will fund the memberships for selected faculty. o Similarly, students will be handpicked by HODs for professional memberships. 4. Turnitin Usage & AI Content Detection o Vice Principal emphasized using Turnitin for plagiarism detection. o Turnitin now also detects AI-generated content. 5. Industry Collaboration - Open Day for Talent Acquisition o Dean Research & Placement Director will collaborate to organize an Open Day. o Talent acquisition heads from companies will visit campus. o Students will display their projects as part of this initiative. o Event Date: 27th May o This will be part of Technotsava in collaboration with Prof. Tejas. 6. Tech Diva - 100 Hours of Teaching Initiative o Vice Principal introduced Tech Diva, a social outreach program. o Students will train underprivileged students from government schools for 100 hours. o Dean - Outreach will oversee this initiative.	**HOD's & Research Coordinators**
8	**1st Year Coordinator** 1. Faculty Appreciation o Congratulated faculty for the completion of the syllabus. 2. Second Semester Subject Allocation & Observations o Deviations Noted: ▪ Faculty reporting late to class. ▪ Syllabus completion delays by some faculty.	**HOD's**

	▪ Module tests & assignments not being conducted. ▪ IA blue book evaluation delayed beyond 15 days. 3. Corrective Actions Suggested o HODs to monitor faculty and address deviations. o HODs to make surprise visits to classes. 4. Student Interaction Initiative o Vice Principal's directive: ▪ Schedule last 10 minutes before lunch and last hour of the day for student interaction sessions. HOD-MCA spoke about **From Ideas to Impact – Research & IPR Essentials"** on 18th & 19th February 2025	
9	**Closing Remarks by Vice Principal** 1. Updates & Events o LIC Visit Completed. o AI & Robotics Course Scrutiny has started. o Acharya Habba scheduled for 17th-19th April. o Alumni Meet on 18th April. o The Vice Principal emphasized the importance of improving communication among faculty. He also mentioned that faculty members who are underperforming in any area will undergo corrective actions soon to address performance concerns. 2. Faculty Leave Approval o HODs can approve faculty leave within 3 days. 3. Attendance Discrepancies & Reporting o When HODs report attendance discrepancies to the Principal: ▪ Collect name, employee ID, date of visit, comp off date, and date of work. ▪ The data should be consolidated at the department level and sent to the Principal, who will forward it to HR. 4. ERP Updates o ERP team led by Divya Ma'am will conduct training sessions for all HODs and the Principal on timetable creation in the new ERP system. 5. Skill Assessment for Students o Nini Skill Up will assess students on English proficiency: ▪ Students must achieve a minimum of B1 or B2 level. ▪ Those who don't meet the minimum will be put on the red zone and receive free training on Saturdays. 6. Visibility for Departments • Departments should gain more visibility within and outside the institution. • Professors should explore collaboration opportunities to expand their professional network. 7. Faculty Visits • Prof. Monica visited UPBL, Indonesia in Feb.	**HOD's**

	• Prof. Abhishek will visit BTS, Spain in March. 8. Student Satisfaction Survey • The Student Satisfaction Survey will be conducted on 19th, 20th, and 21st February.	

Geotagged Pictures :

Dr. Rajeswari
Principal, AIT

Date: 17/02/2025

35th ACM – 17/02/2025

Sl. NO	MEMBERS	DEPT	SIGNATURE
1.	DR. RAJESWARI	PRINCIPAL	
2.	DR. MARIGOWDA	VICE PRINCIPAL	
3	DR. ABHISHEK	MBA	
4.	Dr. Mahesh. S.S.	Physics	
5.	Dr. KALA VENUGOPAL	ISE	
6.	Dr. Sweetha. S	A.E	17/2/25
7.	Dr. Shifa Sivashankar	BT	17/2/25
8.	Dr. Shashidhar TM	EEE	
9.	Rajeev. Bilagi	CS & E	Rbilagi
10.	Devaraj Pradhan	ECE	
11	Dr P.S. Niranjan	CIVIL	17/2/25
12	Dr. Rahakirti Ry	MCA	17/2/25
13.	Dr. T. Ramireddy	Maths	T. Ramireddy
14.	Dr. Kavyashree. D	Physics	
15.	Dr. Vijayashekhar S.S	AIMSOS	
16.	Dr. Nanjunaba B	Dean & HOD	
17	Devarajaiah RM	Prof & HOD, MT	
18	Dr. Satish. K	CHE / FYC	
19	Rajanna KR	Maths	

Acharya Institutes email

Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

Fwd: ACM Meeting Notification – ICT Implementation

1 message

Dr. Vijayashekhar S S HoD-AIML <hod-aiml@acharya.ac.in> Fri, Apr 18, 2025 at 10:41 AM
To: Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

---------- Forwarded message ---------
From: **HOD MBA** <hod-mba@acharya.ac.in>
Date: Wed, Jan 15, 2025 at 11:24 AM
Subject: ACM Meeting Notification – ICT Implementation
To: AIT - ATP <ait_atp@acharya.ac.in>, hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, AE (AIT) <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>
Cc: principalait acharya <principalait@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>

Dear Professor,

The ACM meeting is scheduled for **17 January 2025 (Friday)**, from **3:30 PM to 5:30 PM**, in the **Admin Board Room**.

The agenda includes:

- Review of the previous semester's ICT implementation.
- Discussion and planning for the new semester's ICT implementation.

Your presence is crucial for the discussion and further planning. Kindly ensure your attendance.

Best Regards,

ACHARYA

Dr. Abhishek Venkteshwar

D.Lit., PhD, PGCS (Oxford, UK), PGCL (IIM-L) , PBM (IIT-M), PGCEI (LSB,UK), PGCEIB (GER) , PGCUT (AUS) , M.Phil.(Gold Medalist) , UGC-KSET, MBA (Gold Medalist) ,B.Sc.-Hons (UK)

Associate Professor & HOD-MBA
Director-Global MBA
Acharya Institute of Technology
Dr. Sarvepalli Radhakrishnan Road ,Bengaluru
P: +91 9980966677 www.acharya.ac.in

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1. To nurture the students with multi-disciplinary skills to be able to build sustainable solutions to engineering problems which in turn helps them to grab dynamic and promising careers in the industry.
2. To mould energetic and committed engineers by inculcating moral values of professional ethics, social concerns, environment protection, sustainable solutions and life-long learning.

MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACH

34TH ACM

Date & Time : 17 - 01 – 2025 ,3:00 PM to 5:00 PM **Reference No: AIT/ACM/2024-25/34**
Location : Admin Board Room **Duration** : 2:00 Hours
Agenda :

Sl. no.	Agenda Point to be Discussed	Member	Approximate Time for Discussion (in Minutes)
1	ICT Review & Road map	HOD-MBA	30 Minutes
2	NAAC Preparedness, Faculty appraisal, ICT Status	MD	30 Minutes
3	COE & Lesson Plan	Dean-Academics	15 Minutes
4	Benchmarking for dept, Faculty Appraisal, Examination protocols for Faculty	VP	15 Minutes
5	Advisory committee for training	VP	10 Minutes
6	ICT integration into ERP	VP	15 Minutes

The **Vice-Principal** welcomed all the members to the **34th ACM (Academic Council Meeting)** for the academic year 2024-25.

	Action/Discussion Points	Responsibility
1.	**ICT Review & Road Map** The HOD-MBA presented the ICT review and roadmap. Key points discussed: o All data entered should be authenticated by the ICT Department Coordinator and HOD. o Focus to shift to increased **laptop usage in classrooms**. o Phase 2 of ICT to emphasize **video-based teaching** and **advanced ICT tool usage.** o Faculty to consider linking quiz scores to assignment marks where relevant. o ICT coordinators must be re-evaluated to ensure they are efficient and experienced. o ICT actions (e.g., quizzes, games, or software) to be mapped in the lesson plan for every session: ▪ Module Coordinators to map ICT activities. ▪ Department ICT Coordinator to verify. ▪ HOD to approve and submit to Dean-Academics for final approval. o Flip classroom reports are not being submitted to Dean-Academics. This must be rectified.	HOD's, Head - ICT & Dean-Academics
2	**Placement Director, NAAC Preparedness, Faculty Appraisal, and ICT Status** • MD wished everyone a Happy New Year and introduced **Dr. Hemamalini** , the newly appointed Director – Placements for AIT. She will work with HODs on placement strategies. • MD emphasized the importance of NAAC preparedness and asked HODs to reassess the TPO's role, make them more accountable, and define their job description. • Faculty appraisal and performance monitoring were discussed. • ICT implementation will be reviewed in detail after completing NAAC Visit.	HOD's
3	**COE & Lesson Plan** • Dean-Academics stressed the priority of COE and lesson plans. Faculty cannot commence classes unless the Dean-Academics has approved the lesson plan.	HOD's, Head - ICT & Dean-Academics
4	**Benchmarking for Department, Faculty Appraisal, and Examination Protocols**	HOD's

	• VP discussed the key performance indicators (KPIs) for departments and explained the faculty appraisal format. • VP emphasized that all forms and formats should be standardized and shared only through IQAC to ensure consistency. • Faculty must strictly adhere to examination protocols.	
5	**Advisory Committee for Training** VP proposed the formation of an advisory committee for training.	HOD's
6	**ICT Integration into ERP** • VP emphasized that ICT-related data should be directly integrated into ERP instead of Excel once the ERP system is fully functional. • All ERP issues must be consolidated by the HOD and sent to **Prof. Raghunath**, who will liaise with the ERP team. • Leave and attendance-related issues consolidated by the HOD to be sent to the principal, not the HR Office.	HOD's

Dr. Rajeswari
Principal, AIT

Date: 17/01/2025

ACM MEETING 2024-25

151

17/01/2025

Sl NO	MEMBERS	DEPT	SIGNATURE
1.	DR RAJESWARI	PRINCIPAL	
2.	PROF MARIGOWDA	VICE-PRINCIPAL	
3.	DR ABHISHEK	MBA	
4.	DR. T. RAMI REDDY	MATHEMATICS	T. Ramireddy
5.	Dr. Kavyashree. D	Physics	
6.	Dr. P. S. Niranjan	CIVIL	
7.	Dr. Sujatha. B.M	CSE	
8.	Dr. Vijayashekhar S S	AIML-DS	
9.	Dr. Manjunatha B	ME	
10.	Devaraj Naik R M	MT	
11.	Dr. KALA VENUGOPAL	ISE	
12.	Dr. Swetha. S	A.E	
13.	Dr. Satish. K	CHE	
14.	Dr. Rahakirti Roy	MCA	
15.	Dr. Shilpa Sirodhoukar	BT	17/1/25

Acharya Institutes email

Syed Musadiq Illahi AI002717 <syed2717@acharya.ac

Fwd: ACM: 27th December 2024 3PM

1 message

Dr. Vijayashekhar S S HoD-AIML <hod-aiml@acharya.ac.in>
To: Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

Fri, Apr 18, 2025 at 10:42

---------- Forwarded message ---------
From: **Principalait Acharya** <principalait@acharya.ac.in>
Date: Thu, Dec 26, 2024 at 11:10 AM
Subject: ACM: 27th December 2024 3PM
To: <ait-hods@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, DR. ABHISHEK VENKTESHWAR <abhishek2944@acharya.ac.in>, AIT - ATP <ait_atp@acharya.ac.in>, Monica M <monicam@acharya.ac.in>, ARUN K H AI002976 <arun2976@acharya.ac.in>
Cc: hod-mba <hod-mba@acharya.ac.in>, ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>

Dear Prof.

ACM meeting is scheduled on 27th December 2024 at 3 PM. Please attend the meeting
Please visit the below link to provide the Agenda for discussion
Agenda: https://shorturl.at/qEtAm

@DR. ABHISHEK VENKTESHWAR Please record the Minutes of the Meeting

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With warm regards

ACHARYA

Principal
Acharya Institute of Technology
Acharya Dr. Sarvepalli Radhakrishnan Road
Bengaluru, India
P: +91 080 22 555 555 Extn:2101
www.acharya.ac.in

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2. To mould energetic and committed engineers by inculcating moral values of professional ethics, social concerns, environment protection, sustainable solutions and life-long learning.
3. To facilitate research cooperation in the fields of artificial intelligence, machine learning, and data analytics by handholding with national and international research organizations, thus enabling the students to analyse and apply various levels of learning.

Acharya Institutes email

Principalait Acharya <principalait@acharya

Invitation to ACM Meeting

HOD MBA <hod-mba@acharya.ac.in> Fri, Jan 3, 2025 at 6
To: AIT - ATP <ait_atp@acharya.ac.in>, Monica M <monicam@acharya.ac.in>, ARUN K H AI002976 <arun2976@acharya.ac.in>, hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <h ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-che <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.a
Cc: principalait acharya <principalait@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, ACHAR INSTITUTES PA <ait.pa@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>

Dear Professor,

The ACM meeting is scheduled for **06 January 2025 (Monday)**, from **9:00 AM to 10:30 AM**, in the **Admin Board Room**. Kindly ensure your attendance.

Please visit the link below to provide the agenda for discussion if necessary:
AGENDA-ACM

Looking forward to your valuable inputs.

Best Regards,

ACHARYA

Dr. Abhishek Venkteshwar

D.Lit., PhD, PGCS (Oxford, UK), PGCL (IIM-L) , PBM (IIT-M), PGCEI (LSB,UK), PGCEIB (GER) , PGCUT (AUS) , M.Phil.(Gold Medalist) , UGC-KSET, MBA (Gold Medalist) ,B.Sc.-Hons (UK)

Associate Professor & HOD-MBA
Director-Global MBA
Acharya Institute of Technology
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P: +91 9980966677 www.acharya.ac.in

Agenda of the Meeting
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHAR

Date & Time : 06 - 01 - 2025 9:00 AM to 10:30 AM **Reference No: AIT/ACM/2024-25/33**
Location : Admin Board Room
Duration : 1:30 Hours
Agenda :

Sl. no.	Agenda Point to be Discussed	Member	Approxi Time f Discuss (in Minu
1	Vacation Slot and the Audit of Course file	VP	10 Minu
2	ATP Handbook and the Training Syllabus	ATP	20 Minu
3	Open Elective -6th Semester	DA	
4	Course allocation for 2024-25 even semester	DA	
5	COE	DA	
6	Remedial Classes for the Slow Learners and the Schedule	First-year coordinators	15 Minu
7	Biology for Engineers BBOK407 & BB0C407 (21 sections)	BT-HOD	15
8			
9			
10			

MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACH

Date & Time : 06 - 01 – 2025, 9:00 AM to 10:30 AM **Reference No: AIT/ACM/2024-25/33**
Location : Admin Board Room
Duration : 1:30 Hours
Agenda :

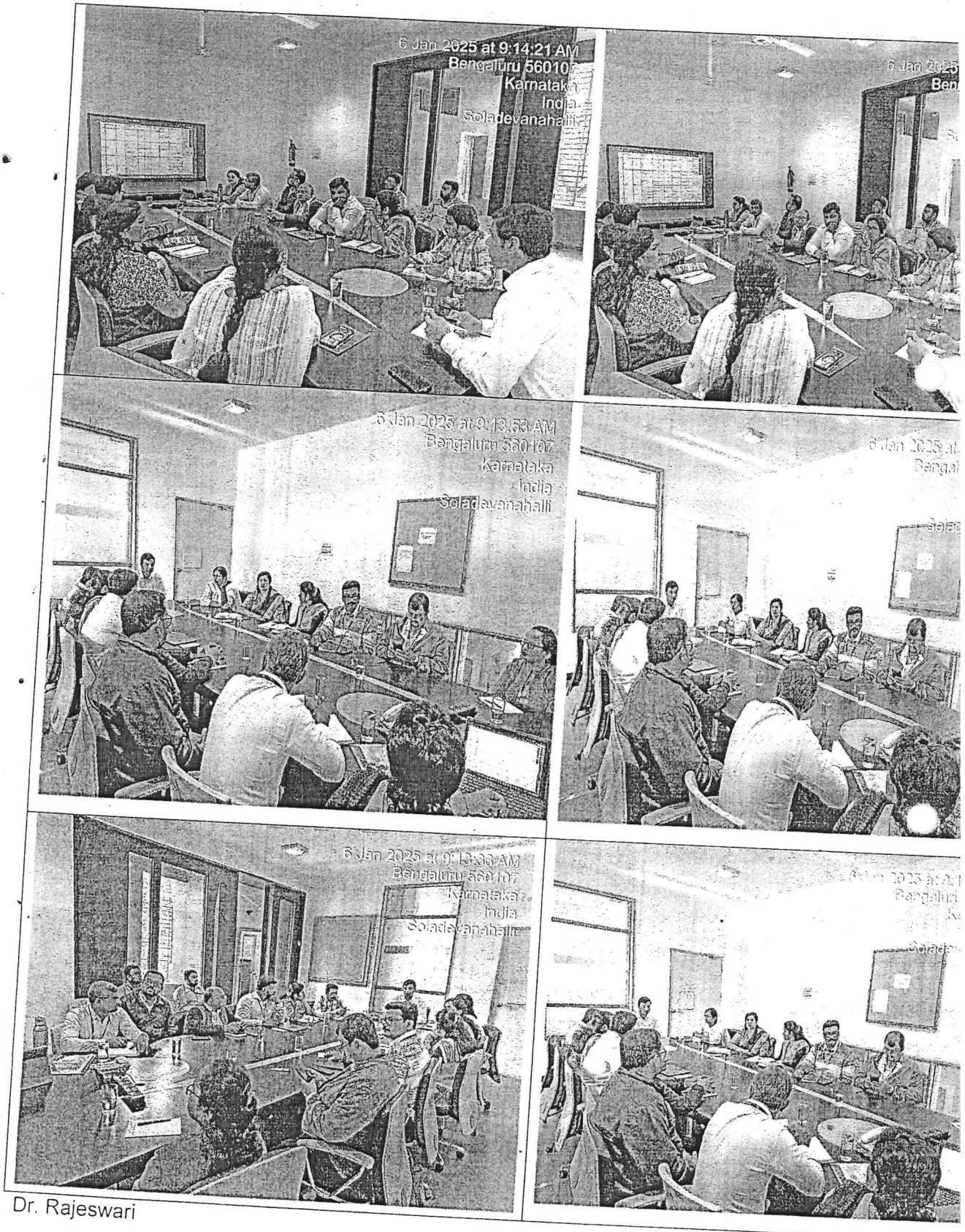
Sl. no.	Agenda Point to be Discussed	Member	Approximat Time for Discussion (in Minutes)
1	Vacation Slot and the Audit of Course file	VP	10 Minutes
2	ATP Handbook and the Training Syllabus	ATP	20 Minutes
3	Open Elective -6th Semester	DA	
4	Course allocation for 2024-25 Even Semester	DA	
5	COE	DA	
6	Remedial Classes for the Slow Learners and the Schedule	First-year coordinators	15 Minutes
7	Biology for Engineers BBOK407 & BB0C407 (21 sections)	BT-HOD	15

The **Principal** and **Vice-Principal** welcomed all the members to the **33rd ACM (Academic Council Mee** for the academic year 2024-25, extending **New Year wishes** to everyone present.

	Action/Discussion Points	Responsibility
1	**Vacation Slot and the Audit of Course file** **Vacation Slot:** • Higher Classes: 13th January to 5th February 2025. • First-Year Students: 14th January to 28th February 2025. • Special leave can be taken before December 2025. **Course File Audit:** • The audit will take place in the 3rd week of January 2025. • Both administrative and academic audits will be conducted. Detailed information will be provided shortly.	
2	**ATP Handbook and the Training Syllabus** The ATP Coordinators presented the Assessment, Training, and Placement (ATP) Handbook, which includes the Training Framework, Training Plan, and Super 100 Plan. Discussion focused on the challenges faced during training and how the training structure can be improved to better meet industry requirements. Training Syllabus: The syllabus for upcoming training programs was reviewed, and the focus was on aligning it with current industry trends.	HODs, Coordinators
3	**Open Elective -6th Semester** **Open Elective Offerings:** • Departments discussed the open electives available for 6th-semester students and also freezed upon the courses offered by the depts. • Departments will assess the need for these electives and align them with departmental requirements • Registrations will be done in the third week of January	
4	**Course allocation for 2024-25 even semester:** The **Course Allocation for the Even Semester (2024-25)** is to be completed by 3rd Week of Jan 2025 **Commencement of Even Semester Classes**: 10th February 2025.	

	Pre-audit on Course Files: Follow the standard formats for course files across all departments. **Hardcopy Attendance**: Departments are reminded to maintain hardcopy records of attendance.	
5	**COE:** The **COE (Calendar of Events)** will include all departmental activities such as sports, forums, UHVs, and AICTE-related events. It must be shared with all departments by 20th **January 2025.**	
6	First Year-Remedial Classes for the Slow Learners and the Schedule: **Focus on Slow Learners**: Over 50% of students fall under the slow learner category. The remedial classes will focus on improving module-wise performance and overall academic results. **Implementation Plan**: A system similar to the schooling structure will be followed to help slow learners improve. HODs to invite students to their respective departments and address First-year students and encourage academic improvement. **Attendance and Test Marks**: Students must attend remedial classes, and test performance will be monitored closely to ensure eligibility for university exams to ensure improved results and reduces the dropouts in the 1st Year.	
7	Biology for Engineers BBOK407 & BB0C407 (21 sections) **Faculty Development Program (FDP)**: A new FDP will be conducted for faculty interested in teaching **Biology for Engineers.** Video recordings of the sessions will be created to support teaching efforts. All departments are requested to support the evaluation process for the subject.	

Please find the Geo-Tag Photos of the 33rd ACM Meeting held on 6th January 2025



Dr. Rajeswari

Date: 6/01/2025

AC M Meeting of AY 2024-25

06/01/20.

Sl.	Members Present	Dept	Signat
1	Dr. Rajeswari	EE	
2	DR. KALA VENUGOPAL	ISE	
3	Dr. Shilpa Sivashankar	BT	
4	Dr Devarajaiah KM	MT	
5	Dr. Ratnakirti Roy	MCA	
6	Dr. Satish	CHE	
7	Prof. Mallayya C	IS	
8	Dr. Manjunatha B	ME	
9	Dr. Muralidhara S.S.	Physics	
10	Dr. Kanyashree D	Physics	
11	Dr. T. Rani Reddy	Maths	
12	Dr. Monica M	MBA	
13	Dr. Vijayashekhar S.S	AIML-DS	
14	Prof. Arun. K.H	ATP	
15	Prof. Dhananjay. M	CV	
16	Ms. Akash S & Dr. Sweta. S	AE	
17	Dr. Shashidhar TM	EEE	
18	Dr. Sujatha. B.M	CSE	

Fwd: Continuation of the 1st ACM on 8th November 2024 at 2:30 PM

1 message

Dr. Vijayashekhar S S HoD-AIML <hod-aiml@acharya.ac.in> Fri, Apr 18, 2025 at 10:43 AM
To: Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

---------- Forwarded message ---------
From: **Dr. Vijayashekhar S S HoD-AIML** <hod-aiml@acharya.ac.in>
Date: Fri, Nov 8, 2024 at 2:00 PM
Subject: Re: Continuation of the 1st ACM on 8th November 2024 at 2:30 PM
To: Ajith Padyana <ajithpadyana@acharya.ac.in>
Cc: Principalait Acharya <principalait@acharya.ac.in>

Dear Sir
Very sorry that we have a PTM today from 2.30. I am not able to come. Mr. Jovin Deglus is coming on behalf of me to represent department of AIML-DS.

Thanks and Regards,
Vijayashekhar S S

On Wed, 6 Nov, 2024, 1:02 pm Ajith Padyana, <ajithpadyana@acharya.ac.in> wrote:

> Dear Team,
> As per the directions of the Vice Principal, We will be having our 1st ACM Continuation meeting on 8th November 2024 to complete the agenda points.
> Our Honorable Managing Director would be attending the session.
> Thank you
> with regards,
> Ajith
>
> **Meeting Details:**
>
> - **Date: 8th November 2024**
> - **Time: 2:30 PM**
> - **Venue: Admin Board Room.**
> - **document link**
>
> On Thu, Oct 24, 2024 at 12:01 PM Ajith Padyana <ajithpadyana@acharya.ac.in> wrote:
>
> Dear Members of the Academic Council,
> Here I come again with the fresh beginning of the Academic year 2024-25.
> As per the Principal and Vice Principal directions, We will be having our 1st ACM of the academic year 2024-25 on **25th October 2024 at 2:30 PM** in the Admin Board Room.
> Kindly make yourself available and let's have a constructive discussion.
> You can put your points to be discussed in the given document link.
> **If you are unavailable, please send the representation with the permission of the Vice Principal.**
>
> **This is a high priority one as we are going to discuss the upcoming academic year 2024-25 issues.**
>
> **Meeting Details:**
>
> - **Date: 25th October 2024**
> - **Time: 2:30 PM**
> - **Venue: Admin Board Room.**
> - **document link**
>
> **I am extremely sorry for the late notifications as I was involved in other matters.**

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2. To mould energetic and committed engineers by inculcating moral values of professional ethics, social concerns, environment protection, sustainable solutions and life-long learning.
3. To facilitate research cooperation in the fields of artificial intelligence, machine learning, and data analytics by handholding with national and international research organizations, thus enabling the students to analyse and apply various levels of learning.

Dr. Vijayashekhar S Sankannanavar
Associate Professor and Head
Department of Artificial Intelligence and Machine Learning, and Department of Computer Science and Engineering (Data Science)
Acharya Institute of Technology,
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
Karnataka, INDIA
Official E-mail: hod-aiml@acharya.ac.in
Mobile: +919964304075
Extension: 2177/2127

www.acharya.ac.in

ACHARYA

" Nurturing Aspirations Supporting Growth "

Agenda of the Meeting
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARY

Dr Rajeshwari., Principal and Prof Marigowda C K welcomed all the members to Academic Council Meeting.

Sl.	Agenda Point to be Discussed	Memb
1	NAAC department level files and Audit. Best practices of the department . • The IQAC coordinator informed that the audit of 54 administrative files of department shall be completed before 15.11.2024. • The files shall be audited internally by criterion owner and the team. • The external audit will be scheduled from 15.11.2024	Head-IQA(
2	**Result Analysis of the Even Semester 2023-24** Prof Marigowda C K ., Vice Principal has discussed about the result analysis of the even semester for the academic Year 2024-2025. All the details of result analysis are mentioned in the below link. **https://docs.google.com/spreadsheets/d/1SEAaq71M9X0-DkTwhqmMZ41OjmJqAurAXRTlRplkGUI/edit?gid=1761053693#gid=1761053693** The Vice principal insisted on achieving the targets related the semester end VTU results.	Dean-Academics
3	**Module Test and the computation of Internal Assessment Marks , Multidisciplinary Projects and Outcomes** · A unit test will be conducted for each module in every course, with results documented accordingly. · The details regarding the conduction of unit tests (module wise)will be included in the lesson plan for each respective course. · An augmented syllabus (covering an additional 5% to 10% of content) will be incorporated, with these specific topics outlined in the lesson plan. · The scheme for Internal Assessment (IA) test questions will be shared with all students. Additionally, a discussion on the evaluation scheme will be conducted, and details of this discussion will be documented in the lesson plan. · A report on best practices in the Teaching-Learning Process (TLP) implemented in each course and Flipped class room sessions will be prepared and submitted to the Dean of Academics	Dean-Academics

Agenda of the Meeting
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

Date & Time : 25 - 10 - 2024 2:30 PM to 5:30 PM
08-11-2024 2:30 PM to 5:30 PM

Reference No: AIT/ACM/2024-25/1

Location : Admin Board Room

Duration : 3 Hours

Agenda :

Sl. no.	Agenda Point to be Discussed	Member	Approximate Time for Discussion (in Minutes)
1	NAAC department level files and Audit. Best practices of the department	Head-IQAC	
2	Result Analysis of the Even Semester 2023-24	Dean-Academics	
3	Module Test and the computation of Internal Assessment Marks , Multidisciplinary Projects and Outcomes	Dean- Academics	
4	Conduction of IA test for First Year BE,2024-25 Batch (1.5hrs,30/50 marks)	First Year Coordinator	
5	National Cybersecurity Standard Nomination	Dean-Faculty Development	10-15
6	Attendance Monitoring	Dean-Student Welfare	
7	Long term Company specific Training	VP	
8	Benchmarking Quarterly review	VP	
9	ICT Implementation Review Report	HOD- MBA	5
10	Value Added Program(VAP)	VP	

4	**Conduction of IA test for First Year BE,2024-25 Batch (1.5hrs,30/50 marks).** **In progress**	First Year Coordinato
5	**National Cyber security Standard Nomination** **Not discussed.**	Dean-Faculty Developme
6	**Attendance Monitoring** • The attendance status of each student shall be communicated to both students and their parents. Students must sign the on the attendance sheet • A list of students with attendance below 75% will be prepared, reflecting the actual status as of **02.12.2024.** • The finalized list of students ineligible based on attendance will be submitted to the principal's office by **14.12.2024.**	Dean-Stude Welfare
7	**Long term Company specific Training .** The principal has discussed about various domain specific courses related to each program in detail.	VP
8	**Benchmark Quarterly review** The principal has informed all the Hods to revise the benchmarks based on the previous results.	VP
9	**ICT Implementation Review Report .** • The Head of Department (HOD) - MBA has presented the tool usage report for the previous month. • Quizzes are required to be conducted in every class. However, it was observed that in several classes quizzes were not conducted during last month due to various issues (e.g., Wi-Fi connectivity and other network-related problems). • The HOD-MBA is instructed to collect detailed reports of the issues encountered and share them with the relevant department to facilitate prompt resolution.	HOD- MBA
10	**Value Added Program(VAP) .** • Every department is required to conduct Value-Added Programs to enhance students' skill sets and complement their regular curriculum. • The program content should be carefully prepared to focus on advanced skill sets.	VP

25/10/24

AEM Meeting of the Academic year 2024-25

CHARYA

S.No	Members present	Dept	Sign
1	Dr. Rajeshwari	Principal	
2	Prof. Manigowda.	Vice Principal.	
3	Dr. Ajith	ECSE	
4	Dr. Shashidhar T.M	EEE	
5	Dr P.S. Niranjan	CIVIL	
6	DR. ABHISHEK. V	MBA	
7	Dr. T. Rami Reddy	Mathematics	
8	Dr. Manjunatha B	ME	
9	Dr. Kavyashree. D	Physics	
10	Dr. Mahesh. S.S.	Physics	
11	Dr. Swetha S	A.E	
12	Dr. Shilpa Srivastavkar	B.T	
13	Dr. KALA VENUGOPAL	ISE	
14	Dr. Vijayashekhar S.S	AIML-DS	
15	Dr. Lakshmikanth S	ISE	

2nd ACM Meeting of AY- 2024-2025

147

08/11/24

NO	Member's Present	Dept	sign
1	Dr. Rajeshwari	Principal	
2.	Prof. Manigowda. C.S.	vice Principal	
3.	Prof Rajeev. Bilagi	CS&E	Bspilagi
4.	Dr. Shashidhar T.M.	EEE	
5.	Dr. Laxminarayan.S	ISE	
6.	Dr. P.S. Niranjan	CIVIL	
7.	Jovin Deglus.	AIML	
8.	Kumaran.T	Aero	
9.	Dr. Manjunatha B	Mech	
10.	Dr. Abhishek	MBA	
11.	Dr. Shilpa Sivashankar	BT	21/11/24
12	Dr. Satish. K	CHE/FYC	
13.	Dr. Rakakirti Rey	MCA	
14.	Devarajaiah RM	MT	
15.	Dr. T. Rami Reddy	Mathematics	T. Ramireddy
16.	Dr. Kavyashree. D	Physics	
17.	Dr. KALA VENUGOPAL	ISE	
18.	Dr. Mahesh. S.S.	Physics.	
19.	Dr. Rajanna KR	Maths	

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Acharya Institutes email

Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

Fwd: ACM on 18th October 2024 at 2.30 PM

1 message

Dr. Vijayashekhar S S HoD-AIML <hod-aiml@acharya.ac.in> Fri, Apr 18, 2025 at 10:45 AM
To: Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

---------- Forwarded message ---------
From: **ACHARYA INSTITUTES PA** <ait.pa@acharya.ac.in>
Date: Wed, Oct 16, 2024 at 2:57 PM
Subject: ACM on 18th October 2024 at 2.30 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, AE (AIT) <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>
Cc: Principalait Acharya <principalait@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>

Dear Prof.

As directed by the Principal, ACM has been scheduled to be held on on Friday, **18th October 2024 at 2.30 PM** in the Admin Board Room

Kindly make it convenient to attend the meeting.

You are requested to update your points to be discussed in the given Agenda

Meeting Details:

- **Date: 18th October 2024**
- **Time: 2.30 PM**
- **Venue: Admin Board Room.**
- Agenda

--
Thanks & Regards,
PA to Principal

--
Vision:
To establish as a centre of excellence in moulding young professionals in the domain of Artificial Intelligence and Machine Learning who are capable of contributing to the wellness of the society as well as the industry.

Mission:
1. To nurture the students with multi-disciplinary skills to be able to build sustainable solutions to engineering problems which in turn helps them to grab dynamic and promising careers in the industry.
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Extension: 2177/2127

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ACHARYA

" Nurturing Aspirations Supporting Growth "

Fwd: ACM: Agenda for 1st ACM 25th October 2024 at 2:30 PM

1 message

Dr. Vijayashekhar S S HoD-AIML <hod-aiml@acharya.ac.in> Fri, Apr 18, 2025 at 10:44 AM
To: Syed Musadiq Illahi AI002717 <syed2717@acharya.ac.in>

---------- Forwarded message ---------
From: **Ajith Padyana** <ajithpadyana@acharya.ac.in>
Date: Thu, Oct 24, 2024 at 12:01 PM
Subject: ACM: Agenda for 1st ACM 25th October 2024 at 2:30 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, AE (AIT) <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>

Ignore the previous email Please, My apologies!!!

Dear Members of the Academic Council,
Here I come again with the fresh beginning of the Academic year 2024-25.
As per the Principal and Vice Principal directions, We will be having our 1st ACM of the academic year 2024-25 on **25th October 2024 at 2:30 PM** in the Admin Board Room.
Kindly make yourself available and let's have a constructive discussion.
You can put your points to be discussed in the given document link.
If you are unavailable, please send the representation with the permission of the Vice Principal.

This is a high priority one as we are going to discuss the upcoming academic year 2024-25 issues.

Meeting Details:

- **Date: 25th October 2024**
- **Time: 2:30 PM**
- **Venue: Admin Board Room.**
- **document link**

I am extremely sorry for the late notifications as I was involved in other matters.

--
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www.acharya.ac.in

" *Nurturing Aspirations Supporting Growth* "

Agenda of the Meeting
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

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08-11-2024 2:30 PM to 5:30 PM

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Location : Admin Board Room

Duration : 3 Hours

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5	National Cybersecurity Standard Nomination	Dean-Faculty Development	10-15
6	Attendance Monitoring	Dean-Student Welfare	
7	Long term Company specific Training	VP	
8	Benchmarking Quarterly review	VP	
9	ICT Implementation Review Report	HOD- MBA	5
10	Value Added Program(VAP)	VP	

Agenda of the Meeting
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

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	In progress	First Year Coordinator
5	**National Cyber security Standard Nomination** **Not discussed.**	Dean-Faculty Development
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7	**Long term Company specific Training .** The principal has discussed about various domain specific courses related to each program in detail.	**VP**
8	**Benchmark Quarterly review** The principal has informed all the Hods to revise the benchmarks based on the previous results.	**VP**
9	**ICT Implementation Review Report .** • The Head of Department (HOD) - MBA has presented the tool usage report for the previous month. • Quizzes are required to be conducted in every class. However, it was observed that in several classes quizzes were not conducted during last month due to various issues (e.g., Wi-Fi connectivity and other network-related problems). • The HOD-MBA is instructed to collect detailed reports of the issues encountered and share them with the relevant department to facilitate prompt resolution.	HOD- MBA
10	**Value Added Program(VAP) .** • Every department is required to conduct Value-Added Programs to enhance students' skill sets and complement their regular curriculum. • The program content should be carefully prepared to focus on advanced skill sets.	**VP**

25/10/24

CHARYA

ACM Meeting of the Academic year 2024-25

Sl no	Members present	Dept	Sign
	Dr. Rajeshwari	Principal	
	Prof. Manigowda.	Vice Principal.	
	Dr. Ajith	ECE	
	Dr. Shashidhar T.M	EEE	
	Dr P.S. Niranjan	CIVIL	
	DR. ABHISHEK. V	MBA	
	Dr. T. Rami Reddy	Mathematics	
	Dr. Manjunatha B	MCA	
	Dr. Kavyashree. D	Physics	
	Dr. Mahesh. S.S.	Physics	
	Dr. Swetha S	A.E	
	Dr. Shilpa Srivastavakar	B.T	
	Dr. KALA VENUGOPAL	ISE	
	Dr. Vijayashekhar S.S	AIML-DS	
	Dr Lakshmikantha S	IOAC	

approximate time for discussion (minutes)
nutes
nutes
Minutes

Acharya Institutes email

AJITH PADYANA AI001867 <ajithpadyana@acharya.ac.in>

Agenda for 10th ACM 9th August 2024 at 11:00 AM

1 message

Ajith Padyana <ajithpadyana@acharya.ac.in> Wed, Aug 7, 2024 at 10:05 AM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>

Dear Members,
As per the Principal and Vice Principal directions, We will be having our 10th ACM of the academic year 2023-24 on **9th August 2024 at 11:00 AM** in the Admin Board Room
Kindly make yourself available and let's have a constructive discussion.
You can put your points to be discussed in the given document link.
If you are unavailable, please send the representation with the permission of the Vice Principal.

This is a high priority one as we are going to discuss the upcoming academic year 2024-25 issues.

Meeting Details:

- **Date: 9th August 2024**
- **Time: 11:00 AM**
- **Venue: Admin Board Room.**
- **document link**

--
With loving regards,

Dr. Ajith Padyana
Professor and Head
Department of Computer Science & Engineering
Acharya Institute of Technology
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
INDIA
official e-mail id: hod-cse@acharya.ac.in
Alternate e-mail id: ajithpadyana@acharya.ac.in
Mobile: 9731015499
www.acharya.ac.in

ACHARYA

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

Date & Time: : 09 -08 - 2024 at 11:00 AM to 2:30 PM

Reference No: AIT/ACM/MOM/2023-24/10

Location : Admin Board Room

Duration : 3 hours

Sl. no.	Agenda Point to be Discussed	Member
1	Swapping of 7th and 8th semester of the Academic year 2024-25	Principal
2	Open Elective offer from different Department, Mini Project, Main Project, Manual Attendance	Dean Academics
3	First Year Orientation Program and Foundation Course	First Year Coordinator
4	Changes in Environmental Studies as per 22 scheme	HOD, CV
5	Update on the NAAC preparation	VP
6	COE for the ODD semester 2024-25	VP

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

- Principal and Vice Principal welcomed the members for the 10th ACM of the academic year 2024-25.

Sl. No	Action/Discussion Points	Responsibility

1	**Academics:** Swapping of 7th and 8th semester of the Academic year 2024-25
	• Based on the Circular from VTU, we have an option of swapping the 7th and 8th semester for the 50 percent of the students.
	• There are students enquiring regarding the internships to be done in the seventh semester.
	• AIT students having the opportunity to have a Toyota Internship.
	  ○ Industrial automation will be taken as an internship by the students of the AIT.
	  ○ Toyota has committed that they are going to provide an internship for the students for six months.
	  ○ Problem statements will be given to the student by the company to work on. Faculty and the students need to go to the Toyota campus for further upskilling..
	  ○ Pool campus for the placement.
	  ○ Passed out students also can get apprenticeship
	• Type of the company is very important for us to take up this opportunity in the swapping seventh and eighth semester.
	• Members came to the conclusion that departments need to identify the point of contact who is dynamic in nature to meet the expectation of the industry.
	• If any MoU is done with any kind of a company, we need to follow up.
	  ○ Progress reports need to be submitted from every department who has a MoU with the industry from time to time.
	• Recommendation from the department needs to be sent to the Dean-Academics on the student internships.
	• Online attendance of the class can be considered for the seventh semester as part of the blend practice in Teaching Learning Process.
	• August 29th 2024 seventh semester students are expected to send the letter seeking permission to attend the internships.
	  ○ Dean Academics will send the guidelines on the internships.
		HoDs and Coordinators

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SOLDEVANAHALLI, BENGALURU - 560 107

2	**Academics:** Open Elective offer from different Department, Mini Project, Main Project, Manual Attendance
	• Extensive deliberation on offering Open Elective offers from different departments for ensuring the right subjects are given to the students.
	  ○ It has been decided by the members to identify potential students to take some of the relevant subjects in the industry.
	• Discussion on the open elective for the first semester is extensively deliberated.
	• Mini Project: Anomalies are observed and we need to follow the guidelines of the University.
	  ○ Faculty has to take extra care in project reports.
	  ○ Project reports quality is not up to the expectations of the institution's standards and faculty need to be more careful regarding evaluation of the reports.
	  ○ Detailed guidelines will be sent from the office of the Dean-Academics.
	  ○ Reference needs to be taken carefully.
	  ○ Calendar of events will be part of the orientation program on Project report.
	  ○ It is decided that Instructors will look into the first level of review of the project so that faculty can focus on the intellectual part of the projects..
	  ○ There was a suggestion to include Seventh semester students who can be identified to guide the fifth semester in the mini project. Members accepted that suggestion to implement in the respective departments.Also, Alumni students can be identified for mentoring the current students in the project.
	  ○ Contribution chapter will be included in the seventh final year projects.
	• Manual Attendance needs to be taken for all the courses in every semester.
	• Student eligibility list to be maintained by the dean examination office to send across to the department so that we can follow up and do the continuous evaluation.
	• The Dean Examination office would be sending across the table giving the information on the various CIE marks directions.
		Dean Academics and HoDs

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3	**Academics:** First Year Orientation Program and Foundation Course
	• In the coming academic year 2024-25 till today admission is 423 and the split is given below:
	  ○ Comedk - 22
	  ○ International - 37
	  ○ Management - 364
	• Inauguration is on August 19th 2024 morning session and afternoon is going to be mentor mentees session.
	• Pre Assessment and campus on the next day on foundation.
	  ○ CSE and ISE blocks will be used for the assessment.
	• Orientation program will be conducted in two batches with 400 each.
	  ○ Two session - Mentor meeting and the inauguration
	  ○ 25th August to 5th september 2024 will be the foundation course.
	• Campus tour is arranged for the students as part of the orientation program.
	• Resume builder session will be given by Prof. Ratnakirti Roy, Head, MCA.
	• September 9th 2024 subject classes will be starting for the first year students.	

4	**Academics:** Changes in Environmental Studies as per 22 scheme • The 2022 scheme has become two credit courses. • Prof. Srikanth, Head Civil Engineer has explained about the issue. • Dean Academics will be discussing issues with Prof. Srikanth on the issue and sent across the guidelines to the department.	
5	**Administration and Academics:** Update on the NAAC preparation • The IQAC team is expecting to complete the process. • Departments are requested to support the IQAC team.	

6	**Administration:** COE for the ODD semester 2024-25
	• Calendar of events will be sent by the office of the Principal.
	• institution level CoE will be circulated to all the departments.
	  ○ department level needs to be put in line with benchmark
	  ○ It needs to be followed up with completion and non completion reports.
	• The Calendar of Events should be in line with the benchmark given by the department.
	• Lesson plan can give only the number of classes of engagement and not the date of engagement	

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7.	**Academics and Administration: Other Points discussed**
	• All the faculty are expected to conduct the Lab Examination seriously.
	  ○ If a faculty is starting a little late then they need to announce an extension of the timing.
	  ○ Disciplinary action will be taken if the faculty are not starting the examination late
	  ○ The Dean-Examination office gives the directions.
	• Examination section observed that many faculty are not reporting to the examination
	  ○ Memo will be initiated to all the faculty who are not doing the duty.
	  ○ Adhere to the guidelines of the dean examination.
	• Vacation Leave is converted to special leave.
	  ○ Till the completion of the NAAC SSR faculty are requested not to take the leave
	  ○ 4 Special Leave is extended to the faculty.	

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Follow up and Action Taken Report from Previous Meeting

Sl. No	Action/Discussion Points	Responsibility	Timeline	Status
1	**Academics and Administration:** Placement Policy and Placement Plan for 2025 • Time to time placement team is providing the dashboard for the followup of the student placements. • Placement team also gives the feedback to the department on the outcome of the recent results from the interview process.	Director, Placements, AIT. and HoDs	Time to Time	Ongoing
2	**Academics:** Workload, Subject allotment, Course file with ICT implementation • HoDs and the team of the faculty are working on it. • ICT coordinator is orienting the faculty to complete the task in aligning with the administration expectation.	Dean-Academics	Deadline is 16th August 2024	Currently ongoing and HoDs are completing the task
3	**Academics and Administration:** Examination Scheme and the Marks distribution of CIE and SEE • **Not Discussed**	Dean-Examination	–	–

4	**Academics and Administration:** NAAC related discussion:
	• Accreditation
	• NAAC completion status and the timelines
	• SSR team and Assessors
	  ○ All the criteria owners are working towards the completion of the task assigned
	  ○ Multiple rounds of audits are completed at various different levels.
		Head-IQAC	Time to Time	Each criterion head are working on it.

5	**Academics and Administration:** First year Handbook, Foundation Course faculty identification, Orientation • It's in the process of completion	First year coordinator		
6	**Academics and Administration:** Benchmarking • All the HoDs are working on it	Vice Principal	At the beginning of academic year	On going

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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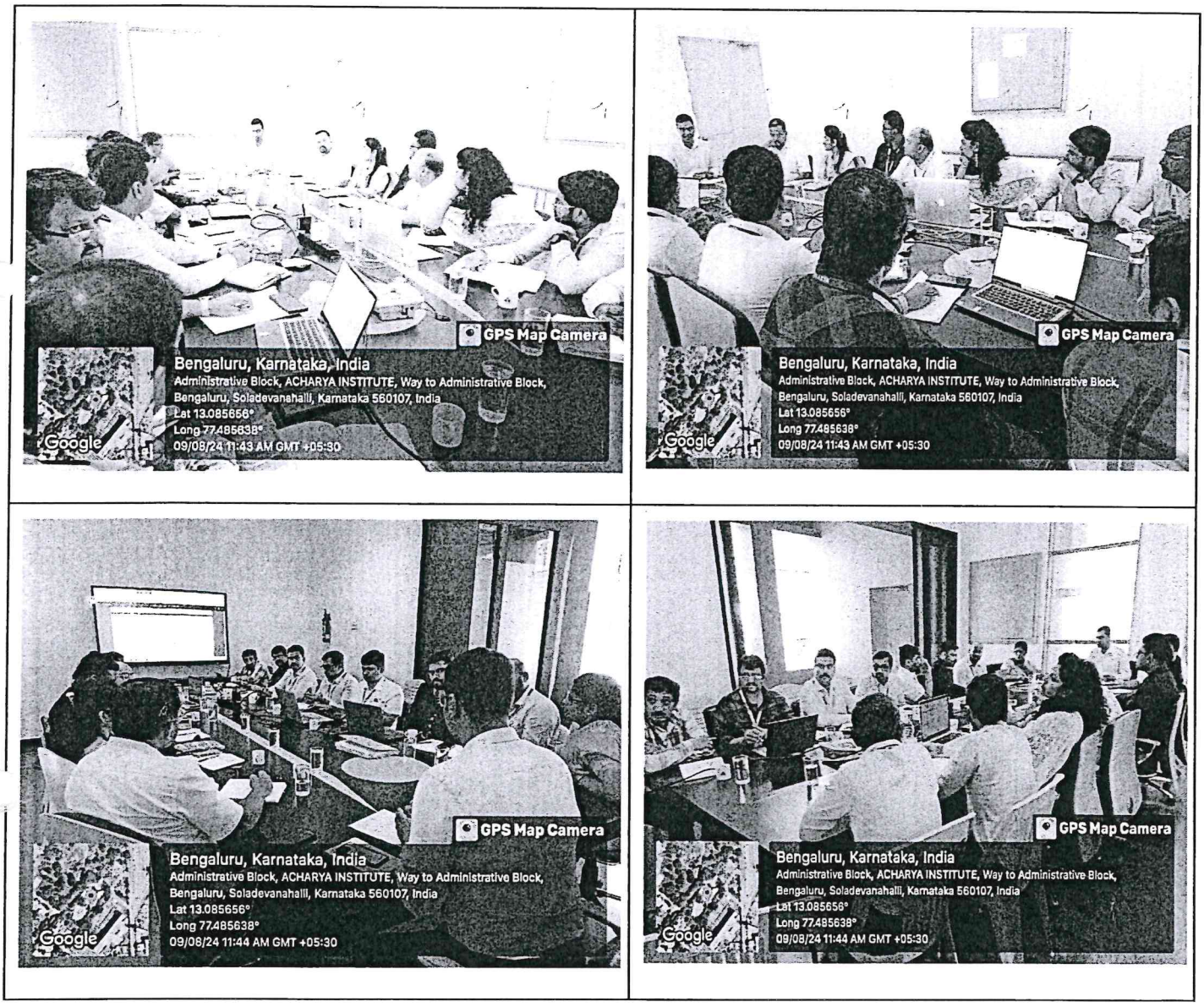
Please find the Geo-Tag Photos of the ACM Meeting held on 9th August 2024



Prof. Rajeshwari

Principal, AIT

Date: 09/08/2024

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ACHARYA INSTITUTE OF TECHNOLOGY

10th AGM meeting of Academic year 2023-24

139

(August 2024)

Sl. No	Members Present	Dept	Sign
1	Dr. Rajeshwari	Principal	
2	Prof. Manjunath	Vice Principal	
3	Dr. Ajith Padyana	HoD-CSE	
4	Dr. Satish GK	HOD-CHE	
5	Dr. Shashidhar T.M.	HOD-EEE	
6	Dr. P. Sreekanth Reddy	HOD-CV	
7	Dr. Monica M	MBA	
8	Dr. Kavyashree. D	HOD-Physics	
9	Dr. Attel. Manjunath	MT	
10	Dr. T. Rami Reddy	Maths	
11	DR ASHISHEK	HOD MBA	
12	Dr. Shilpa Sivashankar	HOD-BT	
13	Dr Sunitha S	HOD-AE	
14	Dr. KALA VENUGOPAL	HOD-ISE	
15	Dr. Vijayashekhar S.S	HOD-[illegible]	
16	Dr. Ratnakirti Roy	HOD-MCA	

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NO.AIT 06 EST 22 - 05

Date: 01.04.2022

OFFICE ORDER

ACADEMIC COUNCIL MEMBERS

Sub: Constitution of Academic Council of Acharya Institute of Technology -Reg

This Institution has constituted the Academic Council with the following members. This order will come into effect from 01.04.2022 and until further orders.

S.N.	NAME	DESIGNATION	ADDRESS
1.	DR. RAJATH HEGDE M M	CHAIRMAN	Principal
2.	PROF. MARIGOWDA C.K.	MEMBER	Vice Principal
3.	DR. MAHESH S S	MEMBER	Professor, Dept. of Physics and First year coordinator.
4.	DR. JUINCHOUDHURY	MEMBER	Professor and Head, Department of MBA
5.	DR. DEVARAJAIAH R.M.	MEMBER	Professor and Head, Department of Mechatronics Engineering
6	DR. RAJESWARI	MEMBER	Professor and Head, Department of Electronics and communication Engineering/ Coordinator Academics
7.	DR. S K. MAHARANA	MEMBER	Professor and Head, Department of Aeronautical Engineering
8.	DR. B. PRAKASH	MEMBER	Professor and Head, Department Electrical & Electronics Engineering
9	DR. SUNEETHA T. G.	MEMBER	Associate Professor and Head, Department of Biotechnology
10	DR. ATTEL MANJUNATH	MEMBER	Associate Professor and Head, Department of Mechanical Engineering
11.	DR. PRASHATH K. P.	MEMBER	Associate Professor Dept. of Mechanical Engineering
12.	DR. CHAYAPATHI A. R	MEMBER	Assistant Professor and Head, Department of Information Science & Engineering
13	PROF. DHANANJAYA M.	MEMBER	Assistant Professor and Head, Department of Civil engineering
14.	DR. KAVYASHREE D.	MEMBER	Assistant Professor and Head, Department of Physics
15	DR. RAMI REDDY T.	MEMBER	Assistant Professor and Head, Department of Mathematics

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16.	PROF. SHWETHA R.	MEMBER	Assistant Professor and Head, Department of Chemistry
17.	PROF. VIJAYASHEKAR S S	MEMBER	Assistant Professor Dept. of Computer Science and Engineering
18.	DR. RENUKA DEVI	MEMBER	Administrative Officer
19.	DR. AJITH PADYAN	MEMBER SECRETARY	Associate Professor and Head, Department of Computer Science and Engineering

FUNCTIONS:

- Supervision of the academic exertion of the institution.
- To suggest on the teaching and learning methods, evaluation and improvements in academic standards

TERM:

- Two years and shall continue until further reconstitution.

MEETING FREQUENCY:

- Every month and as and when required.

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To,

1. All Members
2. All HODs
3. IQAC
4. Head HR
5. Office file

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AJITH PADYANA AI001867 <ajithpadyana@acharya.ac.in>

Agenda for 9th ACM 26th July 2024 at 2:30 PM

1 message

Ajith Padyana <ajithpadyana@acharya.ac.in> Thu, Jul 25, 2024 at 1:19 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>, Vibinchandar2963@acharya.ac.in
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, Rajath Hegde M M AI002313 <rajath2313@acharya.ac.in>

Dear Members,
As per the Vice principal directions, We will be having our 9th ACM of the academic year 2023-24 on **26th July 2024 at 2:30 PM** in the Admin Board Room
Kindly make yourself available and let's have a constructive discussion.
You can put your points to be discussed in the given document link.
If you are unavailable, please send the representation with the permission of the Vice Principal.

Also,
As a Special Invitee, ***Dr. Vibin Chandar, Director, Placement*** *is going to be attending the session with some of his vision for the Acharya Institute of Technology, Bangalore.*

Apologize for the short notice, I will avoid this kind of short notice in the future.

Meeting Details:

- **Date: 26th July 2024**
- **Time: 2:30 PM**
- **Venue: Admin Board Room.**
- **document link**

--
With loving regards,

Dr. Ajith Padyana
Professor and Head
Department of Computer Science & Engineering
Acharya Institute of Technology
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
INDIA
official e-mail id: hod-cse@acharya.ac.in
Alternate e-mail id: ajithpadyana@acharya.ac.in
Mobile: 9731015499
www.acharya.ac.in

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Minutes of 9th ACM - Academic Year 2023-24 held on 26th July 2024

3 messages

Ajith Padyana <ajithpadyana@acharya.ac.in> Sat, Jul 27, 2024 at 3:37 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>, Vibinchandar2963@acharya.ac.in
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, "rajeswari Ms." <rajeswari@acharya.ac.in>

Dear Members of ACM,
Please find attached the Minutes of ACM which were held yesterday, July 26th 2024 from 2:30 PM to 7:30 PM.
Let me know if we as a team have missed anything in the given minutes. .
Thank you!
with loving regards,
Ajith.

--
With loving regards,

Dr. Ajith Padyana
Professor and Head
Department of Computer Science & Engineering
Acharya Institute of Technology
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
INDIA
official e-mail id: hod-cse@acharya.ac.in
Alternate e-mail id: ajithpadyana@acharya.ac.in
Mobile: 9731015499
www.acharya.ac.in

9th ACM_AcademicYear 2023-24.pdf
994K

Principalait Acharya <principalait@acharya.ac.in> Mon, Jul 29, 2024 at 10:24 AM
To: Ajith Padyana <ajithpadyana@acharya.ac.in>
Cc: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>, Vibinchandar2963@acharya.ac.in, ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, "rajeswari Ms." <rajeswari@acharya.ac.in>

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Sir,
Please exclude the below highlighted from the MOM
1st year classes will be commencing from 19th Aug in Old Polytechnic Block
---
With warm regards

Principal
Acharya Institute of Technology
Acharya Dr. Sarvepalli Radhakrishnan Road
Bengaluru, India
P: +91 080 22 555 555 Extn:2101
www.acharya.ac.in

[Quoted text hidden]

Ajith Padyana <ajithpadyana@acharya.ac.in> Mon, Jul 29, 2024 at 12:06 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>, Vibinchandar2963@acharya.ac.in
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, "rajeswari Ms." <rajeswari@acharya.ac.in>

Dear Team,
Please find the updated Minutes of meeting of 9th ACM of Academic Year 2023-24 for your kind reference..
Thank you
with regards,
Ajith

On Sat, Jul 27, 2024 at 3:37 PM Ajith Padyana <ajithpadyana@acharya.ac.in> wrote:
[Quoted text hidden]

Updated_9th ACM_AcademicYear 2023-24.pdf
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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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Date & Time: : 26 -07 - 2024 at 2:30 PM to 7:30 PM

Reference No: AIT/ACM/MOM/2023-24/09

Location : Admin Board Room

Duration : 3 hours

Sl. no.	Agenda Point to be Discussed	Member	Approximate Time for Discussion (in Minutes)
1	Placements: Placement Policy and Placement Plan for 2025	Director	20 Minutes
	Academic: Workload, Subject allotment, Course file with ICT implementation	Dean-Academics	10 Minutes
3	Examination: Scheme and the Marks distribution of CIE and SEE	Dean-Examination	15 Minutes
4	NAAC related discussion: • Accreditation • NAAC completion status and the timelines • SSR team and Assessors	Head-IQAC	30 Minutes
5	First year: Handbook, Foundation Course faculty identification, Orientation	First year coordinator	
6	Benchmarking	Vice Principal	20 Minutes

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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- Dr. Vibin, Placement Director of the Acharya Institutes is welcomed by the Vice Principal.
- The Principal and Vice Principal welcomed all the ACM Members for the 9th ACM of the Academic Year 2023-24.
- There was a brief visit of our honorable Managing Director Mr. Krishna Basani for the meeting and the observation is noted in the Minutes below.

Sl. No	Action/Discussion Points	Responsibility
1	**Academics and Administration:** Placement Policy and Placement Plan for 2025 • Dr. Vibin is a placement director of AIT and he will be having plans for all the departments of the AIT. • Dr. Vibin has addressed the members of the ACM with below points: ○ Department of AIML and the team are appreciated for initiating discussion with Vodafone. ○ Median Salary matters a lot for any kind of government body. ○ The negative impact of the seniors may affect the current students. ○ Communication Gap between the placement team and the students. ○ Pre Final year will be met by the director. ○ Students need to be aligned with the placement process. ○ Department along with the placement team will decide the students participation in the placements. ○ Mail tracker will be sent by the placement team to all the departments ○ We can track all the placements of the students which are shared by the Placement Team. ○ We need to work together for the placement of the students in different company ○ After the 6th semester examination there will be a crash course for all the students. ○ All the students are expected to be in the offline training. ○ 85 percent of the attendance is a must for them to attend the placement. ○ Students can participate in multiple placement activities from different companies if the package is different and higher. ○ Students need to be trained according to the expectation from the companies. ○ Principal Dr. Rajeshwari Madam suggested proper planning needs to be done together for the betterment of the process.. ○ One Master Tracker will be there for all the Heads to look into it. ○ The Vice Principal observed that we are having a core placement team. ■ Profiling needs to be done to every student irrespective of the students long term goals.. ■ Domain Training will be done by the placement team based on the department expertise.	Director, Placements, AIT

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	▪ Training options will be given to the students of any department based on their interests. ▪ IT and Non-IT based classification will be done to the students. ▪ The Department Head needs to give the verticals of the students based on the strength and the interest. Need to hand hold the students to identify the students strengths. ▪ Placement team will give profile building, domain training, and expectations. ▪ Every student needs to give their interest about the company and their commitments. ▪ The Data Sheet will be shared by the placement team to all the HoDs. o Let all of them extend to the placement team. o To increase placement number and to increase median salary o HoDs to shortlist students for placements, do profile building and groom. o HoDs to identify different verticals of their program, list the students in such verticals, identify probable companies in those verticals and prepare the students for the specific skills and inform director placements. He will bring companies. o Best TPO will be awarded by the institute. o If a student misses 2 interviews without any reasons and prior permissions, he or she will not be allowed to attend subsequent placements. o After 6th sem exams students shall register for willingness towards placement. o 6th semester students will have an offline crash course as placement training. o Students must have 85% attendance during placement training. o Placement policy will be a part of the hand book.	
2	**Academics:** Workload, Subject allotment, Course file with ICT implementation • All are requested to make sure that workload of the coming academic year 2024-25 • Date of commencement of odd semesters. • Work load calculation- spreadsheet • Course allocation, prepare course file with ICT implementation. • A fortnight in advance, pre audit- DAC audit. (5th Aug for 3rd sem) • Prepare lesson plan- for every class, plan flipped class/activities, ALIVE quizzes • Identify courses with 100% ICT implementation and partial implementation, explore tools • Prerequisites (Bridge)classes for 3rd sem students from 19th Aug 2024. The students have to take assessment tests (whether or not attending bridge classes) before attending regular classes. • A section can include 40-75 students. • 1st year classes will be commencing from 19th Aug in Old Polytechnic Block • 1st Yr coordinators are going to prepare the Hand book. • First year Orientation is going to be held from August 19th 2024 to Sept 1st week to start the academic year 2024-25	Dean-Academics

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	• The detailed requirements from the each department is shared in the below link	
3	**Academics and Administration:** Examination Scheme and the Marks distribution of CIE and SEE • **Not Discussed**	Dean-Examination
4	**Academics and Administration:** • Accreditation • NAAC completion status and the timelines • SSR team and Assessors • IIQA is accepted • 5th Sept 2024 - SSR submission is going to happen from the institute for the accreditation. • Prof. Praveen BB is identified to look into infrastructure aspects for NAAC. • Vice Principal noted that if any servicing is required for the lab, please upload it in the spreadsheet which would be shared from the team: https://docs.google.com/spreadsheets/d/1kkE9945mE7SriJ7fXZs4KqQLsbYXlx-lNCpKr4lDOw4/edit?gid=0#gid=0. • IQAC requested Departments to update all the 54 Administrative files. • Criterion Wise assessors will check adherence of departments' docs and files. • All the department are expected to calculate PO attainments of 23 and 24 • All the Department Heads are requested to prepare the PPT presentation about the department • Departments to maintain a copy of docs submitted to IQAC for SSR • Identify students for SSS of SSR, graduated 2024 batch, current 1st, 2nd and 3rd year students. • Please find the below links by IQAC for all the members reference: ○ AIT NAAC SSR Draft-1a ○ AIT NAAC TIMELINE ○ List of Admin Files ○ Faculty for NAAC SSR	Head-IQAC
5	**Academics and Administration:** First year Handbook, Foundation Course faculty identification, Orientation • Orientation program for all the first year students need to be planned • Expectations from the first year from each department will be discussed.	First year coordinator
6	**Academics and Administration:** Benchmarking • All the members are expected to give the numbers on benchmarking which are directed. • Fill numbers wherever applicable • For availing vacation, ALL ACADEMIC, IQAC and other works must be completed.	Vice Principal

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7.	**Academics and Administration:** Other related
	• The Vice Principal mentioned the VTU ranks.
	  ○ 8 ranks are awarded to students of the acharya from the VTU.
	  ○ He also addressed that we need to focus on the ranks from the core discipline department like ECE, CSE, AIML, BT, ISE ..
	  ○ There were departments who missed the ranks marginally.
	  ○ Department Ranks: 8 for AIT
	  ○ Support to potential probable rank holders.
	• First year classes will be in the Polytechnic block of your campus.
	  ○ Odd semester of first semester of the academic year 2024-25 will be conducted in polytechnic.
	• Dean Student Affairs have noted the following below points:
	  ○ 4th sem Attendance- 65 to 75% attendance- take records and condone.
	  ○ Less than 65%- detained - communicate to such students and parents without fail.
	  ○ MT - 6 with less than 75% and 1 with less than 65% attendance.
	  ○ Monitor the attendance of students regularly (every fortnight)
	• The Honorable Managing Director spoke to all the members regarding the ICT and Laptop possession. He noted and asked everyone to make sure that ICT based learning needs to be improved.
	  ○ Don't entertain students to share laptops during quizzes
	  ○ Don't yield to students' pressure to conduct quizzes early so that they can leave classes early/or share laptops to register answers.	

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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Follow up and Action Taken Report from Previous Meeting

Sl. No	Action/Discussion Points	Responsibility	Timeline	Status
1	**Academics and Administration:** Benchmarking for the academic year 2024-25	HoDs	Academic year	Time to Time
2	**Academics:** Usage of ICT in our Teaching Learning Process.	HoDs	Academic year	Time to Time
3	**Academics and Administration:** Support required for conduction of preparatory exams for 2nd sem BE • **Not Discussed**	–	–	–
4	**Academics:** Commencement of 2024-25 Batch	HoDs	Academic year	Time to Time
5	**Academics:** Identifying faculty for 1st year 2024-25 batch • **Not Discussed**	–	–	–
6	**Academics and Administration:** Any other Points discussed with permission of the Chair	–	–	–

Please find the Geo-Tag Photos of the ACM Meeting held on 26th July 2024

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Prof. Rajeshwari

Principal, AIT

Date: 26/07/2024

26/7/2024

Sl No	Name	Designation	Sign
1	Prof. Rajeswari	Academic Dean	
2	Prof. Murigowda	VP	
3	Prof. Lakshmikant		
4	Prof. Ajith	CSE, HOD	
5	Dr. Abhishek	MBA HOD	
6	Dr. Muthu S.S.	Professor	
7	Dr Manjunatha B	ME, HOD	
8	Dr. Vijayashankar S S	AEML-DS	
9	Dr Shilpa Sivashankar	BT, HOD	26/7/24
10	DR. KALA VENUGOPAL	ISE HOD	
11	Devarajaiah RM	MT, HOD	
12	Dr. Lakshmikanth S	IQAC, Coordinator	
13	Dr. Ratnakirti Roy	MCA, HOD	
14	DY. Shashidhar T.M	EEE - HOD	
15	Dr. P Sreekanth Reddy	Civil - HOD	
16	Aman Gandge	Aeronautical e	
17	Dr. T. Laxmi reddy	Maths - HOD	
18	Dr. Satish. K	HOD/CHEM	
19	Dr. Rajanna K.R	Prof	

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AJITH PADYANA AI001867 <ajithpadyana@acharya.ac.in>

ACM: Agenda for 8th ACM Continuation on 28th June 2024 at 2:30 PM

3 messages

Ajith Padyana <ajithpadyana@acharya.ac.in> Wed, Jun 26, 2024 at 1:44 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, Rajath Hegde M M AI002313 <rajath2313@acharya.ac.in>

Dear Members,
Based on the directions by the Vice Principal, We are going to have the 8th ACM continuation meeting on 28**th June 2024 at 2:30 PM** in the Admin Board Room
Kindly make yourself available and let's have a constructive discussion.
You can put your points to be discussed in the given document link. Based on the priority, I will send the finalized points on 28th June 2024.
If you are unavailable, please send the representation with the permission of the Vice Principal.

Meeting Details:

- **Date: 28th June 2024**
- **Time: 2:30 PM**
- **Venue: Admin Board Room.**
- **document link**

--
With loving regards,

ACHARYA
Dr. Ajith Padyana
Professor and Head
Department of Computer Science & Engineering
Acharya Institute of Technology
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
INDIA
official e-mail id: hod-cse@acharya.ac.in
Alternate e-mail id: ajithpadyana@acharya.ac.in
Mobile: 9731015499
www.acharya.ac.in

ISE HOD <hod-ise@acharya.ac.in> Wed, Jun 26, 2024 at 3:08 PM
To: Ajith Padyana <ajithpadyana@acharya.ac.in>
Cc: Principalait Acharya <principalait@acharya.ac.in>, USHA KUMARI V AI002487 <ushakumari2487@acharya.ac.in>

Dear Sir,
As the Department of ISE has planned for Parents Meet on 28th June 2024 at 3.00 pm, Prof. Usha Kumari will be attending the meeting on my behalf until 4.30pm.
This is with the permission of Vice Principal sir.
Thank you.
[Quoted text hidden]
--
With warm regards

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Minutes of 8th ACM Continuation- Academic Year 2023-24 held on 28th June 2024

1 message

Ajith Padyana <ajithpadyana@acharya.ac.in> Fri, Jun 28, 2024 at 6:23 PM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod mca <hod-mca@acharya.ac.in>
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, Rajath Hegde M M AI002313 <rajath2313@acharya.ac.in>

Dear Members of ACM,
Please find attached the Minutes of ACM conducted on June 28th 2024 from 2:30 PM to 6:30 PM.
Let me know if we as a team have missed anything in the given minutes. .
Thank you!
with loving regards,
Ajith.

--
With loving regards,

Dr. Ajith Padyana
Professor and Head
Department of Computer Science & Engineering
Acharya Institute of Technology
Acharya Dr.Sarvepalli Radhakrishnan Road
Soldevanahalli, Bangalore-560107
INDIA
official e-mail id: hod-cse@acharya.ac.in
Alternate e-mail id: ajithpadyana@acharya.ac.in
Mobile: 9731015499
www.acharya.ac.in

MoM_8A_ACM_28.06.2024.pdf
1112K

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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Date & Time: : 28 -06 - 2024 at 2:30 PM to 5:30 PM

Reference No: AIT/ACM/MOM/2023-24/08_A

Location : Admin Board Room

Duration : 3 hours

Sl. no.	Agenda Point to be Discussed	
1	Benchmarking for the academic year 2024-25	VP
2	Usage of ICT in our TLP	VP
3	Support required for conduction of preparatory exams for 2nd sem BE	First year coordinators
4	Commencement of 2024-25 Batch 1. Pre Assessment 2. Orientation Programme 3. Bridge course 4. Post assessment	First year coordinators
5	Identifying faculty for 1st year 2024-25 batch	First year coordinators

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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- The Vice Principal welcomed all the ACM Members for the 8th ACM.
- Prof. Rajeshwari madam has taken over as Principal Incharge from 25th June 2024.

Sl. No	Action/Discussion Points	Responsibility

1	**Academics and Administration:** Benchmarking for the academic year 2024-25
	• The Academic Council Team discussed exclusive benchmarking for the academic year 2024-25.
	• Document regarding the benchmarking will be shared by the Principal's office
	  ○ Find the link here to see the expectation and the benchmarking.
	  ○ This is more of a reference for all of us to achieve as a team AIT.
	  ○ Benchmarking is based on the NAAC and the NBA requirements.	

2	**Academics:** Usage of ICT in our Teaching Learning Process.
	• Management team noted that AIT is not aggressive in terms of implementation of ICT.
	• Management and the Administration expects to implement this ICT in every department in an aggressive way.
	• This document is an ICT implementation between 24th June to 28th June 2024. Also it has a count of students who are having a laptop. Approximately 62 percent have a laptop for ICT based learning.
	  ○ https://docs.google.com/spreadsheets/d/1NHqssSPHBiBpJZNtw7L-Sg_oCpBBGSJ2/edit?gid=2143786879#gid=2143786879
	• There will be training for all the faculty members and all the HoDs from next week onwards.
	• Dean Academics and Dr. Abhishek (HoD, MBA) is going to push the drive to talk about the ICT usage of the ALive platform.
	• From 8th July onwards we are going to have an implementation by all the faculty.
	• Professionals from outside institutions will be delivering the usage of ICT tools to all of our faculty.
	  ○ Detailed schedule will be sent by Dr. Abhishek (HoD, MBA)
	• Resource person is getting identified for orientation of ICT to our faculty.
	• Prof. Devarajaiah sir requested for the resource person who are aligned with the academic vertical on mechanical. mechatronics etc.
		HoDs

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	• The Vice Principal noted that we have to use available ICT in our ALive platform. • Quiz based ICT for the faculty to start with ICT implementation immediately in every department. • Alive Platform and the ERP Team is working on the implementation of ICT for AIT. • Challenges are to be addressed in implementation of ICT.	
3	**Academics and Administration:** Support required for conduction of preparatory exams for 2nd sem BE • **Not Discussed**	

4	**Academics:** Commencement of 2024-25 Batch
	• We are going to start the academic year on August 16th 2024
	  ○ We are going to have orientation and campus tour
	  ○ Faculty coordinator will be assigned for multiple different vertical
	  ○ Minutes of Meeting of commencement of Academic year 2024-25 and the calendar of events is given.
	  ■ https://drive.google.com/file/d/1pOjsHDobqjp_j7gx3oSqwPYVJZYYyB2O/view?usp=drive_link
	  ■ The Vice Principal discussed in detail about the MoM of the first year meeting.
	• Single point of contact has been identified for all the different verticals.
	• Extensive study has been done by the team.
	• There are below listed objectives we will execute for the smooth execution of induction of the students.
	1. Pre Assessment
	2. Orientation Programme
	3. Bridge course
	4. Post assessment	

5	**Academics:** Identifying faculty for 1st year 2024-25 batch • **Not Discussed**	
6	**Academics and Administration:** Any other Points discussed with permission of the Chair • Managing Director Mr. Krishna Basani has interacted with ACM members regarding the implementation of the ICT as a best practice • Mr. Gangadhar Sir, a Director of Sport of Acharya Institute of Technology, Bangalore. Acharya Institute of Technology has been standing first in VTU for five years. ○ Principal Incharge and Vice Principal along with ACM Team appreciated his efforts and wished him the best for his future endeavors.	

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Follow up and Action Taken Report from Previous Meeting

Sl. No	Action/Discussion Points	Responsibility	Timeline	Status
1	**Academics and Administration:** Results target for the ongoing semester • Realistic and Practically possible Targets are given to all the HoDs to achieve	Faculty and the HoDs		
2	**Academics:** Execution of Tutorial classes	All HoDs/Faculty	Time to Time	
3	**Administration:** Implementation of ICT • 15th June 2024 is a deadline for all of us to use ICT. • All possible subjects wic can use CT tools can be done. • List of ICT implemented subjects wic are taught need to be sent to the principal's office so that any kind of verification can be the administrations. • We need to be prepared for the ICT implementation. • We can use different modes of ICT for the delivery of the content of the syllabus.	All		
4	**Administration:** Preparation of compressive COE which includes Academic, Examination,Placements Assessment, Training, value added Training, Industry certified courses etc • The exhaustive calendar of events (COE) will be prepared for the smooth execution of the semester and the academic year.	Office of the principal		

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Please find the Geo-Tag Photos of the ACM Meeting held on 28th June 2024

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Prof. Rajeshwari

Date: 28/06/2024

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28/06/2024

Sl. No	Name	Designation	Sign.
1	Prof. Manjegowda C.K.	Vice Principal	
2	Dr. Ajith	Professor & HOD CSE	
3	Dr. Rajinikanth Rao	Assoc. Prof & HOD, MCA	
4	Dr. Shilpa Sivashankar	Asso Prof & HOD, BT	28/6/24
5	Deepa Rajaiah	Prof & Head, MT	28/6
6	Dr Manjunatha	Assoc. Prof & HOD, ME	
7	DR. ABHISHEK VENKTESHWAR	ASSOC PROF & HOD-MBA	
8	Dr. SATISH K	Assoc. Prof & HOD-CHEM	
9	Dr. Muthu. S.S	Professor, physics	
10	Dr. Rajanna K R	Prof, Mathematics	
11	Dr. Vijayashekhar S.S	Asso Prof & HoD-ASE-DS & Cyber Sec	
12	Dr. Shathidhar TM	Prof. & Head - EEE	
13	Dr. Swetha. S	Asso Prof & HOD - A.E.	
14	Dr. Kavyashree. D	Associate prof & Head, Phy	
15	Dr. T. Rami Reddy	Assistant Prof & Head, Maths	
16	Dr. P. Sreekanth Reddy	Asst. Professor Head, CV	
17			

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AJITH PADYANA AI001867 <ajithpadyana@acharya.ac.in>

ACM Meeting on 11th January 2023 at 2:30 PM

1 message

Ajith Padyana <ajithpadyana@acharya.ac.in> Mon, Jan 2, 2023 at 11:15 AM
To: hod-ece <hod-ece@acharya.ac.in>, hod cse <hod-cse@acharya.ac.in>, ISE HOD <hod-ise@acharya.ac.in>, HOD AI&ML <hod-aiml@acharya.ac.in>, hod-eee <hod-eee@acharya.ac.in>, hod civil <hod-civil@acharya.ac.in>, hod mech <hod-mech@acharya.ac.in>, HOD MT <hod-mt@acharya.ac.in>, "AE (AIT)" <hod-ae@acharya.ac.in>, hod-bt <hod-bt@acharya.ac.in>, hod mba <hod-mba@acharya.ac.in>, hod au <hod-au@acharya.ac.in>, hod-physics <hod-physics@acharya.ac.in>, hod-maths <hod-maths@acharya.ac.in>, hod-chemistry <hod-chemistry@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, hod-mca@acharya.ac.in
Cc: ACHARYA INSTITUTES PA <ait.pa@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, renuka devi <renukadevi@acharya.ac.in>, principalait acharya <principalait@acharya.ac.in>, ait chfproctor <ait-chfproctor@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, dean academics <dean_academics@acharya.ac.in>, Rajath Hegde M M AI002313 <rajath2313@acharya.ac.in>

Dear Members,
We will have an ACM meeting on **11th January 2023 at 2:30 PM** in the Admin Board for the month of December. You can put your points to be discussed in the given document link.

Meeting Details:

- **Date: 11th January 2023**
- **Time: 2:30 PM**
- **Venue: Admin Board Room.**
- document link.

Thank you
with regards
Ajith

--
Dr. Ajith Padyana
Associate Professor
Department of Computer Science and Engineering
Acharya Institute of Technology
Acharya Dr.Sarvepalli Radhakrishnan Road
oldevanahalli, Bangalore-560107
INDIA
My Webpage
Official email: ajithpadyana@acharya.ac.in
Personal email: ajith.padyana@gmail.com
Mobile: +919731015499

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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Date & Time: 11-01-2023 2:30 PM to 4:30 PM

Reference No: AIT/HODs/2023/11/01

Location : Admin Board Room

Duration : 2:00 hour

Agenda :

Sl no	Agenda Point to be Discussed	
1	Instructions and Guidelines from Principal and Vice Principal	
2	Protocols to be followed during execution of Social connect and Responsibility activities by course coordinators and students.	UHV-Cell
3	TLP monitoring by heads of the departments offering first year subjects	First Year coordinators
4	IA marks entry on the ERP portal	Coordinator Student Affairs
5	Updation of passed-out students status on the ERP portal	Coordinator Student Affairs
6	KSCST PROJECT PROPOSALS	CIVIL - HOD
7		

	Action/Discussion Points	Responsibility	Timeline	Status
1	**Administration and Academics:** Schedule of briefing session-Examination process and responsibilities	**All HoDs, Dean Examination**	**By Next week**	**Completed**
2	**Administration and Academics:** Faculty feedback and ATR	**All HoDs**	**By 12th December 2022**	**Time to Time**
3	**Administration and Academics:** Tuition fee dues and Procedure.	**All HoDs**	**By Next Internal Assessment**	**Completed**

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4	**Administration and Academics:** Enrollment for NSS, Yoga and Sports	**Dean Academics**	**By 12th December 2022**	**Completed**
5	**Administration and Academics:** Admission status, Sections and faculty allocation:	**First Year Coordinators**	**12th December 2022**	**Completed**
6	**Administration:** Anti Ragging committee and plan of action		**12th December 2022**	**Time to Time**
7	**Administration and Academics:** Open discussion • PLC and ETC registration for the first year students will be done on 8th December 2022. • The Vice Principal requested for putting the agenda points in the ACM Agenda shared by the Member Secretary. • IPCC subjects Internal Assessment need to be relooked and conduction of the examination. • Clarity needs to be there from the University regarding the assessment.		**8th December 2022**	

Prof. Rajath Hegde

Date: 05/12/2022

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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Date & Time: 11-01-2023 2:30 PM to 4:30 PM **Reference No: AIT/HODs/2023/11/01**

Location : Admin Board Room

Duration : 2:00 hour

Agenda :

Sl no	Agenda Point to be Discussed	
1	Instructions and Guidelines from Principal and Vice Principal	
2	Protocols to be followed during execution of Social connect and Responsibility activities by course coordinators and students.	UHV-Cell
3	TLP monitoring by heads of the departments offering first year subjects	First Year coordinators
4	IA marks entry on the ERP portal	Coordinator Student Affairs
5	Updation of passed-out students status on the ERP portal	Coordinator Student Affairs
6	KSCST PROJECT PROPOSALS	CIVIL - HOD
7		

	Action/Discussion Points	Responsibility	Timeline	Status
1	**Administration and Academics:** Schedule of briefing session-Examination process and responsibilities	**All HoDs, Dean Examination**	**By Next week**	**Completed**
2	**Administration and Academics:** Faculty feedback and ATR	**All HoDs**	**By 12th December 2022**	**Time to Time**
3	**Administration and Academics:** Tuition fee dues and Procedure.	**All HoDs**	**By Next Internal Assessment**	**Completed**

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

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4	**Administration and Academics:** Enrollment for NSS, Yoga and Sports	**Dean Academics**	**By 12th December 2022**	**Completed**
5	**Administration and Academics:** Admission status, Sections and faculty allocation:	**First Year Coordinators**	**12th December 2022**	**Completed**
6	**Administration:** Anti Ragging committee and plan of action		**12th December 2022**	**Time to Time**
7	**Administration and Academics:** Open discussion • PLC and ETC registration for the first year students will be done on 8th December 2022. • The Vice Principal requested for putting the agenda points in the ACM Agenda shared by the Member Secretary. • IPCC subjects Internal Assessment need to be relooked and conduction of the examination. • Clarity needs to be there from the University regarding the assessment.		**8th December 2022**	

Prof. Rajath Hegde

Date: 05/12/2022

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	• IQAC coordinator has to get all the course file • Course file has to be communicated to students immediately to the even semester students.		be completed by 10th may 2022. • Course file closure of odd semester 2021-22	
	Academics: Phase II Project Work Evaluation • Project coordinator has to follow all the rubrics given by dean academics. • It has been informed that Dean Academics will be interacting in future if any of the project coordinators are having any clarifications. • Dean Academics observed that we need to be following all the deadlines which are given.	**HoDs**		

	Administration and Academics:
	DAC Activities- reconstitution(if required) and role of DAC member Secretary, Orientation on OBE for new faculty recruited, Strategizing and Monitoring of the execution of TLP
	• Dean Academics noted that, we need not go by the seniority of the faculty to be part of the DAC.
	• HoD can reconstitute based on the efficiency and the quality of the Faculty.
	  ○ HoD is the Program coordinator of DAC
	  ○ We can choose Module Coordinators as part of the DAC
	  ○ Modules can be chosen based on the sub branches, like networking, data structures, programming etc, taken as an example in the CSE Department.
	• Dean Academics expects all departments to choose DAC Member Secretary with strong understanding of the OBE, NAAC, NBA etc.
	• Needs to be improved.
	• IQAC and Academic Coordinator need to be supported.
	• OBE has to be trained for all the faculty of the department.
	• Any programs to be done to the students or FDP to be conducted to be closed with the
		HoDs	**time to time**	**completed**

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	• It has been decided that the ACM meeting will be held either on the 6th or 7th of every month.			
	Administration: NIRF Presentation and Targets • Detailed presentation done by VP. • All the members agreed to have the achievable target for December 2022 for improving our NIRF Ranking. • VP with his detailed analysis presented some of the top institutes which are below 250 in NIRF ranking. Some of the top engineering colleges which are below 200, BNMIT, BMSIT, NewHorizon Institute etc. • Now our immediate target is to get the ranking between 200 to 250.	**All the Stakeholders - Principal, VP, Deans, HoDs, Faculty.**	**December 2022**	
	Academics: COE for the Even Semester 2021-22 • Two feedback from the students. One after the First Internal Assessment and the second one after the second Internal Assessment. • Institute level calendar is going to be fixed before the departmental calendar.	**Principal, Vice Principal, All HoDs,**	**Done and circulated**	
	Academics: Course file for the Even Semester 2021-22 • Course file needs to be given to the students by the beginning of the semester.	**All HoDs**	**Needs to be implemented in the department level**	
	Academics: 2021-22 Odd sem Course file closure, Even sem Course file updation • The 5th and 7th semester course file needs to be closed. • Course end survey needs to be sent. Laboratory • Course end reports has to be completed by all the faculty who are handling it • Course files for odd semester has to be closed • Course outcome has to be done for even semester subjects.	**All HoDs**	• April 26th is the deadline for course files for odd semesters and even semesters. • April 26th 2022 for 5th and 7th semester course file. • 3rd semester course file report need to completed on May 5th 2022 • 1st semester course file report needs to	

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	• It is noted that there will be uniforms which will be told to the students to wear, Boys and girls will have separate dress codes on the graduation day. • Few of the notable personalities' names have been proposed to be part of the graduation day.			
	Academics and Administration: Faculty Deputation for Kannada Subject. • Kannada Subjects will be handled by the Kannada faculty.	**Principal**	**Before the semester begins**	**Completed**

Follow up from Previous Meetings:

	Action/Discussion Points	Responsibility	Timeline	Status
	Administration: IMU- March 2022 Presentation The Vice Principal Presented the IMU in detail. Some of the points which are discussed in detailed are: • 15th of May deadline for teaching quality feedback. • The HoD and Faculty Progress report will be analyzed and given constructive feedback for the improvement. • Everyone needs to have a task which needs to be completed in stipulated time. • The IS Department will be sharing the faculty feedback analysis of individual faculty. • We are total 175 faculty in AIT, Bangalore • HoD presentation needs to be given in the ACM regarding the progress of the department and detailed analysis.	**Vice Principal and HoDs**	**Every Month - 6th or 7th**	**Completed**

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	• Need to send the list of faculty who will be handling even semester of first year 2021-22 • May 20th 2022 all the first year course file has to be submitted for both even and the previous odd semester 2021-22. • Presentation by the module coordinator on May 22nd 2022 regarding the preparation for the first year even semester 2021-22 . •			
	Academics and Administration: Finalization of IA marks & Attendance for First year BE 2021-22 Odd semester as on 30-04-2022.(Detention List to be prepared) •	**HoDs**	**Completed**	**Completed**
	Academics: Respective department Faculty Handling IDT for First year BE 2021-22, Even Semester. • First year coordinator requested all the HoDs for handling IDT courses to the students by respective departments.	**All HoDs**		
	Academics and Administration: Lab Internals assessment to be schedule well in advance and centralized across first year BE for all the branches • **CoE has to be there for Lab Internals**	**HoDs and First Year Coordinator**	**CoE has to be there for Lab Internals**	
	Academics and Administration: Faculty requirement to handle SFH subject for First year BE 2021-22, Even Semester. • Chemistry faculty are requested to handle this subject in the even semester for the students. • There was a request from First Year coordinator to recruit the faculty to handle SFH subject (health related subject)	**Vice Principal and HoDs**	**Need to be identified and recruited**	**Need to complete it.**
	Administration: Graduation day • 22nd June 2022 Technosathava is going to be held. • 23rd June 2022 Photo session is going to be held. • 25th June 2022 Graduation day will be held.	**Principal/Head, Student affairs**	**June 1st 2022**	**Need to check it from time to time.**

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	• Dean Academics noted that Assignment quality needs to be upgraded. Current quality requires major upgrades to keep up the quality of the students' outcome. • Faculty can align the subjects with some of the MOOC courses to keep the quality and can ask the students to complete the MOOC courses during the semester. This will upgrade the student quality and also students would have done atleast 4 to 6 certification courses by the end of their bachelor degree. • The Vice-Principal instructed all the HoDs to present the best practices of the department. It will be scheduled soon. • Program Coordinator has to check the course files of Module coordinator to keep the quality in check.			
	Administration: Deputating Senior Faculty members for First Year BE Even Semester. • First Year Coordinator Prof. Mahesh requested all the HoDs to allocate senior faculty of the department for first year students. This exercise is mainly to ensure the fundamentals of the subject are taught by senior faculty to maintain the institute standard. • Multiple models like Two faculty can handle (Senior + Junior) Teachers can handle to reduce the load of administrative things to senior faculty. • Team came to a conclusion that we can work this model with one department either the MBA department or ECE department, to see how it works in the even semester of the academic year 2021-22 . •	**HoDs**	**By May 30th 2022**	**Need to check**
	Academics: Seven Sections in each cycle(Physics & Chemistry) for Even Semester.	**HoDs**		

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	This is mainly to ensure constructive discussion.			
	Administration: IQAC - NAAC and NBA Requirements along with e-paathshala. • E-paathasala is having issues and efforts are in the progress to fix the things. it will be channelized soon. • The IQAC Coordinator explained about the importance of the epaathasala in the future for every accreditation purposes. • All the NBA and NAAC related documents need to have proof documents and need to be updated from time to time. • He noted that BioTechnology department and the Aeronautical Departments needs to be ready with the pre qualifier by end of this week, i.e. May 7th 2022. • Other departments who are going for compliance need to be ready by 7th May 2022. • All the departments need to be ready for the NBA and need to practice Outcome Based Education (OBE) to align with NBA Accreditation. • Documentation for every year needs to be completed from time to time.	**Vice Principal and HoDs**	**May 13th 2022 (CSE, ECE, MT, Mech) and May 20th 2022 (BT and AE)**	
	Administration: IQAC - NAAC and NBA and Dean Academics requirements • The Vice Principal noted that individual faculty should not be emailing him but the criteria owner can send the consolidated requirements to him for the ease of the process. • The IQAC audit needs to be completed by 5th May and the report needs to be sent to the Dean-Academics for the documentation and for the verification. • HoDs are requested to be rigorous in scrutinizing the Question paper and giving input to the faculty regarding the different requirements of the department.	**Vice Principal and HoDs**	**May 13th 2022 (CSE, ECE, MT, Mech) and May 20th 2022 (BT and AE)**	

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5	HOD, MT	Dr. Devarajaiah R M
6	HOD , AE (In charge)	Representation was Present
7	HOD, ISE	Mr. Chayapathi A R
8	HOD, AU	Dr. PRASHANTH K P
9	HOD, CV	Mr. DHANANJAY M
10	HOD, CHEMISTRY	Mrs. SHWETHA R
11	HOD, MATHEMATICS	Dr. T RAMI REDDY
12	HOD, PHYSICS	Dr. KAVYASHREE
13	HOD, MBA	Dr. Juin Choudhary
14	HOD, AIML	Dr. Ajith Padyana
15	HoD, ME	Representation was Present

Members Absent:

1	HOD, EEE	Dr. R Prakash
2.	HOD, ME	Dr. Attel Manjunath
3	HOD , AE	Prof. S K Maharana
4	Coordinator - Student Affairs	Dr. Rajanna K R
5	HOD, BT	Dr. SUNEETHA T B

Discussion Summary:

	Action/Discussion Points	Responsibility	Timeline	Status
	Administration: Principal/ Vice Principal **Vice Principal Prof. Marigowda noted and also instructed all the HoDs that HoDs need to be present for the ACM meeting; physical presence is required and not the representative delegation.** **All are requested to adhere to this discipline.**	**HoDs**	–	–

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

Date & Time: 04-05-2022 2:30 PM to 5 PM
Location : Admin Board Room
Duration : 2.00 Hours
Agenda :-

Reference No: AIT/HODs/2022/04/05

Sl no	From	Agenda Point to be Discussed
1	Prof. Devarajaiah, IQAC, AIT	• NBA, NAAC Requirements
3	Dr Mahesh S S First Year Coordinator	• Deputating Senior Faculty members for First Year BE Even Semester. • Seven Sections in each cycle(Physics & Chemistry) for Even Semester. • Finalization of IA marks & Attendance for First year BE 2021-22 Odd semester as on 30-04-2022.(Detention List to be prepared) • Respective department Faculty Handling IDT for First year BE 2021-22, Even Semester. • Faculty requirement to handle SFH subject for First year BE 2021-22, Even Semester. • Feedback of individual subjects & Faculty members to be discussed with Individual Heads of the departments. • Lab internals assessment to be scheduled well in advance and centralized across First Year BE for all Branches.
4	Rajanna K R Coordinator Student Affairs	• Finalization of student profiling format • Follow ups of not reported students • Communication to students through an official email ID • IA marks updation on the ERP portal • Final year projects exhibition • Graduation day
5	Dr. Prashanth K P HOD - AU	• Faculty Deputation for Kannada Subject.

Members present:

Sl. No	Representative's Designation	Name
	PRINCIPAL, AIT	Prof. Rajath Hegde
1	VICE-PRINCIPAL, AIT	Prof. C K Marigowda
2	HOD, CSE	Dr. Ajith Padyana
3	Coordinator - 1st Year	Dr. Mahesh S S
4	HOD, ECE	Dr. RAJESWARI

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	report and map with the Program Outcomes. • DAC can be reconstituted and Academic Dean will be addressing. • the DAC of the individual department. (23rd April 2022) • The DAC Member Secretary needs to meet the Dean Academics for guidance.			

Prof. Rajath Hegde

Date: 04/05/2022

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AJITH PADYANA AI001867 <ajithpadyana@acharya.ac.in>

Minutes of the ACM dated 18.11.2021

2 messages

Principalait Acharya <principalait@acharya.ac.in> Mon, Nov 29, 2021 at 2:59 PM
To: <ait-hods@acharya.ac.in>, ait-hodname@acharya.ac.in, renuka devi <renukadevi@acharya.ac.in>, Dean Examination <dean_examination@acharya.ac.in>, AIT IQAC <ait-iqac@acharya.ac.in>, coordinator 1yr <coordinator-1yr@acharya.ac.in>, rajanna <rajanna@acharya.ac.in>
Cc: Campus Director <cd@acharya.ac.in>

Dear Professor,

Please find attached the Minutes of the ACM Meeting which was held on 18/11/2021 for your reference.

Regards,

Dr. Prakash M R
Principal,
Acharya Institute of Technology,
Acharya Dr. Sarvepalli Radhakrishnan road,
Soldevanahalli, Bangalore - 560 107.

Ph: 080-28396011, Extn: 2101,
Mobile: 9448864740
Alternate email: prakash@acharya.ac.in

MoM_ACM 18_11_2021.docx
123K

Principalait Acharya <principalait@acharya.ac.in> Wed, Feb 9, 2022 at 12:08 PM
To: Ajith Padyana <ajithpadyana@acharya.ac.in>

Dear Sir,

PFA the format of MOM

Regards,

Principal,
Acharya Institute of Technology,
Acharya Dr. Sarvepalli Radhakrishnan Road,
Soldevanahalli, Bangalore - 560 107.
Ph: 080-28396011, Extn: 2101,

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MINUTES OF MEETING
ACHARYA INSTITUTE OF TECHNOLOGY, BANGALORE.

ACHARYA

Date &Time : 18.11.2021, 3.00PM **Reference No: AIT/HODs/2021/18/11**
Location : Principal chamber AIT
Duration : 2.00 Hrs
Agenda :-

1.Principal	1. Time table for I BE and mapping of test time table, invigilators in ERP 2. Class rooms for all the sections of all semesters including open electives and common subjects 3. AICTE activity points 4. IA marks to be sent to parents 5. Fees collection from Higher semesters 6. Attendance of students in Offline classes and labs 7. Open elective classes monitoring 8. NAAC and NBA documentation 9. Work Funded projects 10. Internships, Workshops and seminars 11. Publications in WOS 12. Renewals of MOUs 13. A4 sheet Indent for Internal tests 14. Atal and NIRF Rankings
2. Dr Rajeshwari	1. Project Phase 1 and Multidisciplinary student projects 2. IA question papers, Assignments and DAC role in the dept. 3. Meeting with DAC member Secretary in the month of Nov 2021& I 4. Value added Courses 5. Resource sharing for collaborative learning
3. Dr K P Prashanth	1. ERP Attendance for students (fee dues) 2. Result analysis for even semester 3. Anti-Ragging & Squad duty 4. Forum Activities & Extra-curricular activities 5. Readmission to odd semester
4. Dr Kavyashree D	1. Commencement of 1st semester BE classes. 2. Induction programme. 3. Washrooms in 4th and 5th floor of ANA block

Members present: 20/20

Sl. No	Representative's Designation	Name
1	PRINCIPAL, AIT	Dr. PRAKASH MR
2	AO	Dr. Renuka Devi
3	HOD, CSE	Dr. Ajith Padyana

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4	HOD, ECE	Dr. RAJESWARI
5	HOD , AE (In charge)	Prof. Varsha N
6	HOD, EEE	Dr. R PRAKASH
7	HOD, ISE	Prof.C K MARIGOWDA
8	HOD, ME	Dr. ATTEL MANJUNATH
9	HOD, MT	Dr. Devarajaiah R M
10	HOD, AU	Dr. PRASHANTH K P
11	HOD, BT	Dr. SUNEETHA T B
12	HOD, CV	Prof. DHANANJAY M
13	HOD, CHEMISTRY	Prof. SHWETHA R
14	HOD, MATHEMATICS	Dr.T RAMI REDDY
15	HOD, PHYSICS	Dr. KAVYASHREE
16	HOD, MBA	Dr. JUIN CHOUDHARY
17	HOD , MCA	Prof. Manish Kumar Thakur
18	Exam Coordinator, AIT	Dr. Ramesh Hegde
19	Coordinator - 1st Year	Dr. Mahesh S S
20	Coordinator- Student Affairs	Dr. Rajanna K R

Members Absent: Nil

Discussion Summary: All points mentioned in the Agenda were discussed

	Action/Discussion Points	Responsibility	Timeline
1	**Time table for I BE and mapping of test time table, invigilators in ERP:**Principal informed that the time table of subject teacher handling of the respective section, lesson plan and the test invigilators of all semester to be mapped in ERP for all semester including I BE. Otherwise attendance and work done will not be considered and will not reflect in FARM	HODs	30.11.2021
2	**Class rooms for all the sections of all semesters including open electives and common subjects**: Principal insisted that class rooms must be identified and informed to the concerned students for all the subjects of all semesters including open electives one day before the commencement of offline classes in every semester.	HODs	24.11.2021
3	**AICTE activity points:** Principal informed that the HODs must plan to	HOD/Dr	24.11.2021

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	complete AICTE activity points for all the semesters in time as the 7th semester students have not started in full swing. It will not help them to get their degree if they fail to complete the required points. For each semester, one coordinator must be identified and they must coordinate will with Dr Mahesh S S and also with the NGOs signed MOUs with us for the completion of this activity	Mahesh SS	
4	**IA marks to be sent to parents**: Principal requested all the HODs to find a mechanism along with our ERP team to send IA marks and attendance periodically to parents to establish better understanding and create awareness to parents about their wards progress as we used earlier with a CARE system.	HODs	30.11.2021
5	**Fees collection from Higher semesters:**Principal informed the HODs to collect all the fee dues before the second internal test as most of the students are started attending the classes. Pending cases will not be allowed to file exam forms, write practical exams and theory exams. Even First year management students can be informed to clear their dues as they are also attending bridge courses	HODs	20.11.2021
6	**Attendance of students in Offline classes and labs:** Principal insisted all the HODs to monitor the attendance of students in theory and labs of all higher semesters through class teachers and maintain a hard copy along with soft copy in ERP. This is important for LIC and NAAC inspection	HOD/Faculty	20.11.2021
7	**Open elective classes monitoring:** Principal requested all the HODs to monitor effectiveness of open elective classes and told that there should not be any complaint from the students about teaching learning process of this subject	HOD/Faculty	20.11.2021
8	**NAAC and NBA documentation**: Principal informed NAAC and NBA coordinator to speed up the collection of criteria wise data and upload the data to the respective website in time.	HOD/IQAC	30.11.2021
9	**Work Funded projects:**Principal insisted the HODs to motivate faculty to write more funded proposals as we need to improve NIRF and Atal rankings. Minimum one patent should be filed in each department in the next two years	HOD/Faculty	30.11.2021
10	**Internships, Workshops and seminars**: Principal informed the members to send documents related to students active participation in internships, workshops and seminars with proofs as and when it is received in the department for IQAC for further process.	HODs/Dean academics	20.11.2021
11	**Publications in WOS:** Principal insisted the faculty to publish papers only in reputed journals as it is going to help in improving institution reputation and recognition during NAAC and NBA visits and other statutory bodies while seeking funds for research	HODS/Faculty /Dean R&D	30.11.2021
12	**Renewals of MOUs:** Principal requested all the HODs to renew MOUS to make it active and carryout more student's trainings and engage them in product developments.	HODs	30.11.2021
13	**A4 sheet Indent for Internal tests:** principal insisted the departments	HODs	20.11.2021

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	indent fresh A4 sheets for the conduction of internal tests as the offline classes started now and take it from the store after approval.		
14	**Atal and NIRF Rankings:** Principal insisted all the HODs to plan to work towards supporting to improve Atal and NIRF rankings and bring our ranking below 200. Otherwise we will not get funding's for our proposals as per the New education policy	HODs	25.11.2021
15	**Project Phase 1 and Multidisciplinary student projects:** Dr Rajeshwari requested all the departments to start the 8th sem projects synopsis submission and phase 1 presentation now only so that we can produce quality projects at the end of 8th Semester BE. Rubrics for the same is shared with all the HODs for seminars, mini projects and Major projects already. Evaluators must strictly adhere to it.	HODs	25.11.2021
16	**IA question papers, Assignments and DAC role in the dept.:** Dr Rajeshwari, ECE HOD, also Insisted that the question paper quality should be improved across all departments and Cos to be addressed properly especially if the course coordinator is a fresher	HODs	24.11.2021
17	**Meeting with DAC member Secretary in the month of Nov 2021:** Dr Rajeshwari informed he HODs that she will fix up meeting with DAC to evaluate the process adopted in the department for TLP process and then give feedback.	HODs	24.11.2021
18	**Value added Courses:**Departments can prepare syllabus for value added course in consultation with industry and call industry personal to teach the subjects. The syllabus can be prepared well in advance and may be sent to VTU to take permission to conduct regularly in the campus as required by NAAC and NBA team.	HODs	25.11.2021
19	**Resource sharing for collaborative learning**: Dr Rajeshwari also informed the HODs to share the resources available in the departments across all the departments so that we can moot for collaborative learning.	HODs	25.11.2021
20	**ERP Attendance for students:** Principal requested all the members to inform their faculty to enter day to day attendance in ERP without fail and also to maintain Hard copy for the purpose of LIC, NAAC and NBA visit	HODs	20.11.2021
21	**Result analysis for even semester:** Principal informed all the members to prepare result analysis of all the semesters and take measures if in any subject results are very poor than the expected result then to take care further not to get CO-PO attainment less than the target.	HODs	25.11.2021

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22	Anti-Ragging & Squad duty: Principal suggested Dr Prakash EEE HOD to form fresh team of ant ragging squad for this academic year. Dr Prakash R in return requested all the HODs to nominate four faculty members in case of 120 and two members in case of 60 intake and one member incase of 30 students intake. Also requested to suggest two students names from each sections from3rd , 5th and 7th Semesters before 30.11.2021	HODs/Dr Prakash R	25.11.2021
23	Forum Activities & Extra-curricular activities: Principal suggested the departments to plan activities supporting AICTE activity points and IIC activities in the form of forum activities. It may be even skill development using our Alumni's.	HODs	25.11.2021
24	Readmission to odd semester: Principal informed all the HODs to bring it to the notice of AO in case if any students are readmitting to any course as they need to complete formalities as per VTU requirements and their case must be refer to VTU for approval of readmission.	HODs/AO	25.11.2021
25	Commencement of 1st semester BE classes: Principal told that the Iyr BE regular classes may start from 15th of December 2021 as the counseling for I round starts from 30.11.2021.	HODs/Coordinator I BE	25.11.2021
26	Induction programme: Principal informed that the induction program will be held as per AICTE and VTU norms once the classes commences. It is usually 15 days at the beginning of each semester.	HODs/Coordinator I BE	15.12.2021
27	Washrooms in 4th and 5th floor of ANA block: Principal told that the wash rooms in 5th floor of ANA block is already ready for use and it will be handed over to the concerned before 1.12.2021	HODs/Coordinator I BE	30.11.2021

Dr. Prakash M R

Date: 20/11/2021

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MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/10/2020 at 2.00PM
Location : ONLINE (Microsoft Teams)
Duration : 1hr
Agenda :-

Reference No: AIT/IQAC/2020-21/MOM/2

1. Quality week 2020 at Acharya Institute of Technology
2. Administration Audit schedule
3. NIRF 2021 Preparation
4. Any other issues with the permission of the Chairperson

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson	
2.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Coordinator	
3.	Dr.Manjunath B	Associate professor, Dept. of ME	Member Secretary	
4	Dr.Rajeshwari	Professor & Dean Academics	Member	
5.	Dr. Prashanth C M	Professor &Dean Faculty Development	Member	
6.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
7.	Dr. MuthuKumar	Associate professor & Dean R&D	Member	
8.	Dr. Devarajaiah R M	Professor, Dept. of MT	Member	
9.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member	
10.	Dr. Renuka Devi	Administrative Officer	Member	
11.	Mr. Marigowda C K	Associate Prof & HOD, Dept. of ISE	Member	
12	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member	
13	Ms. Bhagirathi Bai V	Assistant Professor & Head MT	Member	

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Members Absent

Sl. No.	Name	Designation & Department	Role
1.	Dr.Kerron G Reddy.B	Management Representative	Member
2.	Dr.Maneesh paul	Campus Director	Member
3.	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society
4.	Mr.Candrashekar K H	Kennametal, Bengaluru	Member from Industry
5.	Mr Govind Sukumaran	Parent	Member from Stakeholder
6	Mr. Swarnpreet Singh	Student	Student Member
7	Mr.Naveen H E	Alumni	Alumni member
8	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry

Action taken from previous meeting:

1. Academic Dean was asked to prepare the SOP for online teaching.
2. Examination Dean was asked to prepare Guidelines for conduction of CIE.
3. Discussion with Institute ERP Team for integration of ALIVE platform done.

Minutes of Meeting:

AIT/IQAC/2020-21/MOM/2/Agenda 1	The coordinator proposed to conduct Quality week to imbibe the quality culture among the faculties and students in online mode. It was decided that all the Deans and Coordinators will take part in Quality week and provide Expert Talk on the quality practices in AIT.
AIT/IQAC/2020-21/MOM/2/Agenda 2	AIT Administration Audit of Department documents 2019-20 to be undertaken and the schedule for the same was discussed. The peer teams to conduct the administration Audit was finalized.
AIT/IQAC/2020-21/MOM/2/Agenda 3	It was decided that the Institute shall apply for NIRF 2021 ranking. In this direction, Dr Mahesh SS was identified as the coordinator, and he was asked to initiate the process (Registration followed by data collection).

The chairman of the committee thanked the committee members for attending the meeting.

Principal
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IQAC Composition

NO.AIT 02 EST 24 Date: 26.06.2024

OFFICE ORDER

SUB: RECONSTITUTION OF INTERNAL QUALITY ASSURANCE CELL (IQAC) - REG.
Ref: This office order Ref No. AIT 02 EST 24 dated 01.04.2024

The existing IQAC of the Institution is reconstituted with the following compositions. This order is effective form 26.06.2024 and until further orders.

S.N.	NAME	DESIGNATION	IQAC ROLE
1	Dr. Rajeswari	Principal	Chairman
2	Prof. C K Mari Gowda	Vice Principal	Member
3	Dr. Kerron G Reddy B.	Management Representative & Educationist	Member
4	Dr. Raja Shekar Patil	Head QA – Acharya Institutes	Member
5	Dr. Renuka Devi	Administrative Officer	Member
6	Dr. Lakshmikanth S	Associate Professor, Dept. of Electrical & Electronics Engineering	Coordinator
7	Dr. Devarajaiah R M	Professor & Head, Dept. of Mechatronics	Member
8	Dr. Nagaraja K C	Assistant Professor, Dept. of Mechanical Engineering	Member Secretary
9	Dr. Rajanna K R	Professor, Dept. of Mathematics / Dean Students Affairs	Member
10	Dr. Ajith Padhyana	Professor & Head, Dept. of Computer Science & Engineering/ Dean Faculty Development	Member
11	Dr. Mahesh S S	Professor, Dept. of Physics/ Coordinator- 1st Year	Member
12	Dr. Attel Manjunath	Associate Professor, Dept. of Mechatronics Coordinator -Institute Innovation Council	Member
13	Dr. Sanman S	Associate Professor, Dept. of Mechanical Engineering	Member
14	Prof. Devasis Pradhan	Assistant Professor, Dept. of Electronics & Communication Engineering /Dean R & D	Member
15	Dr. Satish K	Assistant Professor & Head, Dept. of Chemistry Coordinator- 1st Year, UHV Cell	Member

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S.N.	NAME	DESIGNATION	IQAC ROLE
16	Dr. Monica M	Assistant Professor, Dept. of MBA Coordinator - Assessment, Training & Placements	Member
17	Prof. Praveen B B	Assistant Professor, Dept. of Mechanical Engineering Coordinator - Infrastructure	Member
18	Mr. Vinay Anappa	Chola Turbo Machinery International pvt. ltd	Member from Employer
19	Mr. Sunil Bhat S	Business Development leader Access to Engineer	Member from Stake holders (Parent representative)
20	Mr. Girish Kumar	CL Specialist Manager, HP,	Alumni, Dept. of ISE
21	Ms. Hemamalini	3rd Sem Dept. of ISE	Student Member

FUNCTIONS:

- Implementation of overall Quality Initiatives to sustain and enhance the overall quality of the institute.
- Regular conduction of Administrative and Academic Audits.
- Driving various quality measuring accreditations and rankings from time to time.
- Monitoring the procedures for ensuring timely, efficient, and progressive performance of academic and administrative tasks of the Institution.

TERM:

Two years and shall continue until further reconstitution.

MEETING FREQUENCY:

Every beginning & end of semester and may be scheduled as and when required.

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To,

1. All Members
2. All HODs
3. IQAC
4. Head HR
5. ES2C
6. Office file

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MINUTES OF MEETINGS

Particulars
Minutes of Meeting for the academic year • **2023-24** • **2022-23** • **2021-22** • **2020-21** • **2019-20**

Reference No: AIT/IQAC/2023-24/4

21/03/2024

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Admin Board room

Date/ Day:29/03/2024

Timings: 3.00 PM.

Agenda:

1. Information on the new IQAC team.
2. AQAR 2022-23 Review and submission.
3. Gap analysis report based on NAAC benchmark.
4. 2nd cycle NAAC SSR and IIQA preparation.

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 29/03/2024 at 3.00 PM
Location : ADMIN BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2023-24/MOM/4

1. Information on new IQAC team
2. AQAR 2022-23 Review and submission
3. GAP Analysis report based on NAAC bench marks
4. 2nd cycle NAAC SSR and IIQA preparation

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Member	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Coordinator	
6.	Dr. Nagaraj.K..C.	Asst. Professor, Dept. of ME	Member Secretary	
7.	Dr Rajshekar Patil	Head, QA Acharya Institutes	Member	
8.	Dr.Rajeswari	Professor & Head-ECE Dean Academics,	Member	
9.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
10.	Dr. Ajith Padhyana	Professor & Head-CSE Dean Faculty Development	Member	
11.	Dr Mahesh S.S.	Professor, 1st year Coordinator, Dept. of Physics	Member	

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12.	Dr.Devasis Pradhan	Associate professor & Dean R&D	Member	
13	Dr. Satish K	Assistant Professor, Dept. of Chemistry 1st year Coordinator & UHV cell	Member	
14	Dr. Sanman S	Associate Professor, Dept. of ME/Dean Outreach	Member	
15	Dr. Attel Manjunath	Associate Professor , Dept. of MT/ Coordinator-IIC	Member	
16	Dr. Renuka Devi	Administrative Officer	Member	
17	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
18	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from Stakeholder (Parents)	
19	Mr.Hemamalini	3rd Sem, Dept. of ISE	Student Member	
20	Mr. Girish Kumar Raju	CL Specialist manager, HP Alumni, ISE	Alumni Member	

Action taken from previous meeting:

1. AQAR 2022-23 data collection and verification as per templates by criteria owners are completed and uploading of proof documents on websites are done .Final Review of AQAR is pending.
2. Acharya institute of Technology Participated in India Academia Ranking 2024 and secured GOLD BAND under the category Research Excellence Rankings (RER), Employability and Startup Ecosystem Rankings (ESER).

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Minutes of Meeting:

IQAC coordinator welcomed all the members and presented ATR on the discussed points in last quarter. Later agenda points for current quarter were discussed.

AIT/IQAC/2023-24/MOM/4/Agenda 1	Chairperson of IQAC, Appreciated Dr Devarajaiah R M for his contribution towards quality enhancement initiatives and accreditation practices. Later introduced Dr Lakshmikanth S, as New IQAC Coordinator and Dr Nagaraj K C, Member Secretary, IQAC to all the members.
AIT/IQAC/2023-24/MOM/4/Agenda 2	AQAR 2022-23 data collection/collation is completed and verified by Criteria owners and IQAC Coordinator. Final AQAR 2022-23 was presented before all members for review and approval for submission. All the members were satisfied and recommended for submission.
AIT/IQAC/2023-24/MOM/4/Agenda 3	GAP analysis report based on NAAC Benchmarks and 4 years of AQAR data given by Dr Rajshekar Patil , Head, QA was presented before members and corrective measures were discussed and targets were set for departments/faculty to achieve within an timeline.
AIT/IQAC/2023-24/MOM/4/Agenda 4	Coordinator informed the members regarding latest notification by NAAC regarding accreditation guidelines, after the deliberations the Committee concluded that AIT shall apply for 2nd cycle NAAC as per old format. IQAC shall start the preparation for SSR and IIQA.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2023-24/3 06/12/2023

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: MBA Board room, AIT

Date/ Day: 09/12/2023

Timings: 10.00 AM

Agenda:

1. AQAR 2022-23 data collection.
2. Participation in R. world Institutional Ranking (India academia raking 2024)
3. NIRF 2024 data collection

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 09/12/2023 at 10.00 AM
Location : MBA BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2023-24/MOM/3

1. AQAR 2022-23 data collection
2. Participation in R. world Institutional Ranking (India academia ranking 2024)
3. NIRF 2024 data collection

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Prakash S Dabeer	Professor, Dept. of Aeronautical Engineering	Member	AB
10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	
11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr Mahesh S.S.	Professor, 1st year Coordinator, Dept. of Physics	Member	

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13	Dr. Nagaraj.K..C.	Asst. Professor, Dept. of ME	Member	
14	Dr. Renuka Devi	Administrative Officer	Member	
15	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	—AB—
16	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from Stakeholder (Parents)	—AB—
17	Mr.Shreyas Dongre	Student, MTE	Member	
18	Mr. Girish Kumar Raju	Alumni,ISE	Alumni Member	
19	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	—AB—

Action taken from previous meeting:

1. 2 UG Programs AE and BT were accredited for 3 years period by NBA with reference to NBA peer team visit in July 2023.
2. AQAR 2021-22 was successfully submitted and accepted by NAAC.
3. IQAC Conducted Five-day FDP on "OBE best practices for quality assurance to deliver new syllabi" During 06/11/2023 to 10/11/2023 for HODs and DAC members of all Department.
4. IQAC team submitted proposals to NAAC for organizing a workshop on the new accreditation guidelines and to AICTE to conduct ATAL FDP "Approaches for Quality Enhancement: In alignment with OBE & NEP 2020".

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Minutes of Meeting:

IQAC coordinator welcomed all the members and presented ATR on the discussed points in last quarter. Later agenda points for current quarter were discussed.

AIT/IQAC/2023-24/MOM/4/Agenda 1	The coordinator conveyed the committee regarding start of AQAR 2022-23 data collection. To begin the 2nd cycle NAAC preparation and identify the gaps the four-year data in the new SSR format is Shared data with head-QA for gap analysis.
AIT/IQAC/2023-24/MOM/4/Agenda 2	Head QA has suggested AIT to participate in India Academia Rankings (Research Excellence Rankings + Employability Ecosystem Rankings) is a comprehensive ranking framework to gauge the Research Excellence (RE) and Employability and Startup Ecosystem Rankings (ESER) of HEIs. Coordinator briefed the committee on its significance and asked permission to participate in ranking.
AIT/IQAC/2023-24/MOM/4/Agenda 3	NIRF 2024 data collection window is open and NIRF coordinator is informed to collected the data and verify. NIRF data has to presented for review by IQAC before submission.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2023-24/2 04/09/2023

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: MBA Board room, AIT

Date/ Day: 10/09/2023

Timings: 10.00 AM

Agenda:

1. Review of feedback given by the NBA peer team.
2. AQAR 2021-22 final review and submission
3. Proposal to conduct Five-day FDP on "OBE best practices for quality assurance to deliver new syllabi"
4. Funding proposal to conduct FDP

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/09/2023 at 10.00 AM
Location : MBA BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2023-24/MOM/2

1. Review of feedback given by NBA peer team
2. AQAR 2021-22 final review and submission
3. Proposal to conduct Five-day FDP on "OBE best practices for quality assurance to deliver new syllabi"
4. Funding proposal to conduct FDP

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Prakash S Dabeer	Professor, Dept. of Aeronautical Engineering	Member	AB

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10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	
11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr Mahesh S.S.	Professor, 1st year Coordinator, Dept. of Physics	Member	
13	Dr. Nagaraj.K..C.	Asst. Professor, Dept. of ME	Member	
14	Dr. Renuka Devi	Administrative Officer	Member	
15	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
16	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from Stakeholder (Parents)	
17	Mr.Shreyas Dongre	Student, MTE	Member	
18	Mr. Girish Kumar Raju	Alumni,ISE	Alumni Member	AB
19	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	AB

Action taken from previous meeting:

1. IQAC organized a mock visit with external members, Dr. Madhu G from MSRIT and Dr.Kiran Ithal from NMIT, Bangalore, to further enhance readiness on 14/06/2023 and their observation were shared to principal.
2. NBA Peer team visit of 2 UG programs (AE and BT) was successfully completed during 21-23 July 2023.
3. Admin audit 2022-23 for all departments were completed as per scheduled and Assessor reports are submitted to IQAC.
4. AQAR 2021-22 data collection/collation and verification is completed and ready for submission after review by IQAC.

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Minutes of Meeting:

IQAC coordinator welcomed all the members and presented ATR on the discussed points in last quarter. Later agenda points for current quarter were discussed.

AIT/IQAC/2023-24/MOM/4/Agenda 1	Committee members were informed on Scheduled date (14th June 2023) and external members for Mock audit of 2 UG programs to further enhance readiness for NBA peer team visit. The IQAC team conducted periodic visits to the AE and BT departments to assess their preparedness for the NBA evaluation in July 2023 and observation were discussed and appropriate suggestion were given.
AIT/IQAC/2023-24/MOM/4/Agenda 2	The admin audit 2022-23 is scheduled during 28/06/2023 to 12/07/2023 and List of Assessors for Audit were discussed. The auditor evaluation sheet and audit report format were presented for review and finalized.
AIT/IQAC/2023-24/MOM/4/Agenda 3	AQAR 2021-22 data collected/collated were presented before committee members for review , IQAC coordinator informed that AQAR 2021-22 submission will be done after NBA peer team visit and in next quarter meeting final AQAR will presented for review.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2023-24/1 05/6/2023

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: MBA Board room, AIT

Date/ Day: 10/06/2023

Timings: 10.00 AM

Agenda:

1. Review of Activities of IQAC during the previous quarter
2. Preparation review of (both program and institutional files) towards scheduled NBA peer team visit in July 2023 for AE and BT programs
3. Admin audit 2022-23 timelines
4. Review of AQAR 2021-22 preparation

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/06/2023 at 10.00 AM
Location : MBA BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2023-24/MOM/1

1. Review of Activities of IQAC during the previous quarter.
2. Preparation review of (both program and institutional files) towards scheduled NBA peer team visit in July 2023 for AE and BT programs.
3. Admin Audit 2022-23 timelines.
4. Review AQAR 2021-22 Preparation

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Prakash S Dabeer	Professor, Dept. of Aeronautical Engineering	Member	AB

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10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	
11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr Mahesh S.S.	Professor, 1st year Coordinator, Dept. of Physics	Member	
13	Dr. Nagaraj.K.C	Asst. Professor, Dept. of ME	Member	
14	Dr. Renuka Devi	Administrative Officer	Member	
15	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
16	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from Stakeholder (Parents)	
17	Mr.Shreyas Dongre	Student, MTE	Member	
18	Mr. Girish Kumar Raju	Alumni,ISE	Alumni Member	
19	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	

Action taken from previous meeting:

1. AQAR 2021-22 data collection is completed and collation/Verification of data and proof is completed and uploading proof documents to the Institute webpage and creation of Links for documents is Ongoing.
2. In line with NBA preparation of AE and BT Programs ,IQAC Has scheduled a mock visit with external members, Dr. Madhu G from MSRIT and Dr.Kiran Ithal from NMIT, Bangalore, to further enhance readiness in June 2023.
3. Admin Audit 2022-23 are scheduled in June /July 2023 and List of assessors are prepared with Audit scheduled dates.

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Minutes of Meeting:

IQAC coordinator welcomed all the members and presented ATR on the discussed points in last quarter. Later agenda points for current quarter were discussed.

AIT/IQAC/2023-24/MOM/4/Agenda 1	NBA Peer team visit was scheduled during 21st-23rd July 2023 for 2 UG programs and completed. The IQAC coordinator presented the feedback given by peer team before the Committee member and discussed the possible outcomes.
AIT/IQAC/2023-24/MOM/4/Agenda 2	AQAR 2021-22 report were presented before the committee for review, all the 7 criteria were presented and committee gave the consent for submission.
AIT/IQAC/2023-24/MOM/4/Agenda 3	Coordinator presented a Proposal to conduct Five-day FDP on "OBE best practices for quality assurance to deliver new syllabi" for all the DAC members in Nov month
AIT/IQAC/2023-24/MOM/4/Agenda 4	Coordinator apprised the committee regarding Funding proposals planned to be submitted 1.To NAAC for organizing a workshop on the new accreditation guidelines. 2. To AICTE to conduct ATAL FDP "Approaches for Quality Enhancement: In alignment with OBE & NEP 2020".

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2022-23/4

04/04/2023

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: MBA Board room, AIT

Date/ Day:08/04/2023

Timings: 10.00 A.M

Agenda:

1. Activities of IQAC during the previous quarter (Jan-April, 2023)
2. Preparation of AQAR 2021-22 (Progress Review)
3. Conduction of external audit of AE and BT department for NBA preparation.
4. FDP on 3P's (Paper writing, Patenting and Proposal writing) in association with the Dean (Regular)
5. Admin audit 2022-23 schedule

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 8/04/2023 at 10.00 AM **Reference No: AIT/IQAC/2022-23/MOM/4**
Location : MBA BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

1. Activities of IQAC during the previous quarter (Jan-Apr, 2023)
2. Preparation of AQAR 2021-22 (Progress Review)
3. Conduction of external audit of AE and BT departments for NBA preparation
4. FDP on 3 Ps (Paper writing, Patenting, and Proposal writing) in association with Dean (Research)
5. Admin Audit 2022-23 schedule

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Sharath Kumar Maharana	Professor &Dean Faculty Development	Member	
10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	

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11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr. Nagaraj.K.C	Asst. Professor, Dept. of ME	Member	
13	Dr. Renuka Devi	Administrative Officer	Member	
14	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
15	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from Stakeholder (Parents)	
16	Mr.Shreyas Dongre	Student, MTE	Member	
17	Mr. Girish Kumar Raju	Alumni,ISE	Alumni member	
18	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	

Action taken from previous meeting:

1. AQAR 2021-22 data collection is completed and collation of data and proof is ongoing and Preparation for uploading proof documents to the Institute webpage and creation of Links for each documents is pending.
2. NIRF 2023 was submitted and their query's are been answered on timely basis by the coordinator.
3. Conducted periodic review of NBA preparedness and provided guidance and support in the preparation of data and documents (both program and institutional files) for the AE and BT departments.
4. AIT Handbook 2023 was rolled out in Jan 2023 with targets for faculty/Departments.
5. IQAC successfully organized a five-day FDP on "OBE and accreditation: present and future perspectives" in association with Ramaiah Institute of Technology under AICTE Margadarshan scheme during February 13-17, 2023 and with 100 participants from AIT.

Minutes of Meeting:

AIT/IQAC/2022-23/MOM/4/Agenda 1	The Progress of AQAR 2021-22 were presented before the committee and action plan was discussed for uploading proof documents to the Institute webpage and creation of Links for each criteria. The roles of criteria owners were rolled out with timelines for work to be completed.
AIT/IQAC/2022-23/MOM/4/Agenda 2	The coordinator informed the committee periodic visits to the AE and BT departments is been carried out to assess their preparedness for the NBA evaluation (peer team visit) . Additionally, It was decided to

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	conduct a mock visit (Audit) with external members, Dr. Madhu G from MSRIT and Dr. Kiran Ithal from NMIT, Bangalore, to further enhance readiness.
AIT/IQAC/2022-23/MOM/4/Agenda 3	The IQAC informed the Dean (Research) to plan and organize an FDP on 3 Ps (Paper writing, Patenting, and Proposal writing) by next quarter
AIT/IQAC/2022-23/MOM/4/Agenda 4	Coordinator proposed to conduct Admin Audit 2022-23 for all the departments and it was decided by committee to schedule the audit before NBA peer team visit of 2 UG programs.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2022-23/3

05/12/2022

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: MBA Board room, AIT

Date/ Day: 10/12/2022

Timings: 2.00 P.M

Agenda:

1. AQAR 2021-22 preparation
2. NIRF 2023 preparation.
3. AE and BT departments for NBA preparation.
4. AIT Handbook 2023.
5. Organizing of FDP on OBE and accreditation under AICTE Margadarshan Scheme

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/12/2022 at 2.00 PM
Location : MBA BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2022-23/MOM/3

1. AQAR 2021-22 Preparation
2. NIRF 2023 preparation
3. AE and BT departments for NBA preparation
4. AIT HANDBOOK 2023
5. Organizing of FDP on OBE and accreditation under AICTE Margadarshan Scheme

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Sharath Kumar Maharana	Professor &Dean Faculty Development	Member	
10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	
11.	Dr.Rajanna K R	Professor & Dean Student	Member	

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11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr. Nagaraj.K.C	Asst. Professor, Dept. of ME	Member	
13	Dr. Renuka Devi	Administrative Officer	Member	
14	Mr.Shreyas Dongre	Student, MTE	Member	
15	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	
16	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
17	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from stakeholder (Parent)	
18	Mr. Girish Kumar Raju	Alumni,ISE	Alumni member	

Action taken from previous meeting:

1. AQAR 2021-22 was submitted successfully
2. 4 UG programs (ECE,CSE,ME and MT) received NBA accreditation Extension for 3 years (up to 2024-25).
3. Periodic review of NBA preparedness by the IQAC team is been carried out and progress is monitored.
4. Learning Resource Centre In Association with Internal Quality Assurance Cell (IQAC) One Day Training Program on "Research Ethics and Productivity: Metrics, Reference Management and Plagiarism Tool" on 12th Nov 2022
5. IQAC organized A talk on "National Institutional Ranking Framework (NIRF) on 3rd Dec 2022 By Dr. K Balaveera Reddy, Former VC, VTU
6. Universal Human Values Cell (UHV) in association with Internal Quality Assurance Cell (IQAC) conducted Workshop on "UNIVERSAL HUMAN VALUES" on 13th October, 2022

Minutes of Meeting:

AIT/IQAC/2022-23/MOM/3/Agenda 1	The IQAC coordinator informed the committee AQAR 2020-21 is submitted and accepted by NAAC. The AQAR 2021-22 data collection work is started and presented the Progress on same.
AIT/IQAC/2022-23/MOM/3/Agenda 2	NIRF Coordinator presented the status of data collection towards NIRF 2023 and collected data were review and relevant inputs were given for improvement.
AIT/IQAC/2022-23/MOM/4/Agenda 3	Review team report of periodic audit conducted of NBA preparedness for the AE and BT departments were presented before committee by Coordinator
AIT/IQAC/2022-	AIT Handbook 2023 was presented before the committee for review. The

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23/MOM/3/Agenda 4	coordinator informed the committee from Jan 2023 it will be effective after approval.
AIT/IQAC/2022-23/MOM/3/Agenda 5	The coordinator presented a proposal to conduct an FDP on **OBE and accreditation** under AICTE Margadarshan Scheme in association with Mentor institute MSRIT, Bangalore in Feb 2023. The proposal was approved by the committee.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2022-23/2 02/09/2022

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: MBA Board room, AIT

Date/ Day: 10/09/2022

Timings: 11.00 AM

Agenda:

1. Review of outcomes of Peer team visit for Compliance visit verification.
2. Final review AQAR 2021-22
3. Files and document Updation for 2 UG programs for NBA accreditation.
4. Workshop/ Talk on UHV, NIRF and Modern Tools in Research.

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/09/2022 at 11.00 AM
Location : MBA BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2022-23/MOM/2

1. Review of outcomes Peer team Visit for Compliance visit verification.
2. Final review AQAR 2021-22 .
3. Files and document updation for 2 UG programs for NBA Accreditation.
4. Workshop/Talk on UHV,NIRF and Modern Tools in Research.

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Sharath Kumar Maharana	Professor &Dean Faculty Development	Member	
10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	
11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	

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12.	Dr. Nagaraj.K.C	Asst. Professor, Dept. of ME	Member	
13	Dr. Renuka Devi	Administrative Officer	Member	
14	Mr.Shreyas Dongre	Student, MTE	Member	
15	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
16	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from stakeholder (Parent)	
17	Mr. Girish Kumar Raju	Alumni, ISE	alumni member	AB
18	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	

Action taken from previous meeting:

1. NBA Peer team visit for data verification towards Compliance report was completed in August 2022 successfully.
2. AQAR 2020-21 data collation and uploading proof documents to the Institute webpage is completed and ready for submission.
3. NBA pre-qualifier of 2 UG programs (AE and BT) was submitted and accepted by NBA in June 2022.
4. NBA SAR was submitted for 2 UG programs (AE and BT) in August 2022 after review.
5. SDP On Best Practices in Communication and IT skills is planned/scheduled from 26th Sept to 30rd September, 2022 for Non-teaching Staff by IQAC in association with Dept. of ECE.

Minutes of Meeting:

AIT/IQAC/2022-23/MOM/2/Agenda 1	The Coordinator briefed the committee on inputs from the NBA Peer team visit regarding Verification of data
AIT/IQAC/2022-23/MOM/2/Agenda 2	The AQAR 2020-21 was presented before the committee and approval granted for submission
AIT/IQAC/2022-23/MOM/2/Agenda 3	The Coordinator presented the Report on Review of Aeronautical Engineering and Biotechnology Department for NBA Visit Preparedness conducted by Review team and Suggestion were given to respective Dept HODs for improvements.

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AIT/IQAC/2022-23/MOM/2/Agenda 4	FDP/Workshop/Talk on UHV,NIRF and Modern Tools in Research to be conducted with in next quarter. The Respective coordinator were informed to do the needful action.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2022-23/1 3/6/2022

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Admin Board room, AIT

Date/ Day: 10/06/2022

Timings: 11.00 AM

Agenda:

1. Preparation for NBA Compliance visit for extension of NBA accreditation of 4 UG programs.
2. AQAR 2020-21 data collection/ collation status and progress review.
3. Review of Final NBA pre-qualifier data of 2 UG programs AE and BT
4. Review of NBA SAR preparation of AE and BT departments.
5. Staff Development Program for upskilling of Non- teaching staff.

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/06/2022 at 11.00 AM
Location : ADMIN BOARD ROOM, AIT
Duration : 2 hr
Agenda :-

Reference No: AIT/IQAC/2022-23/MOM/1

1. Preparation for NBA Compliance visit for extension of NBA accreditation of 4 UG programs.
2. AQAR 2020-21 data collection/collation status and progress review.
3. Review of Final NBA pre-qualifier data of 2 UG programs AE and BT.
4. Review of NBA SAR preparation of AE and BT departments.
5. Staff Development Program for upskilling of Non-teaching staff.

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Rajath Hegde.	Principal	Chairperson	
2.	Mr. Marigowda C K	Vice-Principal	Member	
3.	Dr.Kerron G Reddy B	Management Representative	Member	
4.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5.	Dr.Lakshmikanth S	Associate Professor, Dept. of EEE	Member Secretary	
6.	Dr Anil Malali	Head, QA Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics,	Member	
8.	Dr. Prakash. R	Professor & Head, Dept. of EEE	Member	
9.	Dr. Sharath Kumar Maharana	Professor &Dean Faculty Development	Member	AB
10.	Dr. MuthuKumar C	Associate professor & Dean R&D	Member	
11.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	

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12.	Dr. Nagaraj.K.C	Asst. Professor, Dept. of ME	Member	
13	Dr. Renuka Devi	Administrative Officer	Member	Renuka
14	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	Vinay
15	Dr. H N Ramesh	Professor & Dean Institute of Management Studies and Research,	Member from Stakeholder (Parent)	— AB —
16	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from Local society	
17	Mr. Girish Kumar Raju	Alumni,ISE	Alumni member	— AB —
18	Mr.Shreyas Dongre	Student, MTE	Member	

Action taken from previous meeting:

1. NIRF 2022 data was successfully submitted results awaited
2. The compliance report of 4 UG programs are submitted to NBA in May 2022.
3. Prequalifier is prepared and same will be submitted to NBA portal after review by IQAC.
4. Two day workshop on "Use of modern ICT tools for Effective TLP" was conducted on 25-26 march 2023 in association with chemistry department.
5. The Admin audit for 2020-21 was completed for all the departments.

Minutes of Meeting:

AIT/IQAC/2022-23/MOM/1/Agenda 1	The IQAC Coordinator informed successful submission of Compliance report of 4 UG programs to NBA and status regarding the Updating of relevant files was discussed with respective HODs. The time line were given for completion of updation of documents and files and a Mock audit was proposed in July month for review.
AIT/IQAC/2022-23/MOM/1/Agenda 2	The IQAC coordinator reviewed the progress on data collection/collation for AQAR 2020-21, The concerned criteria owners are informed to verify the Data and proof as NAAC SOP and informed the members AQAR 2020-21 will be submitted by sept 2022.
AIT/IQAC/2022-23/MOM/1/Agenda 3	The members reviewed the NBA pre-qualifier data of 2 UG programs AE and BT and were satisfied and Coordinator were informed to complete the submission of NBA Pre-qualifier
AIT/IQAC/2022-23/MOM/1/Agenda 4	The Members were appraised on SAR preparation of 2 UG programs AE and BT departments and it was decided to conduct periodic audits for

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	progress review. Review Team was formed: 1. Dr. Rajath Hegde, Principal 2. Dr Devrajaiah R M, Coordinator, IQAC 3. Dr.Rajeswari, Dean Academics 4. Dr.Lakshmikanth.S, Member secretary, IQAC 5. Dr.Prakash Dabeer, Professor , ME
AIT/IQAC/2022-23/MOM/1/Agenda 5	IQAC coordinator Proposed to Conduct SDP On Best Practices in Communication and IT skills for Non Teaching staff in association with Electronics and Communication Engineering a Initiative towards upskilling of Non teaching staff of the institute.

The chairman of the committee thanked the committee members for attending the meeting.

Coordinator, IQAC

Principal

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Reference No: AIT/IQAC/2021-22/4 03/03/2022

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Admin Board room, AIT

Date/ Day:10/03/2022

Timings: 2.00 PM.

Agenda:

1. NIRF 2022 data review and submission.
2. Compliance report status and review of 4 UG programs.
3. NBA pre qualifier review and SAR preparation.
4. FDP to improve teaching pedagogy
5. Awareness program on IEEE membership benefits to students and faculties.

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date &Time :10/03/2022 at 2.00PM **Reference No:AIT/IQAC/2021-22/MOM/4**
Location : Admin Board Room, AIT
Duration : 2hr
Agenda :-

1. NIRF 2022 data review and submission
2. Compliance report status and review of 4 UG programs
3. NBA pre qualifier review and SAR preparation
4. FDP to improve teaching pedagogy
5. Awareness program on IEEE membership benefits to students and faculties

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr.RajathHegde.M M	Principal, Administration	Chairperson	
2.	Mr.Marigowda C K	Vice Principal	Member	
3.	Dr.Kerron G Reddy.B	Management Representative	Member	
4.	Dr.Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
5	Dr.Lakshmikanth S	Associate Professor, Dept. of ECE	Member Secretary	
6.	Dr.Maneeshpaul	Campus Director	Member	AB
7.	Dr Anil B malali	Head QA, Acharya Institutes	Member	
8.	Dr.Rajeswari	Professor & Dean Academics	Member	
9.	Dr.Prashanth C M	Professor &Dean Faculty Development	Member	AB
10.	Dr.MuthuKumar	Associate professor & Dean R&D	Member	

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12.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
13.	Dr.Prakash R	Professor, & HOD Dept. of EEE	Member	
14	Dr Mahesh S S	1st year coordinator& Professor, Physics	Member	
15	Dr Nagaraja K C	Assistant Professor , Dept. of ME	Member	
16	Dr.Renuka Devi	Administrative Officer	Member	
17	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society	
18	Mr.VinayAnappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
19	Dr H N Ramesh	Professor & Dean Institute of management studies and research,Kuvempu university	Parent Member	
20	Mr Girish Kumar	Alumni	Alumni Member	
21	Mr R Pavanshetty	Student, ISE Department	Student member	

Action taken from previous meeting:

1. NBA preparedness status review of AE and BT department is being conducted periodically by IQAC team. Review and updation of department files is also monitored by team IQAC.
2. The draft compliance report of 4 UG programs are prepared by respective HODs and presented before IQAC and department wise review is being conducted periodically.
3. Admin audit schedule with list of auditors was prepared and audit is scheduled from 7th march 2022.
4. DrAsha CN is appointed as NIRF and ARIIA coordinator of the institute and data collection is completed and submission is scheduled after review by IQAC. ARIIA 2022 registration process and pre qualifier data submission is completed .
5. A talk on NEP 2020-Roles of teacher by DrBalaveereareddy, former vice councilor,VTU was organized on 8th Feb 2022. In continuation to the talk, it was decided to conduct a lecture series in march to provide awareness among faculties on all aspects of NEP 2020 framework.

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Minutes of Meeting:

AIT/IQAC/2021-22/MOM/4/Agenda 1	NIRF 2022 data was presented before all the members of IQAC and after review, it was decided to submit the NIRF 2022 .
AIT/IQAC/2021-22/MOM/4/Agenda 2	Compliance report of 4 UG programs (CSE, ECE, ME and MT) , prepared by respective HODs is presented before IQAC for review and discussion. A few suggestion were given to respective HODs.
AIT/IQAC/2021-22/MOM/4/Agenda 3	NBA pre qualifier and SAR preparation status of Aeronautical Engineering and Biotechnology departments was presented before the members .An IQAC Team comprising of Dr Rajathhegde -Principal, Dr Rajeshwari -Dean academics, Dr Devarajaiah R M -IQAC coordinator ,Dr Lakshmikanth S -Member secretary –IQAC and Dr PrakashDabeer-Professor , Dept. of ME was formed to conduct periodic review and monitor the preparation of Pre-qualifier and SAR documentation/files. For the Institute level criteria's 8,9 and 10 of NBA-SAR 1st year coordinators and Dr Renukadevi, Administrative officer were informed to prepare the documents and provide data to IQAC .
AIT/IQAC/2021-22/MOM/4/Agenda 4	IQAC coordinator informed the members on FDP/Webinar/Talks planned in next quarter ▪ IQAC in association with chemistry department has planned to conduct two day workshop on use of modern ICT tools for Effective TLP in month of march ▪ A lecture series has been planned on NEP -2020 in association with Quality Assurance cell (QA) , Acharya institutes during 8th-12th March 2022 ▪ A webinar on awareness on IEEE membership benefits to students and faculties is scheduled in April 2022 by computer science engineering department
AIT/IQAC/2021-22/MOM/4/Agenda 4	IQAC coordinator informed all the members that administrative audit was completed successfully during 7th- 8th march 2022

The chairman of the committee thanked the committee members for attending the meeting.

Co-ordinator IQAC

Principal

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Reference No: AIT/IQAC/2021-22/3 04/12/2021

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Admin Board room, AIT

Date/ Day: 11/12/2021

Timings: 2.00 P.M

Agenda:

1. Periodic review of NBA Prequlifier preparation of AE and BT and SAR documentation.
2. Preparation of NBA Compliance Report of 4 UG programs (CSE, ECE , MT and ME)
3. Academic and Admin audit 2020-21
4. ARIIA 2022 registration and NIRF 2022 preparation and data collection.
5. Talk on NEP -2020 for providing awareness among faculties.
6. Any other issues with the permission of the Chairman

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date &Time :11/12/2021 at 2.00PM **Reference No:AIT/IQAC/2021-22/MOM/3**
Location : Admin Board Room, AIT
Duration : 2hr
Agenda:-

1. Periodic review of NBA Pre-qualifier preparation of AE and BT and SAR documentation
2. Preparation of NBA Compliance Report of 4 UG programs(CSE, ECE, MT and ME)
3. Academic and Admin audit 2020-21
4. ARIIA 2022 registration and NIRF 2022 preparation and data collection
5. Talk on NEP -2020 for provide awareness among faculties
6. Any other issues with the permission of the Chairperson

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr.Prakash M R	Principal, Administration	Chairperson	
2.	Dr.Kerron G Reddy.B	Management Representative	Member	
3.	Dr.Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
4.	Dr.Lakshmikanth S	Associate Professor, Dept. of ECE	Member Secretary	
5	Dr.Maneeshpaul	Campus Director	Member	AB
6.	Dr Anil B malali	Head QA, Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics	Member	
8.	Dr.Prashanth C M	Professor &Dean Faculty Development	Member	AB
9.	Dr.MuthuKumar	Associate professor & Dean R&D	Member	

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10.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr.Prakash R	Professor, & HOD Dept. of EEE	Member	
13.	Mr.Marigowda C K	Alumni Coordinator, Associate professor & HOD Dept. of ISE	Member	
14	Dr Mahesh S S	1st year coordinator& Professor, Physics	Member	
15	Dr Nagaraja K C	Assistant Professor , Dept. of ME	Member	
16	Dr.Renuka Devi	Administrative Officer	Member	
17	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society	— AB —
18	Mr.VinayAnappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
19	Dr H N Ramesh	Professor & Dean Institute of management studies and research,Kuvempu university	Parent Member	— AB —
20	Mr Girish Kumar	Alumni	Alumni Member	— AB —
21	Mr R Pavanshetty	Student, ISE Department	Student member	

Action taken from previous meeting:

1. AQAR 2019-20 data collection and collation was completed and after the review of each criteria data it was submitted in Sept 2021. DVV were answered and NAAC accepted AQAR 2019-20 in 05/10/2021
2. The preparation of NBA pre-qualifier was initiated in AE and BT departments

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Minutes of Meeting:

AIT/IQAC/2021-22/MOM/3/Agenda 1	The pre-qualifier document/data of AE and BT department was discussed with members and suggestions were given to respective HODs for improvement. Since AE dept. was new to accreditation process IQAC requested Dr PrakashDabeer, Professor, Dept of ME to mentor them in preparing pre-qualifier and SAR preparation
AIT/IQAC/2021-22/MOM/3/Agenda 2	The NBA accreditation of 4 UG programs (CSE, ECE, ME and MT) is ending in May 2022. Hence it was decided to apply for compliance and respective HODs were informed to prepare Compliance report and periodic review of the progress will be monitored by IQAC team.
AIT/IQAC/2021-22/MOM/3/Agenda 3	Academic and admin audit 2020-21 is tentatively scheduled in March 2022. The list of assessors, list of admin and academic files and Audit evaluation sheets along with complete schedule will be circulated to all departments.
AIT/IQAC/2021-22/MOM/3/Agenda 4	NIRF 2022 data collection process to be started and ARIIA 2022 registration and pre qualifier to be completed on time. Nodal officer for NIRF and ARIIA to be identified for achieving better coordination.
AIT/IQAC/2021-22/MOM/3/Agenda 5	FDP / workshop/talk to be conducted on NEP 2020 awareness, Modern ICT Tools, IPR and innovation and design thinking within next quarter

The chairman of the committee thanked the committee members for attending the meeting.

Co-ordinator IQAC

Principal

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Reference No: AIT/IQAC/2021-22/2

25/08/2021

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Date/ Day: 01/09/2021- Online

Timings: 2.00 P M

Agenda:

1. NAAC AQAR 19-20 data review.
2. NAAC AQAR 18-19 Acceptance.
3. Preparation by AE and BT departments for NBA Accreditation

IQAC co-ordinator

Principal

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SOLDEVANAHALLI, BENGALURU - 560 107

cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date &Time :01/09/2021 at 2.00PM **Reference No:AIT/IQAC/2021-22/MOM/2**
Location : ONLINE Mode
Duration : 1hr
Agenda:-

1. NAAC AQAR 19-20 data review
2. NAAC AQAR 18-19 Acceptance
3. Preparation by AE and BT departmentsfor NBA Accreditation

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr.PrakashM R	Principal, Administration	Chairperson	
2.	Dr.Kerron G Reddy.B	Management Representative	Member	
3.	Dr.Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
4.	Dr.Lakshmikanth S	Associate Professor, Dept. of ECE	Member Secretary	
5	Dr.Maneeshpaul	Campus Director	Member	AB
6.	Dr Anil B malali	Head QA, Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics	Member	
8.	Dr.Prashanth C M	Professor &Dean Faculty Development	Member	AB
9.	Dr.MuthuKumar	Associate professor & Dean R&D	Member	
10.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	

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12.	Dr.Prakash R	Professor, & HOD Dept. of EEE	Member	
13.	Mr.Marigowda C K	Alumni Coordinator, Associate professor & HOD Dept. of ISE	Member	
14	Dr Mahesh S S	1st year coordinator& Professor, Physics	Member	
15	Dr Nagaraja K C	Assistant Professor , Dept. of ME	Member	
16	Dr.Renuka Devi	Administrative Officer	Member	
17	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society	AB
18	Mr.VinayAnappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
19	Dr H N Ramesh	Professor & Dean Institute of management studies and research,Kuvempu university	Parent Member	AB
20	Mr Girish Kumar	Alumni	Alumni Member	AB
21	Mr R Pavanshetty	Student, ISE Department	Student member	

Action taken from previous meeting:

1. NAAC AQAR 2018-19 successfully submitted in August 2021 and subsequent DVV queries were answered. NAAC Accepted AQAR 2018-19 on 07/09/2021.
2. NAAC AQAR 2019-20 , completion of data collection and collation
3. Audit of non-accredited departments towards NBA accreditation and the essentials parameters was conducted for Civil, EEE, ISE and BT and report submitted to the principal
4. Exit survey(in Google form) was rolled out for 2020-21 batch
5. Local inspection committee review was completed in online mode

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Minutes of Meeting:

AIT/IQAC/2021-22/MOM/2/Agenda 1	AQAR 2019-20 data review : IQAC presented AQAR 2019-20 data before Members and consent was taken for submission of the same on NAAC portal
AIT/IQAC/2021-22/MOM/2/Agenda 1	IQAC coordinator congratulated all the members on successful submission of AQAR 2018-19
AIT/IQAC/2021-22/MOM/2/Agenda 1	Dr Devarajaiah R M , Submitted the status of non-accredited departments before the members and based on SFR and essentials parameters for NBA accreditation it was decided to apply for two UG programs (Aeronautical and Biotechnology) for NBA accreditation in AY 22-23. HODs of two departments were informed to prepare for pre-qualifier.

The chairman of the committee thanked the committee members for attending the meeting.

Co-ordinator IQAC

Principal

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Reference No: AIT/IQAC/2021-22/1 7/06/2021

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Date/ Day: 12/06/2021 - Online

Timings: 10.00 AM

Agenda:

1. AQAR 2018-19 submission on NAAC portal
2. Audit of NBA preparedness of non- accredited departments.
3. Exit survey form questionnaire review and rollout
4. Preparation towards LIC visit by VTU
5. Any other issues with the permission of the Chairman

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date &Time :12/06/2021 at 10.00AM **Reference No:AIT/IQAC/2021-22/MOM/1**
Location : On Line
Duration : 2 hr
Agenda :-

1. AQAR 2018-19 submission on NAAC portal
2. Audit of NBA preparedness of non-accredited departments
3. Exit survey form questionnaire review and rollout
4. Preparation towards LIC Visit by VTU
5. Any other issues with the permission of the Chairperson

List of IQAC Members

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr.PrakashM R	Principal, Administration	Chairperson	
2.	Dr.Kerron G Reddy.B	Management Representative	Member	
3.	Dr.Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
4.	Dr.Lakshmikanth S	Associate Professor, Dept. of ECE	Member Secretary	
5	Dr.Maneeshpaul	Campus Director	Member	AB
6.	Dr Anil B malali	Head QA, Acharya Institutes	Member	
7.	Dr.Rajeswari	Professor & Dean Academics	Member	
8.	Dr.Prashanth C M	Professor &Dean Faculty Development	Member	AB
9.	Dr.MuthuKumar	Associate professor & Dean R&D	Member	
10.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
12.	Dr.Prakash R	Professor, & HOD Dept. of	Member	

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		EEE		
13.	Mr.Marigowda C K	Alumni Coordinator, Associate professor & HOD Dept. of ISE	Member	
14	Dr Mahesh S S	1st year coordinator& Professor, Physics	Member	
15	Dr Nagaraja K C	Assistant Professor , Dept. of ME	Member	
16	Dr.Renuka Devi	Administrative Officer	Member	
17	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society	AB
18	Mr.VinayAnappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry	
19	Dr H N Ramesh	Professor & Dean Institute of management studies and research,Kuvempu university	Parent Member	
20	Mr Girish Kumar	Alumni	Alumni Member	
21	Mr R Pavanshetty	Student, ISE Department	Student member	

Action taken from previous meeting:

1. NAAC AQAR 2018-19 data collection and collation was completed and to be reviewed by IQAC
2. NAAC AQAR 2019-20 data collection process from departments have been initiated and is ongoing
3. ARIIA 2021 gap analysis report was submitted by coordinator to IQAC and action plan was discussed

Minutes of Meeting:

AIT/IQAC/2021-22/MOM/1/Agenda 1	Dr Devarajaiah R M presented AQAR 2018-19 collated quantitative data criteria wise before IQAC members for validation and qualitative data (criteria wise write-up) were assigned to respective criteria owners for correction. It was decided to submit AQAR 2018-19 after correction.

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	Members were informed regarding AQAR 2019-20 data collection process update
AIT/IQAC/2021-22/MOM/1/Agenda 2	With aim of more departments getting NBA accreditedand in line with AICTE mandate that 60% of the programs must be accredited, it was decided to conduct audit to review the status for NBA accreditation preparedness for non NBA accredited departments (CV, ISE, BT, AE and EEE) .IQAC coordinator was asked to identify the programs eligible for NBA accreditiaion
AIT/IQAC/2021-22/MOM/1/Agenda 3	Exit survey format and questionnaire prepared by IQAC was presented before all members and same was approved for circulation and needful action.
AIT/IQAC/2021-22/MOM/1/Agenda 4	Principle asked the IQAC coordinator to monitor the preparations of the departments for the Local Inspection Committee (LIC) By VTU and to ensure documents are in line with university guidelines.

The chairman of the committee thanked the committee members for attending the meeting.

Co-ordinator IQAC

Principal

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Reference No: AIT/IQAC/2020-21/4 05/04/2021

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Date/ Day:10/04/2021 - Online with Microsoft Teams

Timings: 2.00 PM.

Agenda:

1. NAAC AQAR 2018-19 Review
2. NAAC AQAR 2019-20 preparation
3. ARIIA 2021 and NIRF 2021 Gap analysis
4. Any other issues wih the permission of the Chairperson

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/04/2021 at 2.00PM
Location : ONLINE (Microsoft Teams)
Duration : 1hr
Agenda :-

Reference No: AIT/IQAC/2020-21/MOM/4

1. NAAC AQAR 2018-19 Review
2. NAAC AQAR 2019-2020 Preparation
3. ARIIA 2021 and NIRF 2021 Gap Analysis
4. Any other issues with the permission of the Chairperson

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson	
2.	Dr. Devarajaiah R M	Professor & Head Dept. of MT	Coordinator	
3.	Dr.Manjunath.B	Associate Professor, Dept. of ME	Member Secretary	
4.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member	
5.	Dr.Rajeswari	Professor & Dean Academics	Member	
6.	Dr. Prashanth C M	Professor &Dean Faculty Development	Member	
7.	Dr. MuthuKumar	Associate professor & Dean R&D	Member	
8.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
9.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member	
10.	Dr. Renuka Devi	Administrative Officer	Member	
12.	Mr. Marigowda C K	Assoc. Prof & HOD, Dept. of ISE	Member	
13.	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member	
14	Ms. Bhagirathi Bai V	Assistant Professor , Dept. of MT	Member	

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Members Absent

Sl. No.	Name	Designation & Department	Role
1.	Dr.Kerron G Reddy.B	Management Representative	Member
2.	Dr.Maneesh paul	Campus Director	Member
3.	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society
4.	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry
5.	Mr Govind Sukumaran	Parent	Member from Stakeholder
7	Mr.Naveen H E	Alumni	Alumni member

Action taken from previous meeting:

1. **Data submission for ARIIA 2021 was completed in March 2021**
2. **Data submission for NIRF 2021 was completed in Feb 2021**

Minutes of Meeting:

AIT/IQAC/2020-21/MOM/4/Agenda 1	Annual NAAC AQAR 2018-19 preparation was discussed and plan of action for data collection and collation through the Department IQAC coordinators was done. Data related to AQAR to be uploaded in Institute website was discussed.
AIT/IQAC/2020-21/MOM/4/Agenda 2	Annual NAAC AQAR 2019-20 preparation was discussed and It was decided to carry data collection and collation through Department IQAC coordinators. The IQAC has to call a meeting with the Department IQAC coordinators and criteria owners and start the process
AIT/IQAC/2020-21/MOM/4/Agenda 3	ARIIA 2021 and NIRF 2021 submission was completed and IQAC thanked the respective coordinators. The IQAC has asked the coordinators of ARIIA and NIRF ranking to prepare and submit a gap analysis report based on data submitted.

The chairman of the committee thanked the committee members for attending the meeting.

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Reference No: AIT/IQAC/2020-21/3 4/01/2021

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Date/ Day: 09/01/2021- Online using Microsoft Teams

Timings: 2.00 PM

Agenda:

1. ARIIA 2021 preparedness
2. Review of NIRF 2021 preparation
3. Any other issues with the permission of the Chairperson

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 9/01/2021 at 2.00PM
Location : ONLINE (Microsoft Teams)
Duration : 1hr
Agenda :-

Reference No: AIT/IQAC/2020-21/MOM/3

1. ARIIA 2021 preparedness
2. Review of NIRF 2021 Preparation
3. Any other issues with the permission of the Chairperson

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson	
2.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Coordinator	
3.	Dr.Manjunath.B	Associate Professor, Dept. of ME	Member Secretary	
4.	Dr.Rajeswari	Professor & Dean Academics	Member	
5.	Dr. Prashanth C M	Professor &Dean Faculty Development	Member	
6.	Dr. MuthuKumar	Associate professor & Dean R&D	Member	
7.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
8.	Dr. Devarajaiah R M	Professor Dept. of MT	Member	
9.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member	
10.	Dr. Renuka Devi	Administrative Officer	Member	
11.	Mr. Marigowda C K	Assoc. Prof & HOD, Dept. of ISE	Member	
12.	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member	
13	Ms. Bhagirathi Bai V	Assistant Professor & Head MT	Member	

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Members Absent

Sl. No.	Name	Designation & Department	Role
1.	Dr.Kerron G Reddy.B	Management Representative	Member
2.	Dr.Maneesh paul	Campus Director	Member
3.	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society
4.	Mr.Candrashekar K H	Kennametal, Bengaluru	Member from Industry
5.	Mr Govind Sukumaran	Parent	Member
6	Mr. Swarnpreet Singh	Student	Student Member
7	Mr.Naveen H E	Alumni	Alumni member
8	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry

Action taken from previous meeting:

1. **Acharya's Quality Week -2020 was conducted during 7th-11th December 2020.**
2. **Administration Audit of Departments files (NAAC) was carried in of month Oct 2020 and report was submitted to the principal.**
3. **Dr.Mahesh.S.S was identified as coordinator and was assigned the responsibility for Registration, Data collection and data submission to the NIRF portal**

Minutes of Meeting:

AIT/IQAC/2020-21/MOM/3/Agenda 1	ARIIA ranking 2021 was discussed and coordinator was identified (Dr Lakshmikanth S) to carry out the data collection, collation and submission as per ARIIA framework.
AIT/IQAC/2020-21/MOM/3/Agenda 2	Review of data collected for NIRF 2021 from the concerned department was done and suggestion was given to coordinator to improve the data collected.
AIT/IQAC/2020-21/MOM/3/Agenda 3	Status of Online class on alive platform was reviewed and Web proctored IA conduction was discussed to make it better

The chairman of the committee thanked the committee members for attending the meeting.

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Reference No: AIT/IQAC/2020-21/2 5/10/2020

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Date/ Day: 10/10/2020 - Online using Microsoft Teams

Timings: 2.00 PM

Agenda:

1. Quality week -2020 at Acharya Institute of Technology
2. Administration Audit schedule
3. NIRF 2021 preparedness
4. Any other issues with the permission of the chairperson

IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 10/10/2020 at 2.00PM
Location : ONLINE (Microsoft Teams)
Duration : 1hr
Agenda :-

Reference No: AIT/IQAC/2020-21/MOM/2

1. Quality week 2020 at Acharya Institute of Technology
2. Administration Audit schedule
3. NIRF 2021 Preparation
4. Any other issues with the permission of the Chairperson

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson	
2.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Coordinator	
3.	Dr.Manjunath B	Associate professor, Dept. of ME	Member Secretary	
4	Dr.Rajeshwari	Professor & Dean Academics	Member	
5.	Dr. Prashanth C M	Professor &Dean Faculty Development	Member	
6.	Dr.Rajanna K R	Professor & Dean Student Affairs	Member	
7.	Dr. MuthuKumar	Associate professor & Dean R&D	Member	
8.	Dr. Devarajaiah R M	Professor, Dept. of MT	Member	
9.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member	
10.	Dr. Renuka Devi	Administrative Officer	Member	
11.	Mr. Marigowda C K	Associate Prof & HOD, Dept. of ISE	Member	
12	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member	
13	Ms. Bhagirathi Bai V	Assistant Professor & Head MT	Member	

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Members Absent

Sl. No.	Name	Designation & Department	Role
1.	Dr.Kerron G Reddy.B	Management Representative	Member
2.	Dr.Maneesh paul	Campus Director	Member
3.	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society
4.	Mr.Candrashekar K H	Kennametal, Bengaluru	Member from Industry
5.	Mr Govind Sukumaran	Parent	Member from Stakeholder
6	Mr. Swarnpreet Singh	Student	Student Member
7	Mr.Naveen H E	Alumni	Alumni member
8	Mr.Vinay Anappa	GM Marketing Chola Turbo Machinery International Pvt Ltd	Member from Industry

Action taken from previous meeting:

1. **Academic Dean was asked to prepare the SOP for online teaching.**
2. **Examination Dean was asked to prepare Guidelines for conduction of CIE.**
3. **Discussion with Institute ERP Team for integration of ALIVE platform done.**

Minutes of Meeting:

AIT/IQAC/2020-21/MOM/2/Agenda 1	The coordinator proposed to conduct Quality week to imbibe the quality culture among the faculties and students in online mode. It was decided that all the Deans and Coordinators will take part in Quality week and provide Expert Talk on the quality practices in AIT.
AIT/IQAC/2020-21/MOM/2/Agenda 2	AIT Administration Audit of Department documents 2019-20 to be undertaken and the schedule for the same was discussed. The peer teams to conduct the administration Audit was finalized.
AIT/IQAC/2020-21/MOM/2/Agenda 3	It was decided that the Institute shall apply for NIRF 2021 ranking. In this direction, Dr Mahesh SS was identified as the coordinator, and he was asked to initiate the process (Registration followed by data collection).

The chairman of the committee thanked the committee members for attending the meeting.

Principal

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Reference No: AIT/IQAC/2020-21/1

08/07/2020

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Principal Chamber, AIT

Date/ Day: 13/07/2020

Timings: 2.00 P.M

Agenda:

1. Drafting of Standard operating procedure (SOP's) for online teaching
2. Drafting of Standard Operating procedure (SOP's) for conduction of Web proctored Internal examination
3. Review of ALIVE platform working and ALIVE platform integration with institute ERP
4. Any other issues with the permission of the Chairperson

Manasa
IQAC co-ordinator

Principal

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cc:

All IQAC members

MINUTES OF MEETING OF THE INTERNAL QUALITY ASSURANCE CELL (IQAC)

Date & Time : 13/07/2020 at 2.00PM
Location : PRINCIPAL'S CHAMBER
Duration : 1hr
Agenda :-

Reference No: AIT/IQAC/2020-21/MOM/1

1. Drafting of Standard operating procedure (SOPs) for online teaching
2. Drafting of Standard operating procedure (SOPs) for conduction of Web proctored Internal examination
2. Review of ALIVE platform working and ALIVE Platform Integration with institute ERP
3. Any other issues with the permission of the Chairperson

Members Present

Sl. No.	Name	Designation & Department	Role	Signature
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson	
2.	Dr. Manas Mukhopadhaya	Asso.Prof, & HOD Dept. of MI	Coordinator	Manas
3.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member Secretary	Skarnick
4.	Dr. Devarajaiah R M	Professor, Dept. of MT Dean Academics	Member	
5.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member	
6.	Dr. Renuka Devi	Asso Prof, Dept. of MBA	Member	Renuka
7.	Mr. Marigowda C K	Asso Prof & HOD, Dept. of ISE	Member	
8.	Dr. Manjunath B.	Asso. Professor, Dept. of ME	Member	B. M
9.	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member	Satish K

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Members Absent

Sl. No.	Name	Designation & Department	Role
1.	Dr.Kerron G Reddy.B	Management Representative	Member
2.	Mr.Gangadhar	Gram Panchayat Member, Alur	Member from local society
3.	Mr.Candrashekar K H	Kennametal, Bengaluru	Member from Industry
4.	Mr Govind Sukumaran	Parent	Member
5.	Mr. Swarnpreet Singh	Student	Student Member
6	Mr.Naveen H E	Alumni	Alumni member

Action taken from previous meeting:

1. **ALIVE online virtual classroom was launched and operational for use by faculty and students.**
2. **Cousera campus center was started with approval for 5000 registration**

Minutes of Meeting:

AIT/IQAC/2020-21/MOM/1/Agenda 1	The working and operational difficulties of In-house developed ALIVE platform was discussed and it was suggested for integration of ALIVE platform with ERP for students attendance, Time table scheduling and monitoring for classes.
AIT/IQAC/2020-21/MOM/1/Agenda 2	Draft SOP for effective online teaching was presented by Academic Dean and a detailed discussion on the implementation was done and SOP with changes was approved by IQAC.
AIT/IQAC/2020-21/MOM/1/Agenda 3	Guidelines for Conduction of web proctored Internal Assessment for AY 2020-21 was presented by examination Dean and detailed discussion on the effective implementation and monitoring was done and examination dean was informed to prepare SOP for CIE
AIT/IQAC/2020-21/MOM/1/Agenda 4	Principal suggested more initiatives to assure quality in academics during the pandemic effected AY need to be taken up by the IQAC.

The chairman of the committee thanked the committee members for attending the meeting.

Principal

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ACHARYA INSTITUTE OF TECHNOLOGY

Soladevanahalli, Bengaluru-560107

ACHARYA

09/03/2020

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Principal's Chamber

Date/ Day:14/03/2020

Timings: 2.30 PM.

Agenda:

1. Initiation of online teaching in view of possible of lockdown due to pandemic situation.
2. Development of Coursera campus center.
3. Any other issues with the permission of the Chairperson

IQAC co-ordinator

Principal

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

cc:

All IQAC members

ACHARYA INSTITUTE OF TECHNOLOGY

Soladevanahalli, Bengaluru-560107

INTERNAL QUALITY ASSURANCE CELL

MINUTES OF MEETING OF THE **INTERNAL QUALITY ASSURANCE CELL** (IQAC) HELD ON 14.03.2020 AT 2.30P.M. IN PRINCIPAL'S CHAMBER

Members Present

Sl. No.	Name	Designation & Department	Role
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson
2.	Dr. Manas Mukhopadhaya	Asso.Prof, & HOD Dept. of MI	Coordinator
3.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member Secretary
4.	Dr. Devarajaiah R M	Professor, Dept. of MT Dean Academics	Member
5.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member
6.	Dr. Renuka Devi	Asso Prof, Dept. of MBA	Member
7.	Mr. Marigowda C K	Asso Prof & HOD, Dept. of ISE	Member
8.	Dr. Manjunath B.	Asso. Professor, Dept. of ME	Member
9.	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member

Action taken from previous meeting:

a. Workshop was conducted for IQAC Coordinators of all the departments to educate them on the PO-attainment process on 1st February 2020.
b. The schedule for Academic audit was prepared and audit teams were formed comprising of IQAC Members of the institute and senior professors.

Agenda:

IQAC/Agenda/13/01- Initiation of online teaching in view of possible of lockdown due to pandemic situation

IQAC/Agenda/13/02- Development of coursera campus center

IQAC/Agenda/13/03-Any other issues with the permission of the Chairperson

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ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

ACHARYA INSTITUTE OF TECHNOLOGY

Soladevanahalli, Bengaluru-560107

INTERNAL QUALITY ASSURANCE CELL

Minutes of Meeting:

IQAC/MOM/13/01	**It was Decided to Develop online platform (ALIVE) for online teaching , learning and assessment. (Till the development) faculty shall use platform like zoom for online Teaching and learning process**
IQAC/MOM/13/02	**Mr. Marigowda was requested to initiate the process of setting Coursera campus center**
IQAC/MOM/13/03	**More initiatives to assure quality in academic and administrative areas of the institute need to be taken up by the IQAC.**

The chairman of the committee thanked the committee members for attending the meeting.

14/03/20

Chairperson

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
SOLADEVANAHALLI, BENGALURU-560107

PRINCIPAL
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SOLDEVANAHALLI, BENGALURU - 560 107

ACHARYA INSTITUTE OF TECHNOLOGY

Soladevanahalli, Bengaluru-560107

ACHARYA

31/12/2019

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Principal's Chamber

Date/ Day:4/01/2020

Timings: 2.30 PM.

Agenda:

1. Schedule the Academic audit
2. List of documents to be verified at individual and department level during the audit
3. Role of Department Academic Calender
4. Any other issues with the permission of the Chairperson

Manas

IQAC co-ordinator

Principal

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cc:

All IQAC members

ACHARYA INSTITUTE OF TECHNOLOGY

Soladevanahalli, Bengaluru-560107

INTERNAL QUALITY ASSURANCE CELL

MINUTES OF MEETING OF THE **INTERNAL QUALITY ASSURANCE CELL** (IQAC) HELD ON 04.01.2020 AT 2.30P.M. IN PRINCIPAL'S CHAMBER

Members Present

Sl. No.	Name	Designation & Department	Role
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson
2.	Dr. Manas Mukhopadhaya	Asso.Prof, & HOD Dept. of MI	Coordinator
3.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member Secretary
4.	Dr. Devarajaiah R M	Professor, Dept. of MT Dean Academics	Member
5.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member
6.	Dr. Renuka Devi	Asso Prof, Dept. of MBA	Member
7.	Mr. Marigowda C K	Asso Prof & HOD, Dept. of ISE	Member
8.	Dr. Manjunath B.	Asso. Professor, Dept. of ME	Member
9.	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member

Action taken from previous meeting:

1. Quality audit on environment and Energy of the campus was assigned to Campus. Technology (of Times Group)

Agenda:
IQAC/Agenda/12/01-Schedule of Academic Audit
IQAC/Agenda/12/02-List of Documents to be verified at individual and department level during Audit
IQAC/Agenda/12/03-Role of Department Academic Coordinators
IQAC/Agenda/12/04-Any other issues with the permission of the Chairperson

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INTERNAL QUALITY ASSURANCE CELL

Minutes of Meeting:

IQAC/MOM/12/01	• The newly appointed coordinator of IQAC, Dr. Manas Mukhopadhyay welcomed all the members present for the meeting. • It was decided with the permission of the chair that Academic audit shall be conducted in the first week of March and October every year to check the Teaching Learning Processes practised by individual faculty as well as departments. • The admininstrative audits of all departments shall be conducted during the first/second week of March in 2020 and October 2020. Also in the subsequent years it was decided to conduct the administrative audit once a year in the month of October. • The Audit teams would comprise of all internal IQAC Members of the institute.
IQAC/MOM/12/02	• The files to be audited both at the faculty level and individual level was decided and is attached as Annexure-1 and Annexure-2
IQAC/MOM/12/03	• The role of Department IQAC Coordinators was drafted and is attached as Annexure-3.
IQAC/MOM/12/04	• It was decided that a workshop is to be conducted to all the department IQAC Coordinators to educate them on the PO-attainment process on 1st February 2020.

The chairman of the committee thanked the committee members for attending the meeting.

04/01/2020

Chairperson

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ACHARYA

08/11/2019

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Principal's Chamber

Date/ Day:13/11/2019

Timings: 2.30 PM.

Agenda:

1. Quality audit on environment and energy
2. Reconstitution of IQAC

S. M

IQAC co-ordinator

Principal

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cc:

All IQAC members

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INTERNAL QUALITY ASSURANCE CELL

MINUTES OF MEETING OF THE **INTERNAL QUALITY ASSURANCE CELL** (IQAC) HELD ON 13.11.2019 AT 2.30P.M. IN PRINCIPAL'S CHAMBER

Members Present

Sl. No.	Name	Designation & Department	Role
1.	Dr. Prakash M. R.	Principal, Administration	Chairperson
2.	Dr. S.M. Gopinath	Professor & Head Dept. of Biotechnology,	Coordinator
3.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member Secretary
4.	Dr. Manjunath B.	Asso. Professor, Dept. of ME	Member
5.	Dr. Gaddagimath	Dean Learning Resources and Academic	Member
6.	Dr. Ganesh Rao	Dean Circuit Branches & Professor, Dept. of ECE	Member
7.	Dr. Ramehs Hegde	Professor, HOD MCA	Member
8.	Dr. Renuka Devi	Administrative Officer	Member
9.	Dr. Gurunath Vaidya	Parent representative	Member form Stake Holder
10.	Mr. Naveen	Alumni representative	Member from Alumni

Action taken from previous meeting:

a. **New format for outcome/attainment calculations was prepared circulated**
b. **The course coordinators identified the gaps in their respective courses and value added / enrichment courses to fill the gap are planned**

Agenda:

IQAC/Agenda/11/01- Quality audit on environment and Energy
IQAC/Agenda/11/02- Reconstitution of IQAC

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INTERNAL QUALITY ASSURANCE CELL

Minutes of Meeting:

IQAC/MOM/11/01	It was decide to conduct Quality audit on environment and Energy involving external certified auditor for Green Audit, Energy audit and Environment audit
IQAC/MOM/11/02	**Reconstitution of IQAC:**-The Principal and the Chairperson of the IQAC decided to form a new team to take forward the IQAC in future due to resignation of Dr.S.M .Gopinath. Dr. Manas Mukhopadhaya was nominated by the principal to head the IQAC as IQAC Coordinator/Director. Also other members constituting the IQAC as per the guidelines of NAAC were to be chosen to ensure quality in imparting engineering knowledge through outcome based education. The members from the faculty to constitute the IQAC are:

1.	Dr. Manas Mukhopadhaya	Asso.Prof, & HOD Dept. of MI	Coordinator
2.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member Secretary
3.	Dr. Devarajaiah R M	Professor, Dept. of MT Dean Academics	Member
4.	Dr. Prakash R	Professor, & HOD Dept. of EEE	Member
5.	Dr. Renuka Devi	Asso Prof, Dept. of MBA	Member
6.	Mr. Marigowda C K	Asso Prof & HOD, Dept. of ISE	Member
7.	Dr. Manjunath B.	Asso. Professor, Dept. of ME	Member
8.	Mr. Satish K	Asst. Prof, & HOD, Dept. of Chemistry	Member

It was also decided that the members from the faculty, students, alumni, industry and parent community were to be added into the IQAC as per the norms at the earliest

The chairman of the committee thanked the committee members for attending the meeting.

13/11/2019

Chairperson

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22/07/2019

Circular

A meeting of all IQAC members has been scheduled to discuss, deliberate and resolve various issues listed in the agenda below.

Venue: Principal's Chamber

Date/ Day:27/7/2019

Timings: 2.30 PM.

Agenda:

1. Review of NAAC assessment report to identify the gaps for improvement.
2. Changes in the format of course file, etc., if required
3. Standardized rubrics and outcomes/ attainment calculations for projects, workshops, seminars etc.,
4. Any other issues with the permission of the Chairperson

S.M

IQAC co-ordinator

Principal

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cc:

All IQAC members

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INTERNAL QUALITY ASSURANCE CELL

MINUTES OF MEETING OF THE **INTERNAL QUALITY ASSURANCE CELL** (IQAC) HELD ON 27.07.2019 AT 2.30P.M. IN PRINCIPAL'S CHAMBER

Members Present

Sl. No.	Name	Designation & Department	Role
1.	Dr. Prakash M.R.	Principal, Administration	Chairperson
2.	Dr. S.M. Gopinath	Professor & Head Dept. of Biotechnology,	Coordinator
3.	Mr. Shreyas Karnick	Asst. Professor, Dept. of EEE	Member Secretary
4.	Dr. Manjunath B.	Asso. Professor, Dept. of ME	Member
5.	Dr. Gaddagimath	Dean Learning Resources and Academic	Member
6.	Dr. Ganesh Rao	Dean Circuit Branches & Professor, Dept. of ECE	Member
7.	Dr. Ramehs Hegde	Professor, HOD MCA	Member
8.	Dr. Renuka Devi	Administrative Officer	Member
9.	Dr. Gurunath Vaidya	Parent representative	Member form Stake Holder
10.	Mr. Naveen	Alumni representative	Member from Alumni

Members Absent

Sl. No.	Name	Designation & Department	Role
1.	Dr. Kiran Reddy	Member	Management representative
2.	Dr. Gururaj Urs	Professor, Dept. MBA	Member
3.	Mr. Gangadhar	Gram Panchayath Member, Alur	Member, Local Society
4.	Chandrashekar K.H.	Employee, Kennametal Bangalore	Member form Industry
5.	Mr. Abhinav Tiwari	Student Dept. of ISE	Student Member

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INTERNAL QUALITY ASSURANCE CELL

Action taken from previous meeting:

1. Acharya Institute of Technology went through the NAAC accreditation Re-assessment process and was awarded B++ grade.

2. Four departments namely, Computer Science and Engineering, Electronics and Communication Engineering, Mechatronics Engineering, and Mechanical Engineering was awarded NBA Accreditation

Agenda:

IQAC/Agenda/10/01- Review of NAAC assessment report to identify the gaps for improvement
IQAC/Agenda/10/02-Changes in the Format of Course File, etc, if required
IQAC/Agenda/10/03- Standardized rubrics and outcome/attainment calculations for projects, workshop,seminars etc

IQAC/Agenda/10/04-Any other issues with the permission of the Chairperson

IQAC Coordinator welcomed Chairman and all the members present.
Following are the decision taken after detailed deliberations on the agenda

Minutes of Meeting:

IQAC/MOM/10/01	NAAC assessment report was reviewed by IQAC members to identify the gaps for improvement by identifying Quantitative Metrics related gaps
IQAC/MOM/10/02	It was decided that the format being followed presently shall be continued and will be subjected to changes in the next meeting or for the upcoming academic year. It was decided to concentrate on POs and Co's attainment improvement by Identifying gaps in each course and plan for value added / enrichment courses. Identification of Course enrichment/ experiential learning - Project Work / Field work/ Internship for improving TLP
IQAC/MOM/10/03	A standardized rubrics and outcome/attainment calculations for workshops, seminars, industrial visits, guest lectures, mini-projects, projects and other forum activities is required to be devised and rolled out to all the faculty in the institute.
IQAC/MOM/10/04	It was decided to conduct a awareness program for 1st year students on learning resource centre i.e books , e-resources and journals

The chairman of the committee thanked the committee members for attending the meeting.

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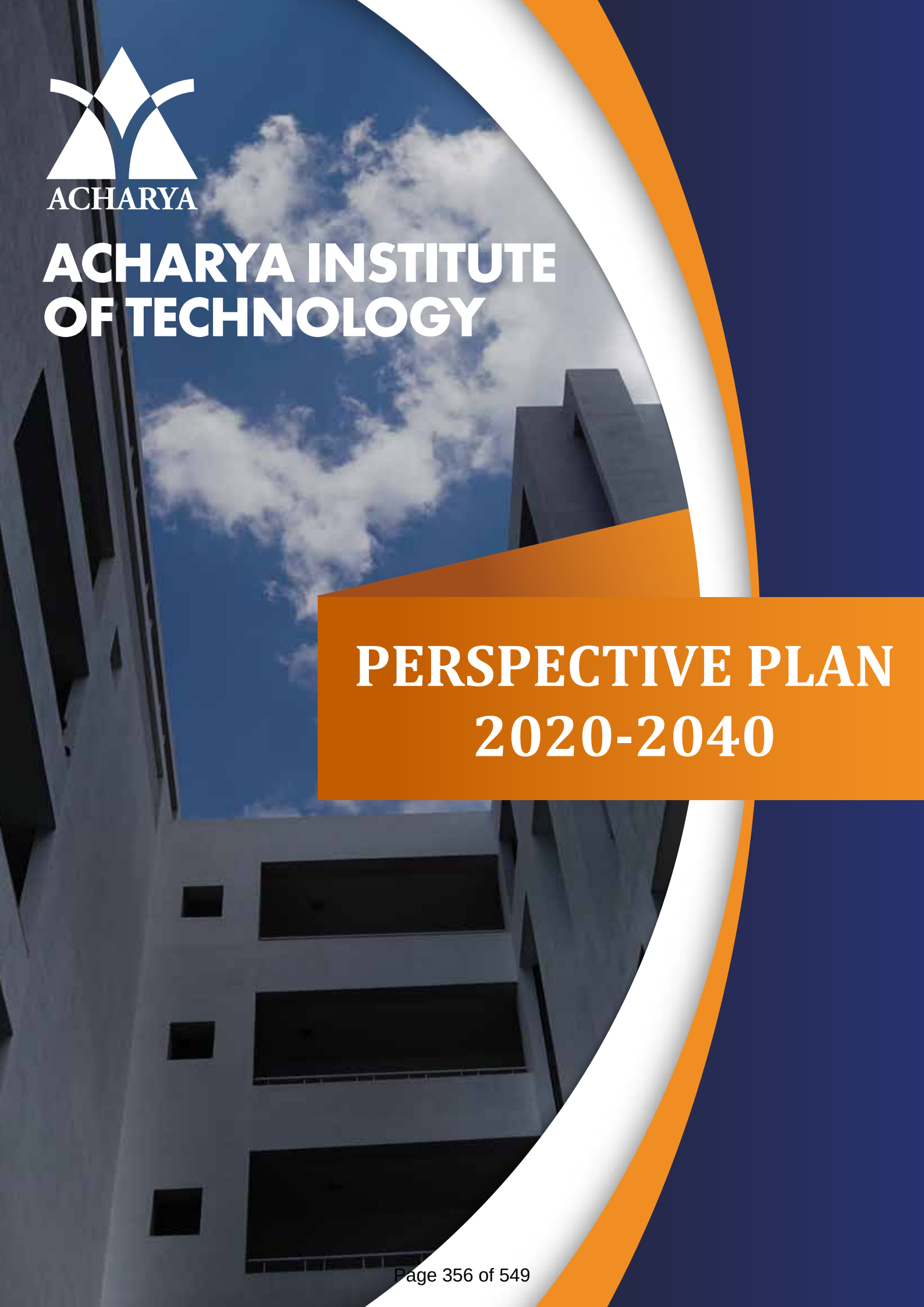
Chairperson

27/07/2017



ACHARYA

ACHARYA INSTITUTE OF TECHNOLOGY

PERSPECTIVE PLAN 2020-2040

Perspective Plan
2020 – 2040

ACHARYA INSTITUTE OF TECHNOLOGY

Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanhalli,
Achit Nagar Post, Bangalore-560107, Karnataka

Preface

The Acharya Institute of Technology (AIT) has consistently demonstrated its commitment to academic excellence, innovation, and holistic development, contributing significantly to the field of higher education. As we look towards the future, the institution stands at a pivotal point, ready to build on its rich legacy and scale new heights in education, research, and global engagement.

This Perspective Plan (2020-2040) outlines a comprehensive roadmap for the next two decades, structured into distinct phases, each designed to meet evolving educational needs and align with global standards. The plan is centered around key pillars of academic excellence, research, innovation, quality assurance, and community engagement. It reflects AIT's ambition to emerge as a globally recognized, research-driven university that nurtures innovation, fosters entrepreneurship, and promotes sustainability.

The first stage (2020-2030) emphasizes academic excellence and autonomy, focusing on accreditation, student success, faculty development, and a robust culture of innovation. By 2030, AIT aims to position itself as a national leader in startup incubation and research, fostering strong industry partnerships and producing high-quality graduates ready to thrive in a global environment.

The second stage (2031-2040) is dedicated to transform AIT into a globally recognized institution. This vision will be achieved by emphasizing research-driven curricula, expanding international collaborations, increasing patents and research funding, and establishing world-class research labs. AIT will foster an ecosystem that attracts top global faculty and researchers while offering students unparalleled opportunities to engage with industry and academia on a global scale.

This plan sets a clear trajectory for AIT to evolve into an institution synonymous with innovation, global leadership, and societal impact, staying true to its vision of shaping the leaders of tomorrow.

Perspective Plan 2020-2040

Overview and Vision for 2020-2040

The Perspective Plan for Acharya Institute of Technology (AIT) between 2020 and 2040 lays out a bold vision for the institution to evolve into a globally recognized university focused on academic excellence, cutting-edge research, innovation, and societal impact. The roadmap is structured in a series of distinct phases, each aimed at progressively elevating AIT's reputation, global footprint, and research prowess.

Here's a breakdown of the plan's key components:

Phases of Development (2020-2040)

Phase 1: 2020-2025 - Achieving Academic Excellence and Autonomy

- Establish a strong foundation for academic growth, achieving autonomy and high standards of academic excellence.
- This period focuses on strengthening curriculum quality, enhancing teaching methodologies, and building the faculty's capacity.
- Attaining autonomy will help in improving governance and academic flexibility, enabling AIT to implement innovative programs and courses.

Phase 2: 2026-2030 - Expanding Research, Innovation, and Global Collaboration

- AIT aims to expand its research capacity, foster innovation, and build global collaborations.
- The focus will be on creating strong research centers and fostering interdisciplinary collaborations.
- The institution will increase its engagement with international universities, research organizations, and industries to enhance its research output and innovation.
- Attain full University status by the year 2030.

Phase 3: 2031-2035 - Achieving Global Competitiveness

- By this phase, AIT seeks to be recognized as one of the top 100 institutions in India and make significant strides in international rankings.
- The goal is to nurture world-class talent, ensure high-quality research outcomes, and have a measurable global impact in the academic and industrial sectors.
- Recognised as Research Intensive University

Phase 4: 2036-2040 - Transitioning to a Globally Recognized Research University

- This phase will see AIT establish itself as a globally recognized, research-driven institution.
- AIT will focus on breaking into the global top 100 academic rankings and cementing its reputation as a leader in research and innovation
- Achieve the distinction of a Multidisciplinary Education and Research University (MERU) by 2040 under NEP 2020

Strategic Pillars (2020-2040)

The comprehensive growth strategy is anchored around the following Strategic Pillars:

1. **Academic Excellence & Globalization**
   - Focus on high-quality academic programs that are globally competitive.
   - Establish international partnerships and exchange programs to create a global learning environment for students.
   - Incorporate modern pedagogical techniques and digital learning tools.
2. **Research & Development**
   - Encourage innovation-driven research that addresses global challenges.
   - Establish cutting-edge research facilities and foster partnerships with industry leaders.
   - Promote interdisciplinary research and create a strong publication track record in high-impact journals.
3. **Innovation & Entrepreneurship**
   - Foster a culture of entrepreneurship and innovation among students and faculty.
   - Set up incubators, accelerators, and innovation labs to support startups and entrepreneurial ventures.
   - Engage in collaborative R&D with industries to create commercially viable solutions**.**
4. **Collaborations & Internationalization**
   - Build strategic partnerships with leading academic institutions, research bodies, and industries worldwide.
   - Facilitate international student and faculty exchange programs to promote diversity and global perspectives.
   - Work on joint research projects and global academic forums to increase AIT's visibility on the international stage.
5. **Infrastructure, Technology, and Sustainability**
   - Invest in state-of-the-art infrastructure to support academic and research activities.
   - Integrate technology into all aspects of education, research, and administration to improve efficiency and learning outcomes.
   - Focus on sustainable development practices in campus planning, energy use, and resource management to align with global sustainability goals.

Key Outcomes by 2040

- National and Global Rankings: AIT aims to be in the top 100 institutions in India and recognized globally for its research, academic excellence, and innovation.
- Research and Innovation: Establishment of AIT as a leader in cutting-edge, interdisciplinary research that addresses global challenges.
- Global Partnerships: Forming partnerships with top universities, research organizations, and industries to facilitate knowledge exchange and collaborative R&D.
- Student and Faculty Development: AIT will produce well-rounded, globally competitive graduates and support faculty in becoming leaders in their fields.

Outreach & Community Engagement

Throughout the 2020-2040 period, AIT will continue to focus on community outreach, engaging with society through projects, knowledge dissemination, and contributing to national development. Outreach programs will span across education, health, environment, and social welfare, aiming to create a lasting societal impact.

Phase 1: 2020-2025 - Academic Excellence and Autonomy

1. **Quality Assurance**
    - **Objective**: Achieve NBA (National Board of Accreditation) and NAAC (National Assessment and Accreditation Council) accreditations.
    - **Actions**:
        - Strengthen internal quality assurance mechanisms.
        - Conduct regular audits and reviews to meet accreditation requirements.
        - Set up a specialized accreditation task force for preparation and submission.
2. **Academics**
    - **Objective**: Achieve an 85% success index and improve national rankings.
    - **Actions**:
        - Continuous curriculum updates to meet industry standards.
        - Implement outcome-based education methodologies.
        - Increase student support systems, including mentoring and tutoring programs.
3. **Research & Development**
    - **Objective**: Ensure every faculty member publishes in peer-reviewed journals.
    - **Actions**:
        - Conduct research workshops for faculty development.
        - Encourage interdisciplinary research and collaboration.
        - Incentivize high-quality research through rewards and grants.
4. **Student Affairs and Development**
    - **Objective**: Provide holistic education through co-curricular and extracurricular activities.
    - **Actions**:
        - Organize regular sports, cultural, global immersion program and technical events.
        - Develop soft skills programs and leadership training.
        - Encourage student participation in community service projects and environmental awareness campaigns.
5. **Faculty Development**
    - **Objective**: Enhance faculty welfare through professional development and support systems.

- **Actions**:
    - Implement preservice and in-service programs.
    - Offer faculty welfare schemes like sabbaticals, health benefits, and financial incentives.
    - Facilitate workshops on the latest teaching methodologies.

6. **Innovation and Entrepreneurship Development**
    - **Objective**: Promote ideation, product development, and a startup culture.
    - **Actions**:
        - Apply to MSME for nodal center approval.
        - Enhance activities of the Institution's Innovation Council (IIC).
        - Host hackathons, ideation challenges, and entrepreneurship boot camps.
        - Encourage student participation in incubation programs.
7. **Outreach**
    - **Objective**: Foster a community engagement culture.
    - **Actions**:
        - Engage students and faculty in social outreach initiatives like Swachh Bharat and blood donation drives.
        - Collaborate with NGOs and local communities for impactful projects.
        - Promote environmental sustainability practices within the campus and surrounding areas.
8. **Examination**
    - **Objective**: Ensure accountability and transparency in examinations.
    - **Actions**:
        - Implement digital and centralized examination systems.
        - Monitor exam processes with regular feedback from stakeholders.
        - Ensure fairness in both internal and external assessments.

Phase 2: 2026-2030- Sustained Growth and Global Benchmarking Phase and Attain the Deemed to be university status

1. **Quality Assurance**
    - **Objective**: Attain Level 3 Accreditation (As per NAAC Maturity-Based Graded Accreditation) , maintain NBA and NAAC accreditations, and rank in the top 150 in the NIRF.
    - **Actions**:
        - Continuous improvement of processes based on audit feedback.
        - Integrate global best practices in teaching, learning, and research.
        - Participate in global ranking initiatives and benchmarking exercises.
2. **Research**
    - **Objective**: Generate 60 patents annually and secure ₹3 Cr in research funding every year.
    - **Actions**:
        - Establish dedicated research centers with industry collaborations.
        - Strengthen research funding proposals and partnerships with government agencies and industry.
        - Incentivize patent filings and publications by offering financial rewards.
3. **Academics**
    - **Objective**: Achieve a 90% graduation rate and align the curriculum with the top 50 global institutions.
    - **Actions**:
        - Conduct regular curriculum updates with a global focus.
        - Expand international exchange programs and tie-ups.
        - Increase personalized student support and counseling services for academic success.
4. **Collaborations**
    - **Objective**: Strengthen national and international research partnerships.
    - **Actions**:
        - Create joint research projects with top global institutions.
        - Form academic alliances with industries for practical training and collaborative research.
        - Expand MoUs with prestigious institutions and organizations for student exchange and research.

5. **Innovation**
    - **Objective**: Nurture innovation and promote startups through incubation and funding.
    - **Actions**:
        - Scale up the startup ecosystem within the institute.
        - Collaborate with venture capitalists, angel investors, and government bodies for startup funding.
        - Host annual innovation summits to showcase ideas and foster industry connections.

This plan will enable Acharya Institute of Technology to continuously progress towards becoming a leader in education, innovation, and community engagement, setting benchmarks in India and globally by 2030.

Phase 3: 2031-2035 - Advancing Towards a National Center for Excellence and Recognised as Research Intensive University

1. **Quality Assurance**
    - **Objective**: Achieve Level 4 NAAC Accreditation, maintain NBA and NAAC accreditations, and secure a place in the top 125 NIRF rankings.
    - **Actions**:
        - Strengthen the internal quality assurance mechanisms through continuous process evaluation and improvement.
        - Enhance governance and management structures for improved academic and administrative functions.
        - Maintain transparency in academic and institutional processes, aligning them with international standards.
2. **Research & Innovation**
    - **Objective**: Generate 70 patents annually, secure ₹4 Cr in funding, and expand consultancy services.
    - **Actions**:
        - Create dedicated research units focusing on emerging technologies and multidisciplinary research areas.
        - Build relationships with national and international funding agencies to increase grants and sponsorships.
        - Establish consultancy services with industries and government sectors, ensuring faculty expertise is leveraged for real-world challenges.
        - Conduct national and international research conferences to enhance institutional visibility.
3. **Academics**
    - **Objective**: Achieve a 100% graduation rate and increase global internships for students.
    - **Actions**:
        - Strengthen student support systems like personalized mentoring, academic counseling, and digital learning platforms.
        - Collaborate with global companies to create internship opportunities in high-demand sectors.
        - Implement advanced academic programs incorporating experiential learning, internships, and industry immersion projects.

        - Facilitate personalized learning paths to help students meet global academic standards.

4. **Innovation and Entrepreneurship**
    - **Objective**: Establish AIT as a **National Center for Startup Incubation**.
    - **Actions**:
        - Develop sector-specific startup incubation centers with state-of-the-art facilities.
        - Collaborate with industry giants and government bodies for funding, mentorship, and knowledge sharing.
        - Host annual ideation summits, hackathons, and startup showcases, inviting global investors and VCs to support entrepreneurial ventures.
        - Launch entrepreneurship mentorship programs for students and faculty to foster innovation-driven entrepreneurship.
5. **Collaborations**
    - **Objective**: Expand partnerships with top global academic institutions and research entities.
    - **Actions**:
        - Form strategic partnerships with international universities for student exchange programs, joint research, and collaborative projects.
        - Increase MoUs with leading corporations, research institutes, and tech parks globally to integrate industry-driven research with academics.
        - Create joint innovation labs where students and faculty can work on real-world industry challenges.
6. **Infrastructure & Facilities**
    - **Objective**: Enhance research infrastructure and create world-class innovation centers for startups.
    - **Actions**:
        - Set up cutting-edge research labs in fields like AI, biotech, nanotech, clean energy, and smart cities.
        - Establish centers of excellence in key areas that are aligned with industry trends and societal needs.
        - Upgrade campus infrastructure to support sustainable practices and smart learning environments.

Phase 4: 2036-2040 - Transition to a Globally Recognized, Research-Driven and Achieve Multidisciplinary Education and Research University (MERU) status by 2040 under NEP 2020.

1. **Quality Assurance**
    - **Objective**: Achieve Reaccreditation of NBA and NAAC accreditation and rank among the top 100 in NIRF.
    - **Actions**:
        - Benchmark the institution against global quality standards, integrating international assessment mechanisms.
        - Continuously refine academic processes, governance, and leadership strategies to support holistic institutional growth.
        - Conduct periodic self-assessment exercises and independent reviews to maintain a culture of excellence.
2. **Research & Innovation**
    - **Objective**: Secure ₹5 Cr in annual funding, increase consultancy services with MNCs and governments, and reach 100 patents per year.
    - **Actions**:
        - Expand research funding avenues by actively engaging with multinational companies, global research institutions, and government bodies.
        - Increase faculty participation in high-level consultancy projects with large corporations and government bodies.
        - Attract global research funding by focusing on high-impact projects related to sustainable development, advanced technology, and societal needs.
        - Develop comprehensive patent and IP support systems to increase patent filings and commercialization of innovations.
3. **Academics**
    - **Objective**: Implement a research-driven curriculum and achieve top 300 global rankings.
    - **Actions**:
        - Redesign academic curricula to emphasize research, problem-solving, and global industry trends.
        - Integrate project-based learning, capstone projects, and collaborative research opportunities into all degree programs.

        - Create specialized doctoral and post-doctoral programs focused on cutting-edge research in emerging sectors.
        - Increase publication output and visibility in high-impact international journals.
4. **Collaborations**
    - **Objective**: Develop global consortia with top universities and industries.
    - **Actions**:
        - Form consortia with leading universities across Europe, North America, and Asia for joint degrees, research projects, and faculty exchanges.
        - Participate in global academic and research networks, establishing AIT as a key node in international research collaboration.
        - Establish long-term industry-academia partnerships to drive innovation in key sectors, creating hubs for technology transfer and commercialization.
5. **Infrastructure & Facilities**
    - **Objective**: Develop world-class research labs and attract international faculty.
    - **Actions**:
        - Build research labs equipped with the latest technology in key disciplines such as artificial intelligence, biotechnology, sustainable engineering, and quantum computing.
        - Establish an international faculty recruitment program to bring in leading researchers and educators from around the world.
        - Develop a global innovation hub on campus, attracting researchers, entrepreneurs, and industry professionals to collaborate on projects that have a global impact.
        - Expand state-of-the-art facilities for online learning, hybrid education, and smart classrooms.
6. **Global Recognition**
    - **Objective**: Position AIT as a **Globally Recognized Research-Driven University**.
    - **Actions**:
        - Actively participate in global academic rankings such as QS World University Rankings and Times Higher Education.
        - Host international academic events, research symposiums, and innovation challenges that bring global thought leaders to the AIT campus.

- Cultivate a culture of internationalization, welcoming students and faculty from across the globe to diversify the learning environment.
- Establish strong alumni networks globally, leveraging alumni in leadership positions to raise AIT's global profile.

Conclusion:

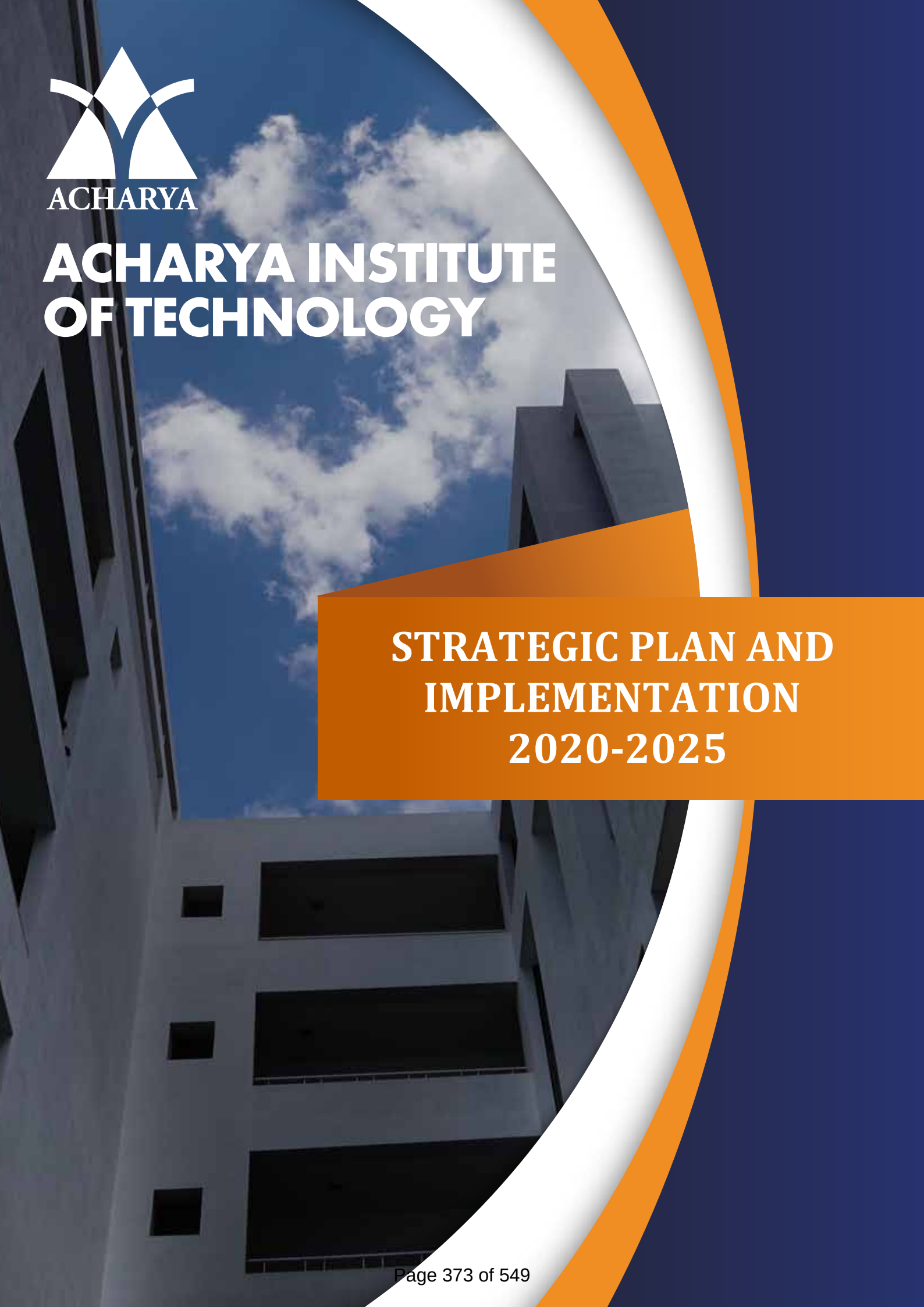
The **Perspective Plan** for Acharya Institute of Technology seeks to transform the institution into a globally recognized research university by 2040. By focusing on strategic pillars such as academic excellence, research and innovation, global collaborations, and infrastructure development, AIT will position itself as a leader in education, research, and societal contributions. The roadmap provides a clear vision for AIT's evolution over the next two decades, marking it as a major player in both national and global academic landscapes.
By 2040, Acharya Institute of Technology aims to become a globally recognized, research-driven university, known for academic excellence, ground breaking research, and innovation. The phased approach ensures continuous growth, fostering a sustainable ecosystem of innovation, entrepreneurship, and international collaboration that aligns with the institution's long-term vision

Document Prepared by:
Internal Quality Assurance Cell(IQAC)
Acharya Institute of Technology

Date: March 2020

Verified and Entrusted by
Principal
Acharya Institute of Technology

ACHARYA



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STRATEGIC PLAN AND IMPLEMENTATION 2020-2025

Strategic Plan and Implementation 2020 – 2025

IQAC | Internal Quality Assurance Cell
Acharya Institute of Technology

ACHARYA INSTITUTE OF TECHNOLOGY

Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanhalli,

Achit Nagar Post, Bangalore-560107, Karnataka

Message

Dear Stakeholders,

We are excited to present the strategic plan and implementation roadmap of Acharya Institute of Technology (AIT) for the period 2020-2025. Over the past two decades, AIT has been a leading institution in the field of engineering education, and we remain committed to provide excellence in teaching, research, and innovation.

Key Objectives:

Academic Excellence:

- Enhance the quality of education through curriculum revision, incorporating industry trends and emerging technologies.
- Strengthen faculty development programs to foster excellence in teaching and research.
- Encourage interdisciplinary learning and research collaborations across departments and institutes.

Research and Innovation:

- Establish state-of-the-art research facilities and promote research culture among faculty and students.
- Encourage faculty and students to publish research papers in reputed journals and present at national and international conferences.
- Foster industry-academia partnerships to promote applied research and innovation.

Industry Collaboration:

- Strengthen ties with industry partners to facilitate internships, industrial visits, and collaborative research projects.
- Establish an exclusive Industry Advisory Board comprising experts from diverse sectors to provide guidance and support for industry-aligned programs.
- Promote entrepreneurship and startup culture among students through incubation centers and mentorship programs.

Infrastructure Development:

- Upgrade and modernize the campus infrastructure to create a vibrant and conducive learning environment.

- Establish advanced laboratories and research centers to facilitate practical learning and research activities.
- Implement smart classroom technologies and online learning platforms to enhance teaching effectiveness and student engagement.
- Develop a customized in-house Learning Management System for administration and academics

Student Development:

- Provide holistic education by promoting co-curricular and extracurricular activities.
- Offer career guidance, counseling, and placement support to maximize student employability.
- Foster a culture of inclusivity, diversity, and ethical values among students.

Social Impact and Sustainability:

- Promote community engagement initiatives, encouraging students and faculty to participate in social outreach programs.
- Incorporate sustainable practices on campus, including energy efficiency, waste management, and renewable energy adoption.
- Integrate ethics, social responsibility, and sustainable development concepts into the curriculum.

We believe that this strategic plan and implementation roadmap will guide us towards achieving our vision and mission. We are committed to continuous improvement, innovation, and providing an exceptional educational experience to our students.

Together, let us embark on this journey to shape the future of engineering education and contribute to the growth and development of our society.

Warm regards,
Principal

Our Motto

"Nurturing Aspirations Supporting Growth"

Vision

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

Mission

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

Quality Policy

We, at Acharya Institute of Technology, are dedicated to consistently pursuing excellence in all our efforts, through fairness, accessibility, honesty, dedication, and efficiency, as well as our concern for environmental and social development.

Core Values

- Pursuit of Excellence
- Integrity and Transparency
- Leadership
- Teamwork

SWOC Analysis

Strengths

- Qualified, committed, experienced faculty
- State-of-the-art infrastructure facility
- Collaboration with Industries and Institutions across the Globe
- Diversified Enrollments
- Equal emphasis on co-curricular and value-added programs
- Eco-friendly and conducive ambience in a good geographical location
- Strong support for Faculty Development
- Dynamic Training and Placement Model
- Focus on developing entrepreneurship
- Innovative Teaching-Learning Practices (TLP)
- Vibrant Alumni network with a global presence
- In-House developed Learning Management System (LMS)

Weaknesses

- Lack of flexibility in credits distribution in an affiliated system
- Insufficient convergence of grants from government and private agencies
- Low conversion of academic research into tangible products, resulting in a limited number of patents

Opportunities

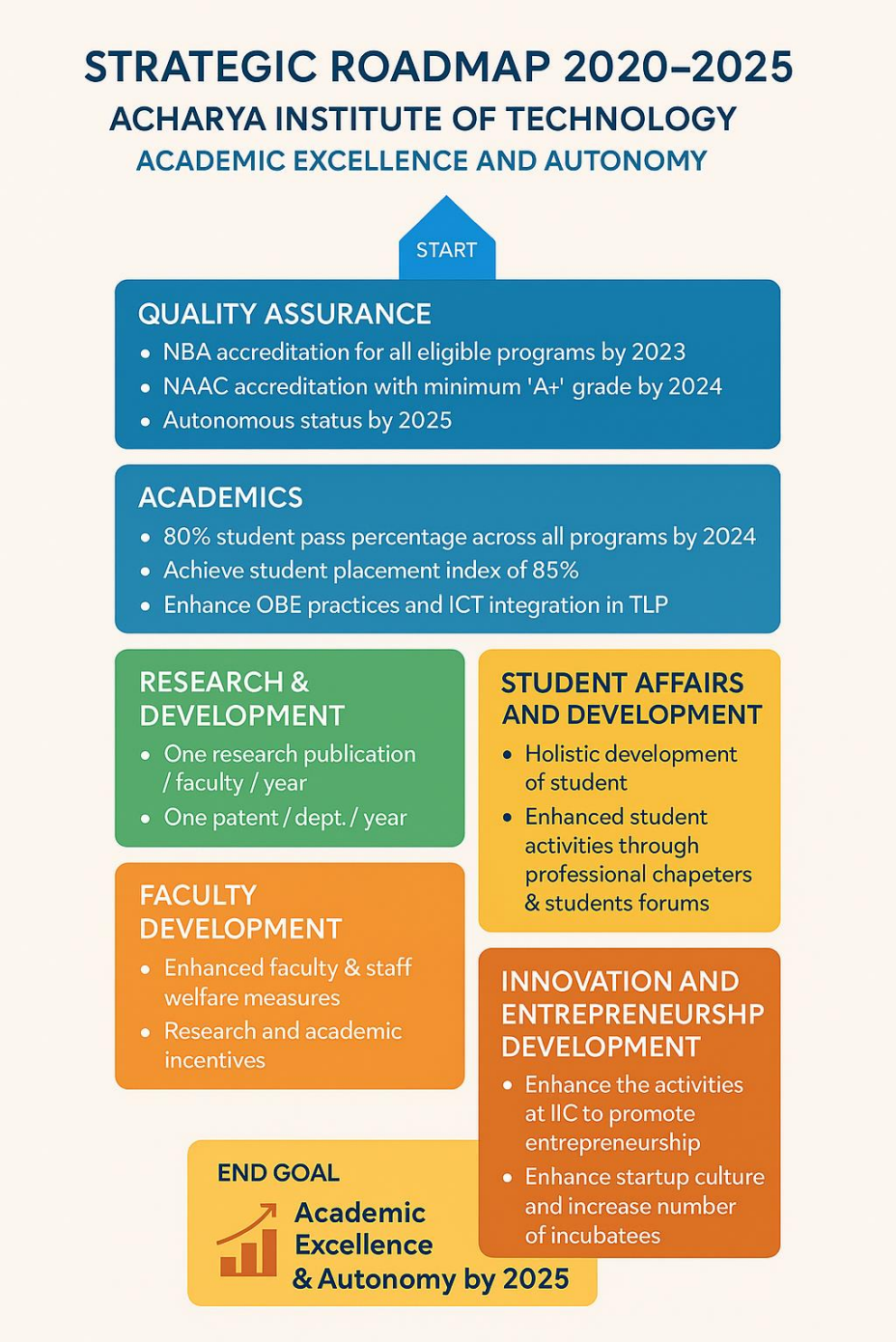
- Seek autonomous institute status
- Increase consulting and research through funded projects in collaboration with Industry Institute Partnerships
- Faculty exchange programs and student exchange programs with reputed organizations
- Enroll students in internship programs for live projects in renowned industries and institutes of importance

Challenges

- Keeping pace with continuous technological advancement
- To motivate faculty for Product Development, R&D, and Innovation
- Core companies for placement recruitment
- Sourcing well qualified Ph.D. and senior professors in emerging technology fields
- Encouraging reluctant learners

Strategic Plan 2020-2025

The passionate team of Acharya Institute of Technology after several discussions and planning, guided by the Vision and Mission of the Institute, Inputs from the Governing Council, by conducting the SWOC Analysis, framed the Institution's strategic planning and goals:



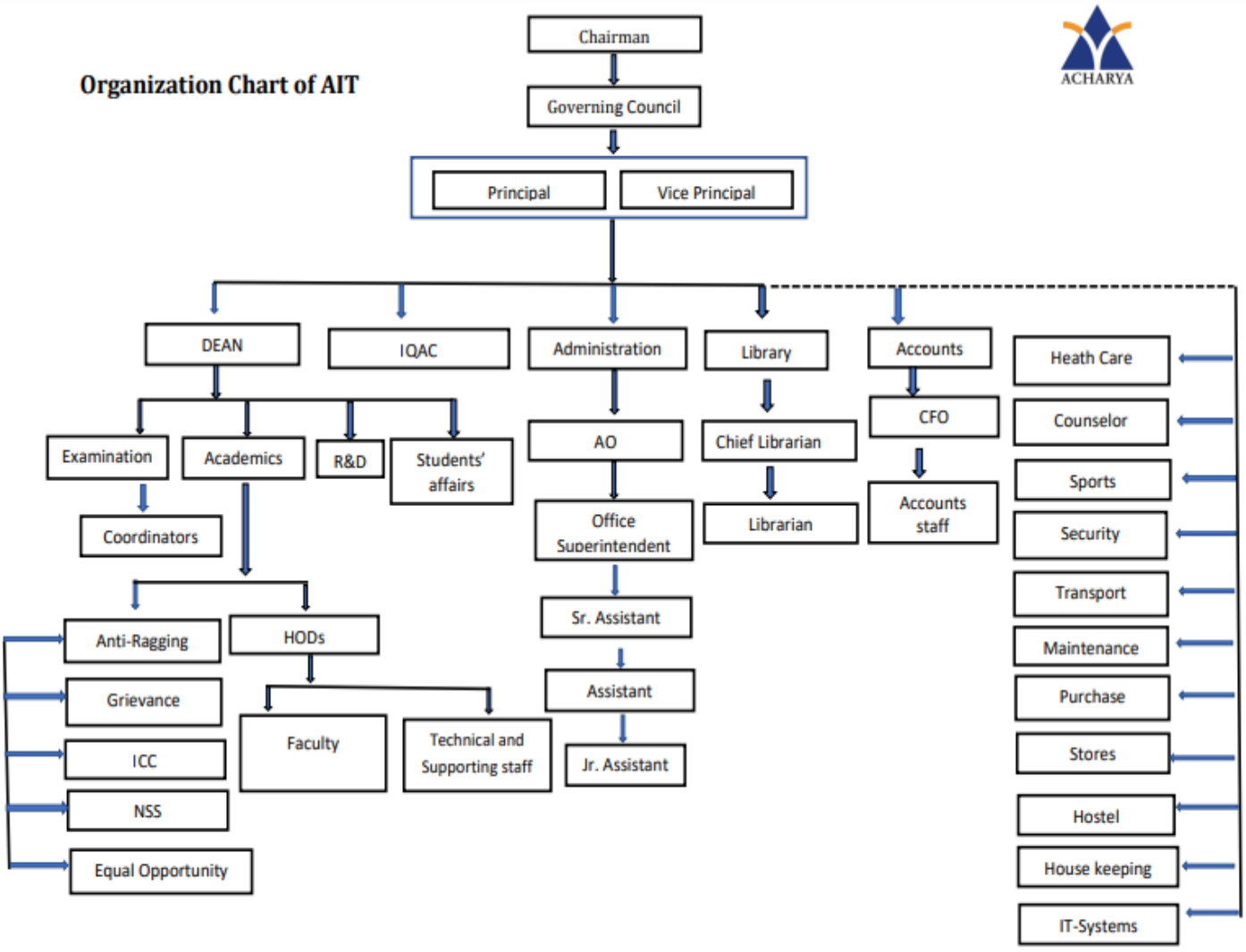
Quality Assurance	● Accreditations and Ranking ▪ NBA renewal for Four departments namely CSE, ECE, MECH, MT in 2022 ▪ NBA accreditation for AE and BT in 2023 ▪ Eligible department shall apply for NBA by 2024 ▪ NAAC accreditation by 2024 with Grade A+ ▪ Autonomous status by 2025 ▪ Ranking in National and International Levels-NIRF, CII, ARIIA ● Monitoring of adherence to quality benchmarking ● Institute Information Communications-Brochure, Student Handbook, Quality Enhancement Manual
Academics	● Academic Planning ▪ Curriculum analysis and development ▪ Semester Begin Planning and audit ▪ Semester End audit ▪ Learning resource planning ▪ Infrastructure and instructional resource planning ▪ Integrate MOOC and Industry Certification in regular academics ▪ Collaborative Learning ● Academic Performance ▪ Achieve 80% success index ▪ Enhance Industry Internships with Live projects ▪ University Ranks in each program ● Career Development ▪ Soft skills and Domain training for all students ▪ Coaching for competitive examinations and higher studies ▪ Industry on campus for training, internships, and placements ▪ Achieve Student placement index of 85% with a median salary package of 6LPA to incline towards NIRF ranking
Research & Development	● Every faculty to have a Publications in peer reviewed/ WOS/ SCI/ Q1/ Q2/ Q3 journals ● Every department to have one book authored per year ● One patent per department per year

	● Submission of applications for research funding ● Efforts towards consultancy
Student Affairs and Development	● Enhance activities under Professional Chapters ● Enhance Student Club activities for holistic development ● Financial assistance to students' project, publication, competitions, and patents
Faculty Development	● Staff welfare schemes for FDP, Qualification enhancement, trainings, entrepreneurial awareness programs, Capacity building, Research publications and patenting
Innovation and Entrepreneurship development	● Apply to MSME for nodal center to promote ideation and product development ● Enhance the activities at IIC to promote entrepreneurship ● Enhance startup culture through hackathons, ideation events
Outreach	● MOU with industries and research organizations ● Technological interventions to support society ● Faculty and Student involvement in extension services ● Faculty on board with Industries and organizations ● Alumni on advisory boards of the departments, curriculum development and execution
Examination	● Accountability and Transparency in conduction of Internal and External examinations

Implementation

For effective implementation of the strategic planning the institution has devised the following organogram. Deans and Coordinators are identified with specific roles and responsibilities. These are discussed with each of the members before the execution of the functions and monitored periodically. For example, academics audits are monitored every semester, Faculty Appraisals done annually etc.,

A detailed quality enhancement handbook providing the guidelines and annual targets is shared with all the members of the organogram which is further percolated to all the stakeholders of the organization. The Quality Enhancement Handbook and Roles & responsibilities are in appendix A and B respectively.



Quality Assurance	● Four depts namely CSE, ECE, MECH, MT in 2022 submitted compliance and have been accredited till June 2025 ● Dept. of AE and BT submitted NBA SAR in August 2022 ● Dept of ISE, EEE and MBA are to submit the NBA SAR in August 2024 ● As part of our objective to be NAAC Accreditation with A++ in the coming years we have kept a few achievable targets to be completed. Please find the link to see the detailed discussion on the same. The summary of the discussion is given below: ▪ AQAR 2021-22 report to be submitted by May 2023 ▪ AQAR 2022-23 report to be submitted by December 2023 ▪ Submission of LOI and IIQA for NAAC by December 2023 ▪ Self-Study Report (SSR) for NAAC by May 2024 to achieve A Grade As the demand for the quality education system is increasing, there are few factors/parameters which involve the quality of the institution. The most important factor is ranking systems. The stakeholders, students, parents are going to look at the various ranking systems. Based on the rank the institution is listed, students choose the institution. As the institute is focusing on the top rankings, Academic Council Members discuss and identify the focus areas to meet the desired rank. There are few focused areas like Patents, Quality Publications, Innovation Labs, Incubation Center and the support & encouragement for entrepreneurship was discussed. In this regard multiple workshops and talks are arranged to promote these activities. Multiple project proposals are submitted to different funding agencies like Department of Biotechnology, Department of Science and Technology, CSIR, DRDO, etc. Also, there are few faculties who have been identified from each department to coordinate these activities as research coordinators. As an institution we have a primary objective to get listed in the following below ranking system: ● One of the main rankings all the stakeholders follow is NIRF. As an institution we have a primary objective to get listed in the NIRF by 2025 as a top-quality education system. ● As students and the stakeholders are also look at ARIIA ranking, we are focusing on getting the Band Excellent by November 2023 ● To focus on getting listed in the CII survey as Best Industry Linked institution by November 2024 ● The quality enhancement handbook is framed with the targets to be achieved in all the areas by the institution. This handbook is briefed to all the stakeholders ● Regular Admin and Academic audits are carried out with the recommendations and suggestions for improvement
Academics	● The academic COE is discussed in the ACM and shared with all the stakeholders ● Each Dept has a DAC to oversee the following:

	▪ Planning, Execution, and monitoring of the TLP in line with student centric approach ▪ Curriculum Gap analysis and add on programs to be included ▪ Feedback mechanism and ATR ▪ Creative assignments, quality of question papers and assignments ▪ Support for slow and fast learners ▪ Target setting with regard to CO attainments in each of the course, student performance ● The departments go through periodic academic audits at the dept level and by IQAC ● A process doc recommended by IQAC for evaluation of laboratory, project work, internship, seminars is prepared, briefed to all the stakeholders, and practiced ● AIT has received 46 in the last three years at the university level ● Every semester minimum one course is defined with a MOOC as an assignment component to enhance the learning index of the student. Every semester around 3000+ MOOC certifications are completed by the students ● Every faculty member creates a repository of the instruction material, videos, manuals, question banks in the Acharya LMS. This facility is available to all the students of AIT for continuous learning. ● Each proctor maintains regular data of the student performance through proctor counseling, academic scores and achievements of the student.
Research & Development	**Funding Schemes** As per the SWOC Analysis, we need to focus more on the Research and Development to be listed in the ranking bodies. Below are the listed roadmaps for departments to be followed to reach the goals: 1. We need to apply around 20 applications or Minimum one per department for AICTE Schemes (MODROBS, FDP, STTP, RPS, Research Fellowship etc.). 2. Target to apply for a minimum of 3 to 5 project proposals for the Department of Science and Technology (DST), Department of Biotechnology (RPS, STEPS, BIRAC, PACE, GITA). 3. Target to apply minimum of 5 applications to some of the state government granting agencies like VGST (FDP, Infrastructure development, RPS, students' project) 4. Minimum of 5 Applications to University Schemes for the student and faculty projects. 5. Minimum of 3 applications to SERB Schemes. 6. Minimum of 2 applications by each department to MSME, IT & BT Innovation summit, Start-Up funding's.

	7. A minimum of 2 applications by each department to KSCST, e-Yuva, IEEE, CSI, ISTE, Schemes. 8. Minimum of 1 application by each department to Faculty Consultancy Activities **Publications and Patent** As part of the continuous efforts to excel, we have set a few targets for ourselves in publications and the patents. 1. All the departments are expected to file a patent in an academic year 2. All the faculty are expected to convert the students' projects to reputed publications. 3. All the faculty are expected to conduct individual research and publish in reputed Scopus indexed journals/International Conferences. 4. Faculty are encouraged to publish in book chapters at least one per department **Memorandum of Understanding (MOUs)** 1. Minimum of Six MoUs with Foreign Universities. Two from MBA, Two from IT branches and two from non-IT programs. 2. Minimum of one MoUs by each Department with Industries and R&D Labs 3. Six institutes level MoUs with Non-Governmental Organizations 4. Two Institute level MoUs with Industry Organizations/Consortiums **Institutional Memberships** 1. Target to have a minimum of five Multi-disciplinary Professional Society Institutional and Membership Registration/ Renewal. Each from the Department of MBA, Mechanical, IT, Civil and Science Streams 2. Target to have a minimum of 1 per discipline from each department Specific professional Society Institutional Membership Registration and Renewal 3. Institution Level Establishment of National and International Level professional Society 4. Target to have two institution Membership with NASSCOM, CII, FICCI
Student Affairs and Development	**Assessment:** 1. To enhance the opportunity and exposure of the students to industry, we have targeted to have a student's portfolio awareness program. 2. Every First week of the third semester we identify the student's career path by profiling their interest and capabilities.

	3. To bring in 200+ companies for IT, 40+ core companies and 100+ companies for non-Engineering companies. 4. To focus on the placement index of the institute by 20 percent in core companies, 50 percent in IT companies, 10 percent in non-engineering companies, 15 percent in higher studies in reputed institutions across the globe and 5 percent in civil services, entrepreneurship. **Training:** 1. Every student undergoes 60hrs / year of training in both soft skills and domain skills. 2. Training for Entrance exams for higher studies (GATE/CAT) 2 hours /week. 3. Coaching for interested students for GRE, IELTS, TOEFL and civil service exams. 4. Four Entrepreneurship development programs (by EDC) per year are to be conducted. 5. Identifying the top 100 students based on their performance in the assessments conducted by noted agencies and are trained for higher packages in the industries **Development Programs** 1. Every student must complete a minimum of one MOOC certification per semester 2. Every department organizes two value added courses, technical workshops per year 3. The department is expected to have a minimum of 20 quality publications by students funded by the institutions. 4. Each department conducts at least one per semester Hackathons/Competitions aligned with the national interest. Also, 20 percent of the students are funded for participation in the Hackathons/Competitions at National and International Levels. **Professional Clubs** 1. Every department is associated with a professional chapter and has regular activities. 2. Students participate in activities collaborated with professional chapters. **Co-Curricular Activities:** 1. Each Department to encourage all the students to either participate in sports/arts/Drama/music/societal activities
Faculty Development	● To ensure 70% of faculty in each department are with PhD ● To ensure 10 percent technical staff pursue higher studies. ● Institute will promote and support the following in the career advancements for

	every faculty: ● Membership in professional society. ● Publications in a quality journal/conference. ● To attend Faculty Development/Personality/Leadership Programs in their research and teaching domain. ● Patent Publications. ● Institute provides staff incentives for: ● Qualification upgrade. ● Publications, patents ● Consultancy ● University Ranks and results in terms of number of distinctions. ● The Institute provides accidental insurance for the faculty members. ● Institute also provides medical support to the faculty in the diagnostic connection with the parent institute.
Innovation and Entrepreneurship development	● A cell is identified at the institute to oversee the ideation, curation and entrepreneur support for students and faculty. ● Institute has been identified as MSME Nodal center to promote startups. ● Institute conducts ideation/hackathons relevant to the thrust areas and the national interests. ● Entrepreneurial programs are conducted every semester by the departments.
Outreach	● Every Department connects with industry/institutes for collaboration in terms of Teaching, Research, and Innovations. ● Faculty and students will connect to society through technological interventions which is a regular activity. ● Faculty are encouraged to be part of the different organizations as consultant/board members/advisory members. ● To involve students in societal inclusive programs through NSS
Examination	● Question Paper printing and distribution systems (QPDS) cell ensure the integrity, accountability and transparency of the examination process. ● New recruitments are trained with the University norms and policy with regards to conduction of examinations
Others	**INSTITUTE INFORMATION COMMUNICATIONS** The most important thing in any kind of institution is transparent administration with good communication. To have this as a practice we have various headings to communicate with all the stakeholders of the institutions. 1. Institution Brochure - This brochure gives an overall picture of the institute. It gives the vision, mission, objectives, and the future goals.

	2. Student Handbooks - Information to the student regarding various activities during his/her 4 years of education. All the information regarding the student's activity on the campus is explained in detail. This would help the student to get the right information with much ease. 3. Calendar of Events - All the semester activity is sent to the student in the beginning of the semester to track the event to plan themselves. 4. Institute Webpage - Latest information on the various activities updated in the webpage for the larger audience keeping past present and the future stakeholders of the institute. 5. Institute Level Newsletter – To cover the achievements and accomplishments of the students, faculty, staff and institution 6. Magazines - Departmental magazines to be published for the larger audience to look into the achievement and the activities of the department. 7. Social Media platforms - In the digital era, social media platforms have become necessary to dissipate information to the world. We have a social media platform to communicate the activities and the achievement of the institutions and the department. 8. Research Journals with ISBN - Research Journal with ISBN gives a platform for the students and the faculty community to publish the quality findings in their research. This also gives exposure to other institute students and the faculty to publish the work in our journals leading to collaborative work.

Document Prepared by:
Internal Quality Assurance Cell (IQAC)
Acharya Institute of Technology

Verified and Entrusted by
Principal
Acharya Institute of Technology

Date: March 2020

Appendix - A

Committees and Coordinators

Sl. No	Committee/Coordinator	Name of the Coordinator
QUALITY ASSURANCE		
1	Dean Quality Assurance	Dr. Devarajaiah R M
2	NBA Coordinator	Dr. Lakshmikanth S
3	Innovation Cell	Dr. Attel Manjunath
4	NAAC Coordinator	Dr. Nagaraja K C
5	NIRF Coordinator	Dr. Asha C N
GOVERNANCE		
1	Hostel Wardens	Dr. R. Shadakshari & Dr. Ashalatha
2	Grievance Redressal	Dr. Rajanna K R
3	Alumni Coordinator	Dr. Sujatha B.M.
4	Coordinator-Credit app and Liqui loan process	Prof. Bhagirathi Bai V
5	Library and NDLI Coordinator	Mr. Balachandra Joshi
6	Assessment, Training and Placements	Prof. Monica M
7	Women Cell Coordinator	Prof. Nagapushpa
8	ERP	Dr. Raghunath B H
9	Website and Social Media Coordinator	Prof. Pranesh K G
ADMINISTRATION		
1	Administrative Officer	Dr. Renuka Devi
2	Internal Complaints Committee (ICC) Coordinator	Dr. Renuka Devi
3	AISHE - Nodal Office	Prof. Marigowda C K
4	AICTE J&K PMSS - Nodal office	Dr. Renuka Devi and Team
5	VTU Annual Report	Dr. Renuka Devi and Team
6	NSP - Scholarship - Nodal Officer	Dr. Renuka Devi and Team
7	Nodal Officer - Sikkim Scholarship Social Justice & Welfare Department	Dr. Renuka Devi and Team

ACADEMICS		
1	Dean Academics	Dr. Rajeswari
2	First Year coordinators	Dr. Mahesh S S and Dr. Satish K
3	Placement Coordinator	Prof. Swathi U
4	AICTE PARAKH	Prof. Raju M G
5	UHV cell coordinator	Dr. Satish K
6	LMS Coordinators	Prof. Sumit Singh Chowdhury & Prof. Ancy Thomas
7	AICTE - SPICES Scheme Coordinator	Dr. Sumanth V
8	Assessment, Training and Placements	Prof. Monica M
9	e-Content Development	Dr. Krupaprasad K R
10	MOOC Coordinator	Prof. Sandeep Kumar K
11	Skill Lab - Coordinator/ Nodal Officer	Dr. Prashanth K P
RESEARCH & DEVELOPMENT		
1	Dean Research & Development	Dr. Muthukumar
2	Associate Dean Research & Development	Prof. Devasis Pradhan
3	KSCST SPP Coordinator	Dr. Shilpa Shivashankar
4	IPR	Dr. Muthukumar
FACULTY DEVELOPMENT		
1	Dean Faculty Development	Dr. Ajith Padyana
2	Associate Dean Faculty Development	Dr. Mahak Balani
3	Professional Society	Prof. Devendra Gowda
4	Faculty Training - NITTT	Dr. Nijaguna G
INNOVATION AND ENTREPRENEURSHIP DEVELOPMENT CELL (IED)		
1	Dean Innovation and Entrepreneurship Development	Dr. Nijaguna G
2	Associate Dean Innovation and Entrepreneurship Development	Dr. Vijayashekar S S
3	Acharya Motorsports coordinator	Prof. Praveen B B
4	MSME Business Incubation Coordinator	Dr. Pakkirappa H
5	Industry Institute Coordinators	Prof. Kala Venugopal & Prof. Akshaya Simha
6	L & T Coordinator	Prof. Dhananjay M

EXAMINATION		
1	Dean Examinations	Dr. Shashidhar T M
STUDENT AFFAIRS AND DEVELOPMENT		
1	Dean Students Affairs and Development	Dr. Rajanna K R
2	Associate Dean Students Affairs and Development	Dr. Kusumadevi G H
2	Anti-Ragging Committee	Dr. R Prakash
3	Chief Proctor	Dr. Rajanna K R
4	Equal Opportunity Cell Coordinator	Dr. Rajanna K R
5	Student Forum	Dr. Vasantha Kumar M S
6	Sports Coordinator	Prof. Dayananda L N
7	Cultural Coordinator	Prof. Tejas K
8	Yoga Coordinator	Prof. Dinesh Kumara H M
9	Student Counsellor	Dr. Adhira
OUTREACH ACTIVITIES		
1	Dean Outreach	Dr. Shilpa Shivashankar
2	Associate Dean Outreach	Prof. Lakshmikanth Reddy
3	AICTE activity point Program coordinator	Dr. Mahesh S S
4	NSS Coordinator	Dr. Sanman S
5	Red cross	
6	Unnat Bharath Abhiyaan	
7	AICTE - Vidyanjali	
8	Institute Clubs	Dr. Mahak Balani
9	AICTE - EK Bharath Shrestra Bharath	Prof. Tejas K
10	UHV cell coordinator	Dr. Satish K

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Verified and entrusted by:

Principal
Acharya Institute of Technology

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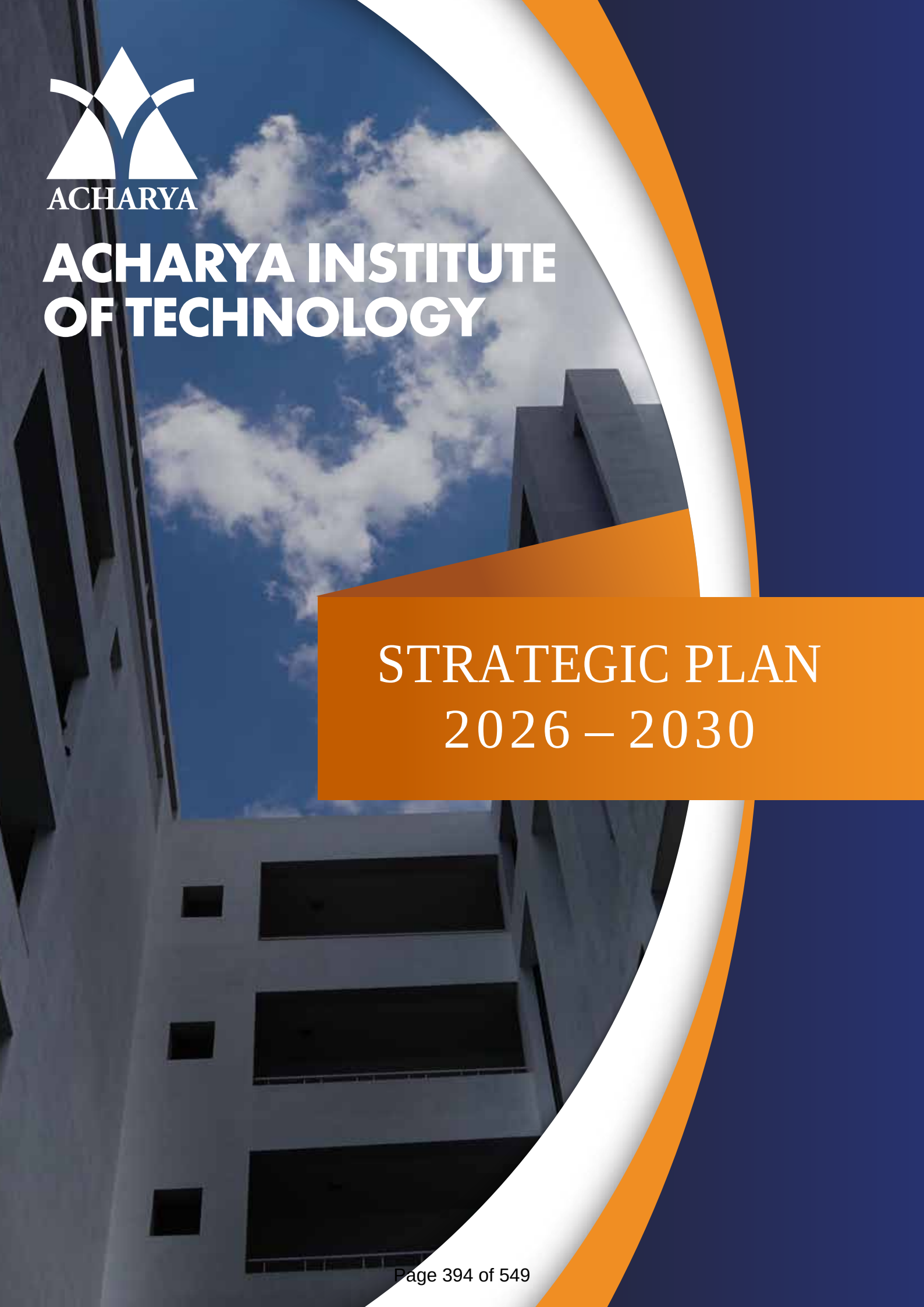

ACHARYA

ACHARYA INSTITUTE OF TECHNOLOGY

STRATEGIC PLAN 2026 – 2030

Strategic Plan 2026 – 2030

IQAC | Internal Quality Assurance Cell
Acharya Institute of Technology

ACHARYA INSTITUTE OF TECHNOLOGY

Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanhalli,
Achit Nagar Post, Bangalore-560107, Karnataka

Preface

In an era marked by rapid technological advancements, evolving global standards, and a heightened emphasis on innovation and societal impact, Acharya Institute of Technology (AIT) stands committed to redefining excellence in higher education. Building upon our strong legacy of academic rigor, research accomplishments, and community engagement, the Strategic Plan 2026–2030 marks a significant milestone in our journey toward sustained growth and global benchmarking.

The theme of this plan, *"Sustained Growth and Global Benchmarking,"* reflects our vision to transform AIT into a global leader in education, research, innovation, and societal contribution by the year 2030. Rooted in the values of quality, collaboration, innovation, and sustainability, the plan outlines ambitious yet achievable goals aligned with national priorities and global best practices.

Through a structured focus on five strategic pillars — Quality Assurance, Research, Academics, Collaborations, and Innovation and Entrepreneurship — we aim to position AIT among the top educational institutions nationally and internationally. Our objectives include attaining Level 3 NAAC accreditation, strengthening interdisciplinary research, internationalizing the curriculum, forging impactful global partnerships, and nurturing a robust ecosystem for innovation and entrepreneurship.

This strategic blueprint is the result of extensive consultations with our stakeholders, including faculty, students, alumni, industry partners, and academic experts. It sets a clear roadmap with measurable Key Performance Indicators (KPIs), rigorous governance structures, and dynamic monitoring mechanisms to ensure successful execution and adaptability in a fast-changing environment.

We firmly believe that by working collectively towards the goals outlined in this plan, AIT will not only shape future leaders and innovators but will also contribute meaningfully to the global educational and research ecosystem.

We invite all members of the AIT community and our valued partners to join us in realizing the aspirations of the Strategic Plan 2026–2030, as we embark on this exciting chapter of excellence, leadership, and impact.

Principal
Acharya Institute of Technology
Bengaluru, India

Our Motto

“Nurturing Aspirations Supporting Growth”

Vision

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Core Values

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- Integrity and Transparency
- Leadership
- Teamwork

Strategic Plan 2026–2030

Theme: Sustained Growth and Global Benchmarking

Vision 2030

To establish Acharya Institute of Technology (AIT) as a global leader in education, research, innovation, and community engagement, setting benchmarks nationally and internationally.

Mission

- Foster excellence in education, research, and innovation through global practices.
- Build strong industry, academia, and community partnerships.
- Cultivate responsible leaders and innovators for a sustainable future.

Strategic Goals and Action Plan

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1. Quality Assurance

Objective:

- Attain Level 3 Accreditation as per NAAC Maturity-Based Graded Accreditation.
- Maintain NBA and NAAC accreditations.
- Achieve a Top 150 rank in the NIRF.

Key Actions:

- Implement continuous internal and external audits for academic and administrative processes.
- Integrate global best practices in teaching methodologies, research, and service delivery.
- Establish a "Global Best Practices" task force to benchmark against top institutions.
- Participate actively in global ranking exercises like QS World Rankings, THE Impact Rankings, etc.

KPIs:

- NAAC Level 3 Accreditation by 2028.
- Continuous NBA accreditations across all eligible programs.
- Top 200 NIRF Ranking by 2027 and continual improvement.

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2. Research

Objective:

- Generate 60 patents annually, with 20–30% of them promoted for commercialization.
- Secure ₹3 crore in research funding every year.

Key Actions:

- Establish **5 interdisciplinary research centers** in association with industries focused on emerging areas like AI, renewable energy, biotechnology, and smart manufacturing.
- Strengthen government and industry research funding proposals.
- Implement financial incentives for high-impact publications and patent filings.
- Host an annual “AIT Research Conclave” to promote research culture.

KPIs:

- 300+ patents filed by 2030.
- ₹15+ crores total research funding from 2026–2030.
- 10+ high-impact collaborative research projects with industry and foreign universities annually.

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3. Academics

Objective:

- Aim to achieve a 90% graduation rate, with over 50% of students attaining a CGPA above 7.5.
- Curriculum Twinning with Top 50 Global Universities.

Key Actions:

- Conduct curriculum reviews every two years with inputs from global academic experts.
- Integrate courses on emerging technologies, entrepreneurship, and global citizenship.
- Expand student and faculty exchange programs with top global universities.
- Implement an Academic Success Center to provide personalized tutoring, counseling, and career guidance.

KPIs:

- 90% graduation rate by 2028.

- 30% increase in students participating in international programs.
- Curriculum Twinning with Top 50 Global Universities.

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4. Collaborations

Objective:

- Strengthen national and international research partnerships.

Key Actions:

- Create 10+ joint research projects with global universities and research organizations.
- Formalize academic & research alliances with Fortune 500 companies and leading industries.
- Expand MoUs to 100+ prestigious institutions globally for research and student exchange.

KPIs:

- 50+ collaborative research papers published annually.
- 500+ students benefiting from industry-academia partnerships yearly.

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5. Innovation and Entrepreneurship

Objective:

- Nurture innovation and promote startups through incubation and funding.

Key Actions:

- Expand the Acharya Technology Business Incubator (ATBI) and innovation labs.
- Collaborate with national startup bodies like Startup India, and international venture capitalists for funding opportunities.
- Host **annual Innovation Summits** and Hackathons at national and international levels.
- Provide seed funding, mentorship, and accelerator programs for startups.

KPIs:

- 50+ startups incubated by 2030.
- At least One startup recognized as a Unicorn.
- Annual Innovation Summit with participation from 50+ industries and 100+ startups.

Implementation Strategy

- **Governance:** Establish a Strategic Plan Execution Committee (SPEC) reporting to the Principal.
- **Monitoring:** Bi-annual reviews of progress with mid-course corrections based on KPIs.
- **Stakeholder Engagement:** Regular consultations with students, faculty, alumni, industry partners, and international collaborators.
- **Resource Allocation:** Dedicated budgets aligned to strategic objectives, including faculty development, research funding, innovation initiatives, and infrastructure upgrades.

Conclusion

By rigorously following the Strategic Plan 2026–2030, Acharya Institute of Technology will continue its journey towards sustained growth and global benchmarking. This plan ensures that AIT not only competes with the best globally but also leads transformative education, research, and innovation initiatives for the future.

Document Prepared by:

Internal Quality Assurance Cell (IQAC)
Acharya Institute of Technology

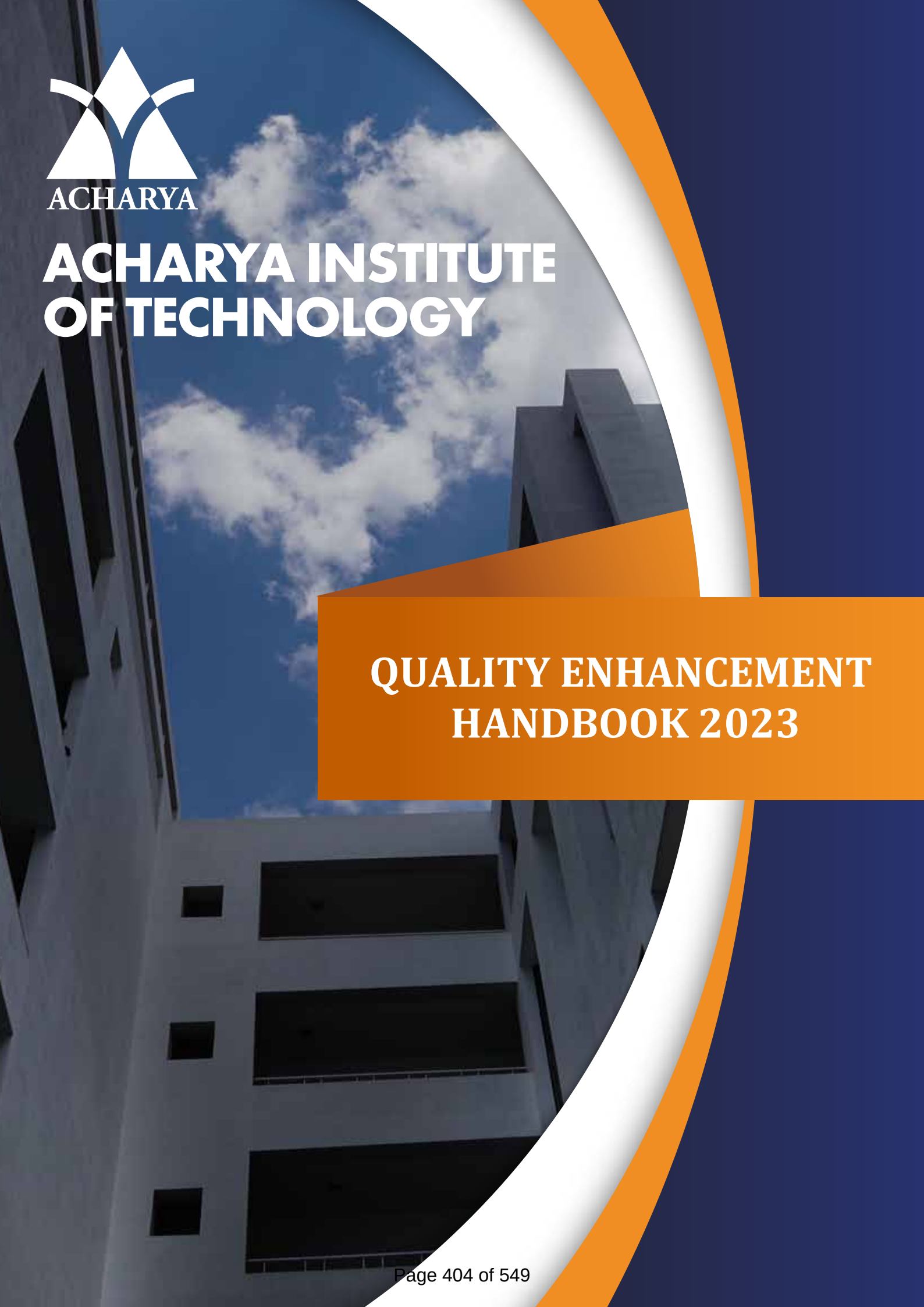
COORDINATOR
Internal Quality Assurance Cell
Acharya Institute of Technology
Bengaluru - 560107

Verified and entrusted by:

Principal
Acharya Institute of Technology

Date: May 2025

ACHARYA



ACHARYA

ACHARYA INSTITUTE OF TECHNOLOGY

QUALITY ENHANCEMENT HANDBOOK 2023

Quality Enhancement Handbook- 2023

IQAC | Internal Quality Assurance Cell
Acharya Institute of Technology

ACHARYA INSTITUTE OF TECHNOLOGY

Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanhalli,

Achit Nagar Post, Bangalore-560107, Karnataka

Preface

The **Annual Quality Enhancement Handbook 2023** reflects **Acharya Institute of Technology's** steadfast dedication to continuous institutional improvement and academic excellence. In alignment with the institute's **Strategic Plan 2020–2025**, this handbook functions as a strategic tool to guide departments in embedding a culture of quality, innovation, and accountability across all facets of academic and administrative functioning.

Spearheaded by the **Internal Quality Assurance Cell (IQAC)**, and developed with the guidance of the **Principal**, **Vice Principal**, **Dean (Academics)**, and with the approval of the **Honourable Managing Director**, this document is the result of collaborative effort, informed analysis, and shared commitment to the institute's long-term vision. It embodies our collective resolve to institutionalize quality as a sustained and evolving practice.

The handbook presents clearly articulated benchmarks and best practices across key areas such as **Teaching and Learning**, **Research and Innovation**, **Intellectual Property Rights**, **Student Support and Progression**, **Faculty and Staff Development**, **Entrepreneurship**, and **Community Engagement**. These standards are drawn from a blend of national and international accreditation parameters—such as **NAAC**, **NBA**, **NIRF**, and **ARIIA**—and customized to fit AIT's context and aspirations.

Designed as both a **roadmap for strategic planning** and a **tool for performance reflection**, the 2023 edition enables departments to measure progress, identify improvement areas, and align their initiatives with institutional quality goals. It also serves to prepare the institute for external audits, rankings, and accreditations, contributing to our enhanced national visibility and global competitiveness.

As we move closer to the goals outlined in our Strategic Plan 2020–2025, this handbook plays a vital role in steering our progress. It is not just a document of standards but a reflection of our commitment to purposeful growth and transformative education.

We encourage all stakeholders—faculty members, administrative staff, students, and academic collaborators—to adopt the **Annual Quality Enhancement Handbook 2023** as a living document. Let it guide our shared journey toward excellence, relevance, and innovation in higher education.

Internal Quality Assurance Cell (IQAC)
Acharya Institute of Technology

Our Motto

"Nurturing Aspirations Supporting Growth"

Vision

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

Mission

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

Quality Policy

We, at Acharya Institute of Technology, are dedicated to consistently pursuing excellence in all our efforts, through fairness, accessibility, honesty, dedication, and efficiency, as well as our concern for environmental and social development.

Core Values

- Pursuit of Excellence
- Integrity and Transparency
- Leadership
- Teamwork

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QUALITY IMPROVEMENT		
NBA Accreditation		
Sl. No.	**Task**	**Targets**
1	Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, Mechatronics Engineering is accredited by National Board of Accreditation (NBA)	60% of the eligible Programs
2	Aeronautical Engineering, Bio-Technology Engineering	2022-23
3	Information and Science Engineering, Electrical and Electronics Engineering, Master of Business Administration	2024-25
4	Artificial Intelligence & Machine Learning, Master of Computer Applications, Civil Engineering	2025-26
National Assessment Accreditation Council (NAAC)		
1	Annual Quality Assurance Report (AQAR) - 2021-22	January -May 2023 (Start-End)
2	Annual Quality Assurance Report (AQAR) - 2022-23	June-December 2023 (Start-End)
3	Submission of Letter of Intent (LoI) and Institutional Information Quality Assurance (IIQA) for NAAC	December 2023
4	Self-Study Report (SSR) for NAAC	January - May 2024 NAAC- A Grade
Ranking		
1	National Institutional Ranking Framework (NIRF)	Target to be listed in the NIRF by January 2025

2	Atal Ranking of Institutions on Innovation Achievements (ARIIA)	November 2023 Band Excellent
3	Confederation of Indian Industry (CII) Survey	November 2023 Best Industry Linked Institution
INSTITUTE INFORMATION COMMUNICATIONS		
1	Acharya Institute of Technology (AIT) Brochure	April
2	Students Handbooks	May-July
3	Calendar of Events (CoE)	July/January
4	Newsletter (Monthly)	One per month (Institute level)
5	Magazines (Yearly)	One per department
6	Research Journals (Quarterly) with ISBN	One
RESEARCH AND DEVELOPMENT		
Funding Schemes		
1	Application for AICTE Schemes (MODROBS, FDP, STTP, RPS, Research Fellowship etc.)	20 per year At least 1 per department
2	Application for DST Schemes	3 per year
3	Application for VGST Schemes (FDP, Infrastructure development, RPS, students' project)	5 per year

4	Application for DBT Schemes (RPS, STEPS, BIRAC, PACE, GITA)	5 per year
5	Application for VTU Schemes (RPS)	5 per year
6	Application for SERB Schemes	3 per year
7	Application for MSME, IT&BT Innovation summit, Start-Up funding's	2 per dept/year
8	Application for KSCST, e-Yuva, IEEE, CSI, ISTE, Schemes	2 per dept/year
9	Faculty Consultancy Activities	1 per department
Publications and Patent		
1	Patent	1 per department
2	Paper publications by students	1 per project batch (80% of the team)
3	Paper publications by faculty in Scopus listed journals/International Conferences	1+1 Per faculty/year
4	Books Published	1 per department
Memorandum of Understanding (MOUs)		
1	MoUs with Foreign Universities	6 (2 Each for MBA, IT and non-IT Program)
2	MoUs with Industries/R&D Labs	2 per department
3	MoUs with NGOs	6 per Institute
4	MoUs with Industry Organizations/Consortiums	2 per Institute

Institutional Memberships		
1	Multi-disciplinary Professional Society Institutional Membership Registration/ Renewal	5 (1 each for MBA, ME, IT, CV, Science streams)
2	Department Specific Professional Society Institutional Membership Registration/Renewal	1 per discipline
3	Establishment of National/International Level Professional Society	1 per Institute
4	Memberships with NASSCOM, CII, FICCI etc.	2 per Institute

STUDENT MATTERS

Academic Planning		
1	Curriculum analysis and action plan for 2021-22 scheme (for IT stream and non-IT stream programs, along with first-year team)	Briefing on 18th Jan 2023 Activity on 11th Feb 2023
2	Course options and allocation	July/January
3	Timetable preparation and upload to ERP (a fortnight prior to the commencement of the semester)	July/January
4	Infrastructural & Instructional resources preparation	May/November
Academics Performance		
1	Overall Results (Semester-wise pass percentage)	80%, 85%, 85%, 90%

2	Results–I class with distinction	40%, 40%, 50%, 60%
3	Results–I class	35%, 40%, 30%, 25%
4	Results–II class	5%, 5%, 5%, 5%
5	Results–Success Rate (progression percentage of first year)	80%,
6	Overseas internships	5 (1 for MBA, 2 each for IT and non-IT streams)
7	Industrial tours	1 per department per year
8	Industrial/field visits	2 per department per semester
9	University Gold Medals	2 per year at Institute level
10	University Ranks(upto10)	1 per year per department
Career Development		
1	Student portfolio awareness program	During 1st year
2	Student career path identification	1st week of 3rd semester
3	Number of core companies visiting for placements	4 per department per year
4	Number of IT companies visiting for placements	200
5	Number of non- engineering companies visiting for placements	100
6	Placements in core companies	10%

7	Placements in IT companies	40%
8	Placements in non-engineering companies	10%
9	Higher Studies	10%
10	Off campus placement at the time of graduation	5%
11	Off campus placement after the graduation	15%
12	Students setting up own Enterprises	2%
Training		
1	Soft skill training	60 hours/year
2	Domain training	60 hours/year
3	Training for Entrance exams for higher studies (GATE/CAT).	60 hours/year
4	Coaching for GRE, IELTS, TOFEL exam	2 Hours /Week
5	Entrepreneurship development programs (by EDC)	4 per year
6	Coaching for entrance exams for Civil Services	1 Batch per year

Student Development Programs		
1	Value Added Courses (Min 30 hours duration)	2 per department/ year
2	Guest lectures, seminars	8 per department/year

3	Department-level workshops	2 per department/year for 60 intake departments
4	Number of certification courses (MOOC)	1 course per semester for all students
Professional Clubs		
1	Membership in Professional Society	1 per student
2	Professional Society Activities	6 per chapter
3	Student forum/Technical Club Activities	10 Activities/semester
Co-Curricular		
1	Student Participation in Internal/External Technical Events	20% of the students
2	Student Achievements in External Technical Events	30 prizes
Extra-Curricular		
1	Student Participation in Internal/ External Sports Events	20%
2	Student Achievements in University Sports Events	20 prizes/year

Performing Arts		
1	Student Participation in Performing Arts	20%
2	Student Achievements in Performing Arts	5 prizes/year

Other Talents		
1	Student Participation in Other Talent Activities	10%
2	Student Achievements in Other Talent Activities	4 prizes/year
Extension Activities		
1	NSS Activities	20 per year
2	Setting up of NCC Unit	January /February 2023
3	NCC Cadet Registrations	50 per year
4	Community development Programs	10 per year
5	Adopting Villages (20 students per village)	3 Villages
6	AICTE Activity Points Program: Every Individual student who have joined for Four year BE Program to gain 100 points	25 points /year (Activity of 100 hours)
FACULTY MATTERS		
Academics		
1	Theory syllabus completion	100%
2	Lab syllabus completion	100%
3	Lab experiments beyond the syllabus	2 per lab Course

4	Lab Manual, Question Bank, Presentation (Course file)	15 days prior to the commencement of semester
Training Programs		
1	Training calendar	May
2	Faculty Development Programs (organize)	2 per department/year
3	Faculty Induction Programs (At Institution level)	1 per semester
4	Faculty Orientation Programs (At Institution level)	2 per year
5	Faculty Refresher Course	1 per department/year
6	Pedagogical Training	2 per year
7	Faculty Participation in External Events (FDPs, STTPs etc.) (minimum one-week events are counted)	2 per faculty/year
8	Faculty Participation in FDPs (College-Level)	2 per department
9	Faculty Participation in FDPs (International-Level)	1 per department
10	Faculty Participation in FDPs (National-Level)	1 per department
11	Sponsoring faculty for external FDPs	80%
12	Faculty Participation in UHV workshops	100%
13	Capacity Building Training/Upskilling program	50 %

Participation In Conference/Seminars/Workshops/Symposia		
1	Participation	1 per faculty/year
2	Paper presentations	1 per faculty
3	Invited lectures	2 per department/year
Interaction with Outside World		
1	Participation in Consultancy activities	1 per department
2	Participation in Expert Reviews/ Session Chairs/ Panel discussions etc.	2 per department/ Year
3	Participation in Project and Lab Viva Panels	4 per department
4	Participation as Resource Persons	2 per department
5	Question Paper Setting for Other Organizations	1 per department
6	Evaluation of External Exam Answer Scripts	2 faculty per department
7	Interaction with Industry	2 per department
8	Involvement in Extension Services	1 per department
9	Faculty Participation in Course Module Development	1 per department
10	Faculty Participation in Program Development	1 per department
11	Faculty Exchange Program	1 per department

12	Members in BOE/ BOS of other organizations	1 per department
TECHNICAL STAFF MATTERS		
Training Programs		
1	Training calendar	May
2	Technical Staff Development Programs (Institute level)	2 per year
3	Technical Staff Induction Programs	1 per semester
4	Technical Staff Orientation Programs	1 per year
5	Personality Development Programs	1 per year
6	Communication Skills Development Programs	1 per year
7	Training on Operation and Maintenance of Modern, Laboratory and Advanced Equipment	1 per department
8	Sponsoring Technical Staff for External SDPs	1 per department/ year
Professional Clubs		
1	Membership in Professional Society	1 per staff
2	Participation in Professional Society Activities	2 per staff per year
3	Membership in Technical Clubs	1 per staff
4	Participation in Technical Club Activities	2 per staff per year

Qualification Upgradation		
1	Percentage of staff pursuing Higher Education	10%
2	Percentage of staff pursuing Ph.D.	70%
Extension Services		
1	Coordinate/ Volunteer an NSS/ NCC Activity	1 per semester per dept
2	Coordinate/ Volunteer a Community Development Program	1 per staff per year
ADMINISTRATIVE STAFF MATTERS		
Training Programs		
1	Training calendar	May
2	Staff Induction Programs	1 per semester
3	Staff Orientation Programs	2 per year
4	Personality Development Programs	1 per year
5	Communication Skills Development Programs	1 per year
6	Institutional Development Management Programs	1 per year
7	Quality Management Programs	1 per year
8	Training on Management Information System	1 per year

9	Training on Planning and Implementation	1 per year
10	Management Capacity Development Programs	1 per year
11	Human Resources Management Programs	1 per year
12	Sponsoring Administrative Staff for External SDPs	5 per year
SUPPORT STAFF MATTERS		
Training Programs		
1	Training calendar	May
2	Staff Induction Programs	2 per year
3	Staff Orientation Programs	2 per year
4	Office Modernization Workshop	1 per year
5	Training on Advanced Learning in Relevant Areas	1 per year
6	Personality Development Programs	1 per year
7	Communication Skills Development Programs	1 per year

Qualification Upgradation		
1	Percentage of staff pursuing Education	10%
Performance Analysis		
1	Student Feedback	85%
2	HOD's Feedback	Need to achieve 4 out of 5
3	Principal's Feedback	Need to achieve 4 out of 5
ADMINISTRATION		
Accounts		
1	Student fee collection	July
2	Budgetary requirements preparations	April
3	Financial audit	March
4	Lab Audit	May
5	Library Audit	May
Admissions		
1	Percentage of Seats to be Filled	100%
2	Higher Education Awareness Programs to Junior College Students	10 Year

Scholarships		
1	Scholarship provided by the Government	40% of the students
2	Scholarship provided by the non-Government agencies	20% of the students
3	Scholarship provided by the Institution	10% of the students
Human Resources		
1	Faculty recruitment	April/October
2	Technical staff recruitment	April/October
3	Administrative staff recruitment	April/October
Public Relations		
1	Inviting Top Class People (Nobel Laurates, CEOs, social activists, economists, celebrities, spiritual leaders, leaders in performing arts, famous writers)	2 per year
2	Media Exposure to College through Various Events	10 per year
Affiliation		
1	VTU Temporary Affiliation / Permanent Affiliation	June/ July
2	AICTE Affiliation	May / June

Festivities		
1	International Conference	1 per two years
2	Technical Fests-State/National	1 per department
3	Sports Meet	2 per year
4	Cultural Fest	1 per year
5	Project Expo	1 per year
6	Soft Skills Competitions	1 per year
MONITORING AND EVALUATION		
Meetings		
1	Governing Council Meetings	1 per year
2	Academic Council Meetings	1 per Month
3	IQAC Meetings	Quarterly (4 per year)
4	Meetings with Cell in-charges	1 per month
5	Faculty Meetings	1 per month
6	Staff Meetings	1 per month
7	Meeting with CRs	2 per semester

8	Meeting with all students	2 per year
9	Class teachers' meetings	2 per month
10	Parent teacher meetings	2 per year
11	Alumni meets	1 per year
12	Employer meets	1 per year
13	Mentor Coordinators meetings	1 per month
14	Mentor-Mentee's meetings	2 per month
15	Forum Coordinators meetings	2 per semester
Surveys		
1	Alumni survey	1 per year
2	Parent survey	1 per year
3	Employer survey	1 per year
4	Exit survey	1 per year
5	Course End survey	2 per year
6	Student satisfaction survey (SSS) as per NAAC	1 per year

Pre-Incubation /Incubation Center/COE		
1	Startup from each incubation center	Min. 2 per year
2	Proposal for funding	Min. 2 per year
3	Product development with patent publication	Min. 2 per year
4	MOU with neighboring industry or incubation or MSME clusters.	1 per year
ENTREPRENEURSHIP DEVELOPMENT PROGRAMS		
1	Entrepreneurship awareness programs for students	1 batch per year
2	Entrepreneurship awareness programs for faculty	1 batch per year
3	Skill Development program for students	1 batch per course

Document Prepared by:
Internal Quality Assurance Cell(IQAC)
Acharya Institute of Technology

Date: March 2023

Verified and Entrusted by:

Principal
Acharya Institute of Technology

ACHARYA

ACHARYA INSTITUTE OF TECHNOLOGY

QUALITY ENHANCEMENT HANDBOOK 2024

Quality Enhancement Handbook- 2024

IQAC | Internal Quality Assurance Cell
Acharya Institute of Technology

ACHARYA INSTITUTE OF TECHNOLOGY

Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanhalli, Achit Nagar Post, Bangalore-560107, Karnataka

Preface

The *Annual Quality Enhancement Handbook 2024* represents a pivotal step in Acharya Institute of Technology's unwavering commitment to institutional excellence and holistic development. Aligned with the institute's *Strategic Plan 2020–2025*, this document serves not merely as a guideline but as a dynamic framework for consistent self-evaluation, continuous improvement, and strategic growth across all verticals of academic and administrative functioning.

Prepared under the leadership of the Internal Quality Assurance Cell (IQAC) with the valued contributions of the Principal, Vice Principal, Dean (Academics), and following the approval of the Honorable Managing Director, the Quality Handbook is an outcome of careful deliberation, collective vision, and empirical benchmarking. It embodies a culture of quality consciousness that the institute continues to foster across its stakeholders.

The handbook outlines clearly defined benchmarking standards across key domains such as Academics, Research and Development, Intellectual Property Rights, Student Development, Entrepreneurship, Faculty and Staff Development, and Community Engagement through Extension Activities. These benchmarks are derived from a confluence of national and international best practices, accreditation standards (such as NBA, NAAC, NIRF), and forward-looking institutional goals.

The Quality Handbook 2024 is also strategically positioned to assist departments in excelling in institutional rankings and accreditations. By adhering to these standards, departments can better align with the evaluative criteria of bodies like NAAC, NBA, NIRF, ARIIA, and QS, thereby contributing to the elevation of Acharya Institute of Technology's national and global standing.

In essence, this document is both a roadmap and a mirror—guiding departments toward aspirational quality goals while reflecting on current performance. It serves as an evolving blueprint for institutional transformation, where quality is not a destination but a continuous journey.

We urge all stakeholders—faculty, students, administrative staff, and collaborators—to adopt the Annual Quality Enhancement Handbook 2024 not just as a procedural manual, but as a catalyst for purposeful change, innovation, and excellence.

Together, let us uphold the spirit of quality and innovation that defines Acharya Institute of Technology, as we stride confidently toward our strategic goals for 2025 and beyond.

Internal Quality Assurance Cell (IQAC)
Acharya Institute of Technology

Our Motto

"Nurturing Aspirations Supporting Growth"

Vision

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

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

Quality Policy

We, at Acharya Institute of Technology, are dedicated to consistently pursuing excellence in all our efforts, through fairness, accessibility, honesty, dedication, and efficiency, as well as our concern for environmental and social development.

Core Values

- Pursuit of Excellence
- Integrity and Transparency
- Leadership
- Teamwork

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QUALITY IMPROVEMENT

NBA Accreditation

Sl. No.	Task	Targets
1	Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, Mechatronics Engineering is accredited by National Board of Accreditation (NBA)	NBA Renewal of 4 UG Programs in June 2025 Pre-qualifier in Dec 2024 SAR Preparation
2	Bio-Technology Engineering	NBA Compliance Report Submission in June 2025
3	Information and Science Engineering, Electrical and Electronics Engineering, Master of Business Administration	2024-25 Pre-qualifier in Dec 2024 SAR Preparation
National Assessment Accreditation Council (NAAC)		
1	Annual Quality Assurance Report (AQAR) - 2022-23	Jan to May 2024 (start to submission)
2	Preparation and submission of Institutional Information Quality Assurance (IIQA) for 2nd Cycle NAAC	May-June 2024
3	NAAC Self-Study Report (SSR) Preparation and submission	Jan - Sep 2024 Target: NAAC- A+ Grade
Ranking		
1	National Institutional Ranking Framework (NIRF)	Participate in NIRF 2024 **Target to be listed in the NIRF 2025**

2	NIRF Innovation	NIRF Innovation 2024 Band Excellent
3	R. World Institutional Ranking (India Academia Ranking)	Jan 2024 – Gold Ranking
Institute Information Communications		
1	Acharya Institute of Technology (AIT) Brochure	April
2	Students Handbooks	May-July
3	Magazines (Yearly)	One per department
4	Research Journals (Quarterly) with ISBN	One
Research and Development		
Funding Schemes		
1	Application for AICTE Schemes (FDP, STTP, RPS research Fellowship etc.)	2 per department
2	Application for DST Schemes	3 per year
3	Application for VGST Schemes (FDP, Infrastructure development, RPS, students project)	5 per year

4	Application for DBT Schemes (RPS, STEPS, BIRAC, PACE, GITA)	5 per year
5	Application for VTU Schemes (RPS)	5 per year
6	Application for SERB Schemes	3 per year
7	Application for MSME, IT&BT Innovation summit, Start-Up funding's	2 per dept/year
8	Application for KSCST, e-Yuva, IEEE, CSI, ISTE, Schemes	2 per dept/year
9	Faculty Consultancy Activities	1 per department Professor Rs.30,000/- Associate Professor Rs.10,000/- APG- Rs.5,000/
10	Research Project target faculty cadrewise	Professor Rs.30 L Associate professor Rs.10 L APG – 1 Rs.5 L APG – 2 Rs.4 L APG – 3 Rs.1 to 2 L
Publications and Patent		
1	Patent	2 per department
2	Paper publications by students	1 per project batch (80% of the team)
3	Paper publications by faculty in Scopus listed journals/International Conferences	1.Professor with Guiding Research Scholars

		- 01+ Number of students guiding (Q1/Q2/Q3) 2. Professor without Guiding Research Scholars - 02 (Q1/Q2/Q3) 3.Associate Professor with Guiding Research Scholars - 01+ Number of students guiding (Q1/Q2/Q3) 4.Associate Professor without Guiding Research Scholars -02 (Q1/Q2/Q3) 5.Assistant Professor (G1/G2/G3) -01 Research Paper (Q1 or Q2 or Q3 or Q4) + 01 Conference Paper or Book Chapter **Note: Minimum one publication as First Author**
4	Text Books/Books Published	1 per department
5	Copy Rights	1 per department
Memorandum of Understanding (MOUs)		
1	MoUs with Foreign Universities	6 (2 Each for MBA, IT and non-IT Program)
2	MoUs with Industries/R&D Labs	1 per Program

3	MoUs with NGOs	3 per Institute
Institutional Memberships		
1	Multi-disciplinary Professional Society Institutional Membership Registration/ Renewal	5 (1 each for MBA, ME, IT, CV, Science streams)
2	Department Specific Professional Society Institutional Membership Registration/Renewal	1 per discipline

STUDENT MATTERS		
Academic Planning		
1	AIT Calendar of Events (COE) and Departmental Calendar of Events Preparation	Odd Sem /Even Sem Beginning
2	Curriculum analysis and action plan for 2021-22 scheme (for IT stream and non-IT stream programs, along with first-year team)	Briefing in Aug/Sep 2024
3	Course options and allocation	July-Aug 2024 Jan-Feb 2025
4	Timetable preparation and upload to ERP (a fortnight prior to the commencement of the semester)	Even & Odd Semester 2024-25
5	Infrastructural & Instructional resources preparation	May/November

Academics Performance		
1	Overall Results (Semester-wise pass percentage)	ODD SEM: 1st-60% 3rd-60% 5th-65% 7th-85% EVEN SEM: 2nd -79% 4th-81% 6th-86% 8th-96%
2	Results–I class with distinction	40%, 40%, 50%, 60%
3	Results–I class	35%, 40%, 30%, 25%
4	Results–II class	5%, 5%, 5%, 5%
5	Results–Success Rate (progression percentage of first year)	80%
6	University Gold Medals	2 per year at Institute level
7	University Ranks(upto12)	1 per year per department (12 ranks)
Career Development		
1	Student portfolio awareness program	During 1st year
2	Number of core companies visiting for placements	4 per department per year
3	Number of IT companies visiting for placements	200
4	Placements in core companies	20%

5	Placements in IT companies	60%
6	Higher Studies	10% to 20% (of Outgoing Students)
7	Students setting up own Enterprises	2%
8	Placements	CSE &ISE -75% AIML&ECE-65% EEE/ME/MT/BT/AE/CV/AU -60% MBA&MCA-65% Note: Placement percentage against Total no of students
9	Career Counselling Program/Higher studies Awareness Program	All the Final and prefinal year students
Training		
1	Soft skill training	60 hours/year
2	Domain training	60 hours/year
3	Training for Entrance exams for higher studies (GATE/CAT/GRE, IELTS, TOFEL exam)	10% to 20% of total number of students
4	Entrepreneurship development programs (by EDC)	4 per year
5	Coaching for entrance exams for services	***

Student Development Programs		
1	Value Added Courses (Min 30 hours duration)	2 per department/ year
2	Guest lectures, seminars	4 per department/year
3	Number of certification courses (MOOC)	1 course per semester/student (of 3 to 4 credits or 30 hours)
4	Skill Enhancement Courses	1 per semester (soft skill /Communication /leadership/time management/networking/global awareness/digital marketing etc.)
5	Ability Enhancement Courses	1 Per year/program (AEC as per VTU syllabus)
6	Capacity Development Activities	1 per year/program (advanced courses in emerging areas. Interdisciplinary courses, certification programs, hackathon, maker space (prototype building), global immersion program
Professional Clubs		
1	Membership in Professional Society	1 per student
2	Professional Society Activities	6 per chapter
3	Student forum/Technical Club Activities (Debates, Quiz, Public speaking, Journal Club Activities)	2 per semester

Co-Curricular		
1	Student Participation in Internal/External Technical Events	20% of the students
2	Student Achievements in External Technical Events	30 prizes
3	Industrial tours	1 per Program/year
4	Industrial/field visits	1 Per Program/semester
Extra-Curricular		
1	Student Participation in Internal/ External Sports Events	10 activities/year 1 interdepartmental sports per semester
2	Student Achievements in University Sports Events	20 prizes/year
Performing Arts		
1	Student Participation in Performing Arts	10 Activities per year 1 Interdepartmental Cultural meet per semester
2	Student Achievements in Performing Arts	5 prizes/year

Talents		
1	Student Participation in Other Talent Activities	10%
2	Student Achievements in Other Talent Activities	4 prizes/year
Extension Activities		
1	NSS Activities	20 per year (Minimum 1 per program)
2	NCC Cadet Registrations	As per the limit of NCC
3	Community development Programs	5 per year
4	Adopting Villages (20 students per village)	5 Villages (as per UNNATH Bharath Abhiyan and NSS)
6	AICTE Activity Points Program: Every Individual student who have joined for Four year BE Program to gain 100 points	25 points /year (Activity of 100 hours)
FACULTY MATTERS		
Academics		
1	Theory syllabus completion	100%
2	Lab syllabus completion	100%

3	Lab experiments beyond the syllabus	2 per lab Course
4	Lab Manual, Question Bank, Presentation (Course file)	15 days prior to the commencement of semester
Faculty Development Programs		
1	Faculty Development Programs (organize)	5 days FDP CSE/MCA-1 ISE/AIML -1 ECE/EEE-1 AE/ME/MT-1 Basic Science/CV/BT-1 MBA -1 (Total - 6 FDP)
2	Faculty Induction Programs (At Institution level)	1 per semester
3	Faculty Participation in External Events (FDPs, STTPs etc.) (minimum one-week events are counted)	1 per year/faculty (Min 5 days, In-house or Outside)
4	Sponsoring faculty for external FDPs	60%
5	Faculty Participation in UHV workshops	50%
Professional Clubs		
1	Membership in Professional Society	1 per faculty

Qualification Upgradation		
1	Percentage of staff pursuing Higher Education	10%
2	Percentage of faculty pursuing Ph.D.	70%
Extension Services		
1	Coordinate/ Volunteer an NSS/ NCC Activity	1 per semester per dept
2	Coordinate/ Volunteer a Community Development Program	1 per staff per year
Participation In Conference/Seminars/Workshops/Symposia		
1	Participation in Seminars/symposia/Invited talks	1 per faculty/year
2	Paper presentations	1 per faculty
Interaction with Outside World		
1	Participation in Expert Reviews/ Session Chairs/ Panel discussions etc.	2 per department/ Year
2	Participation as Resource Persons	2 per department
3	Question Paper Setting for Other Organizations	1 per department

4	Evaluation of External Exam Answer Scripts/Practical Examination	4 faculty per department
5	Interaction with Industry	2 per department
6	Involvement in Extension Services	1 per department
7	Faculty Exchange Program	1 per department
8	Members in BOE/ BOS of other organizations	1 per department
TECHNICAL STAFF MATTERS		
Training Programs		
1	Technical Staff Development Programs (Institute level) Personality Development Programs / Communication Skills Development Programs	2 per year
2	Training on Operation and Maintenance of Modern, Laboratory and Advanced Equipment	1 per department
3	Sponsoring Technical Staff for External SDPs	1 per department/ year

ADMINISTRATIVE STAFF MATTERS		
Training Programs		
1	Personality Development Programs / Communication Skills Development Programs	1 per year
2	Institutional Development Management Programs/ Human Resources Management Programs	1 per year
3	Quality Management Programs	1 per year
4	Sponsoring Administrative Staff for External SDPs	5 per year
SUPPORT STAFF MATTERS		
Training Programs		
1	Staff Orientation Programs	2 per year
2	Training on Advanced Learning in Relevant Areas	1 per year
3	Personality Development Programs/ Communication Skills Development Programs	1 per year
Faculty Performance Analysis		
1	Student Feedback on Faculty	2 times per/Semester (formative & Summative) Target 85%

2	HOD's Feedback	Need to achieve 4 out of 5
3	Principal's Feedback	Need to achieve 4 out of 5
ADMINISTRATION		
Accounts		
1	Student fee collection	July
2	Budgetary requirements preparations	April
3	Financial audit	March
4	Lab Audit	May
5	Library Audit	May
Admissions		
1	Percentage of Seats to be Filled	100%
2	Higher Education Awareness Programs to Junior College Students	10 Per Year

Scholarships		
1	Scholarship provided by the Government	40% of the students
2	Scholarship provided by the non-Government agencies	20% of the students
3	Scholarship provided by the Institution	10% of the students
	Human Resources	
1	Faculty recruitment	June- August
2	Technical staff recruitment	June- August
3	Administrative staff recruitment	June- August
Public Relations		
1	Inviting Top Class People (Nobel Laurates, CEOs, social activists, economists, celebrities, spiritual leaders, leaders in performing arts, famous writers)	2 per year
2	Media Exposure to College through Various Events	10 per year
Affiliation		
1	VTU Temporary Affiliation / Permanent Affiliation	June/ July

2	AICTE Affiliation	May / June
Festivities		
1	International Conference	1 per two years
2	Technical Fests-State/National	1 per department
3	Sports Meet	2 per year
4	Cultural Fest	1 per year
5	Project Exhibition	1 per year
MONITORING AND EVALUATION		
Meetings		
1	Governing Council Meetings	1 per year
2	Academic Council Meetings	1 per Month
3	IQAC Meetings	Quarterly (4 per year)
4	Department Advisory Board Meetings (DAB)	1 per semester per program

5	Department Academic committee (DAC)	2 per semester per program
6	Meetings with Cell in-charges	1 per month
7	Faculty/Staff Meetings	1 per month
8	Meeting with CRs	2 per semester
9	Meeting with all students	2 per year
10	Parent teacher meetings	1 per semester
11	Alumni meets	1 per year
13	Employer meets	1 per year
14	Mentor Coordinators meetings	1 per month
15	Mentor-Mentee's meetings	2 per month
16	Forum Coordinators meetings	2 per semester
Feedback/Surveys from Stakeholders		
1	Alumni survey	1 per year
2	Parent survey	1 per year
3	Employer survey	1 per year

4	Exit survey	1 per year
5	Course End survey	1 per semester
6	Student satisfaction survey (SSS) as per NAAC	1 per year
Pre-Incubation /Incubation Center/COE		
1	Startup from each incubation center	Min. 2 per year
2	Proposal for funding	Min. 2 per year
3	Product development with patent publication	Min. 2 per year
4	MOU with neighbouring industry or incubation or MSME Clusters.	1 per year
ENTREPRENEURSHIP DEVELOPMENT PROGRAMS		
1	Entrepreneurship awareness programs for students	2 per year (Start-up/IPR/Entreneurship)
2	Entrepreneurship awareness programs for faculty	1 batch per year
3	Skill Development program for students	1 batch per course

Committees and Coordinators

Sl. No	Committee/Coordinator	Name of the Coordinator
QUALITY ASSURANCE		
1	Head- IQAC	Dr. Lakshmikanth S
2	NBA Coordinator	Dr. Lakshmikanth S
3	Innovation Cell	Dr. Attel Manjunath
4	NAAC Coordinator	Dr. Nagaraja K C
5	NIRF Coordinator	Dr. Asha C N
GOVERNANCE		
1	Hostel Wardens	Dr. R. Shadakshari & Dr. Ashalatha
2	Grievance Redressal	Dr. Rajanna K R
3	Alumni Coordinator	Dr. Sujatha B.M.
5	Library and NDLI Coordinator	Mr. Balachandra Joshi
6	Assessment, Training and Placements	Prof. Monica M
7	Women Cell Coordinator	Prof. Nagapushpa K P
8	ERP	Dr. Raghunath B H
9	Website and Social Media Coordinator	Prof. Dhanajay M
ADMINISTRATION		
1	Administrative Officer	Dr. Renuka Devi
2	Internal Complaints Committee (ICC) Coordinator	Dr. Renuka Devi
3	AISHE - Nodal Office	Prof. Marigowda C K
4	AICTE J&K PMSS - Nodal office	Dr. Renuka Devi and Team
5	VTU Annual Report	Dr. Renuka Devi and Team
6	NSP - Scholarship - Nodal Officer	Dr. Renuka Devi and Team
7	Nodal Officer - Sikkim Scholarship Social Justice & Welfare Department	Dr. Renuka Devi and Team

ACADEMICS		
1	Dean Academics	Dr. Rajeswari
2	First Year coordinators	Dr. Mahesh S S and Dr. Satish K
3	Placement Coordinator	Prof. Vibin chandar
4	AICTE PARAKH	Prof. Raju M G
5	UHV cell coordinator	Dr. Satish K
6	LMS Coordinators	Prof. Sumit Singh Chowdhury
7	AICTE - SPICES Scheme Coordinator	Dr. Sumanth V
8	Assessment, Training and Placements	Prof. Monica M
9	e-Content Development	Dr. Rajeswari
10	MOOC Coordinator	Prof. Sandeep Kumar K
11	Skill Lab - Coordinator/ Nodal Officer	Dr. Prashanth K P
RESEARCH & DEVELOPMENT		
1	Dean Research & Development	Prof. Devasis Pradhan
2	KSCST SPP Coordinator	Dr. Shilpa Shivashankar
3	IPR	Dr. Muthukumar
FACULTY DEVELOPMENT		
1	Dean Faculty Development	Dr. Ajith Padyana
2	Associate Dean Faculty Development	Dr. Mahak Balani
3	Professional Society	Prof. Devendra Gowda
4	Faculty Training - NITTT	Dr. Nijaguna G

INNOVATION AND ENTREPRENEURSHIP DEVELOPMENT CELL (IED)		
1	Dean Innovation and Entrepreneurship Development	Dr. Nijaguna G
2	Associate Dean Innovation and Entrepreneurship Development	Dr. Vijayashekar S S
3	Acharya Motorsports coordinator	Prof. Praveen B B
4	MSME Business Incubation Coordinator	Dr. Pakkirappa H
5	Industry Institute Coordinators	Prof. Kala Venugopal & Prof. Akshaya Simha
6	L & T Coordinator	Prof. Dhananjay M
EXAMINATION		
1	Dean Examinations	Dr. Shashidhar T M
STUDENT AFFAIRS AND DEVELOPMENT		
1	Dean Students Affairs and Development	Dr. Rajanna K R
2	Associate Dean Students Affairs and Development	Dr. Kusumadevi G H
2	Anti-Ragging Committee	Dr. R Prakash
3	Chief Proctor	Dr. Rajanna K R
4	Equal Opportunity Cell Coordinator	Dr. Jailaxmi H
5	Student Forum	Dr. Rajanna K R
6	Sports Coordinator	Prof. Chankeshava
7	Cultural Coordinator	Prof. Tejas K
8	Yoga Coordinator	Dr. Rajanna K R
9	Student Counsellor	Dr. Adhira
OUTREACH ACTIVITIES		
1	Dean Outreach	Dr. Shilpa Shivashankar
2	Associate Dean Outreach	Prof. Lakshmikanth Reddy
3	AICTE activity point Program coordinator	Dr. Mahesh S S

4	NSS Programme Officer	Dr. Sanman S
5	Red cross	
6	Unnat Bharath Abhiyaan	
7	AICTE - Vidyanjali	
8	Institute Clubs	Dr. Mahak Balani
9	AICTE - EK Bharath Shrestra Bharath	Prof. Tejas K
10	UHV cell coordinator	Dr. Satish K

Document Prepared by:
Internal Quality Assurance Cell(IQAC)
Acharya Institute of Technology

Verified and Entrusted by

Principal
Acharya Institute of Technology

Date: March 2024

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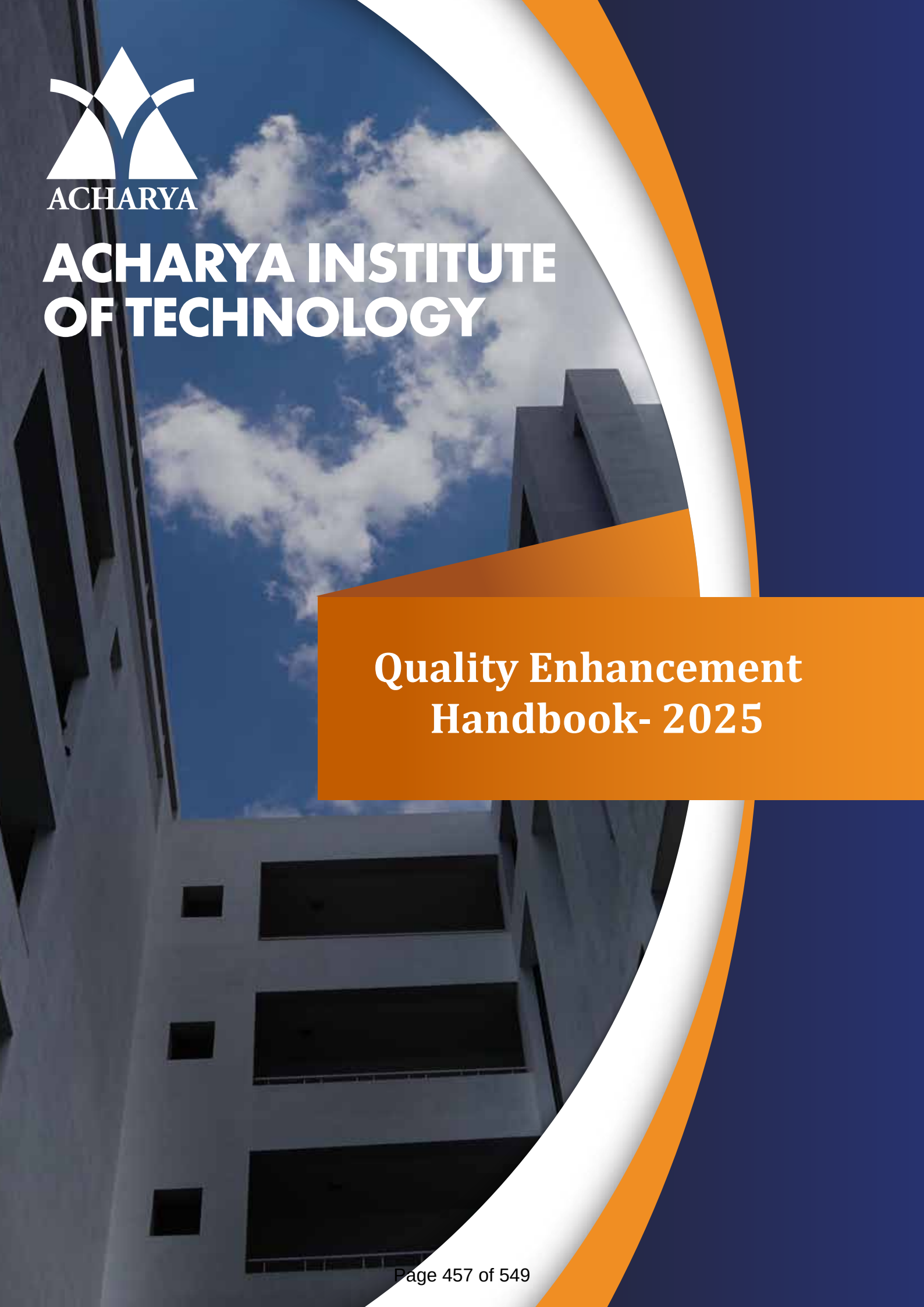

ACHARYA

ACHARYA INSTITUTE OF TECHNOLOGY

Quality Enhancement Handbook- 2025

Quality Enhancement Handbook- 2025

IQAC | Internal Quality Assurance Cell
Acharya Institute of Technology

ACHARYA INSTITUTE OF TECHNOLOGY

Acharya Dr. Sarvepalli Radhakrishnan Road, Soladevanhalli,
Achit Nagar Post, Bangalore-560107, Karnataka

Preface

The *Annual Quality Enhancement Handbook 2025* reflects Acharya Institute of Technology's continued commitment to academic excellence, innovation, and institutional growth, aligned with the vision and goals set forth in the *Strategic Plan 2020–2025*. Building upon the foundation laid by the previous editions, the 2025 edition further strengthens our quality assurance framework, offering comprehensive guidelines to elevate institutional performance across all core domains.

This handbook has been meticulously prepared by the Internal Quality Assurance Cell (IQAC), in collaboration with the Principal, Vice Principal, and Dean (Academics), and with the approval of the Honorable Managing Director. It stands as a key document that supports departments and stakeholders in aligning their efforts with national and global benchmarks, accreditation standards, and quality indicators.

The *Quality Handbook 2025* outlines strategic benchmarks across the following areas:

- **Academics**: Reinforcing outcome-based education, innovative pedagogy, interdisciplinary curriculum design, and enhanced student engagement.
- **Research & Development**: Expanding the scope and impact of research through funded projects, patents, interdisciplinary collaboration, and scholarly publications.
- **Student Development**: Encouraging holistic student growth through skill-building, leadership initiatives, mental health support, and co-curricular excellence.
- **Entrepreneurship Development**: Promoting innovation and start-up culture through institutional support systems like ATBI, IEDC, MSME nodal centre, and industry partnerships.
- **Faculty & Staff Development**: Investing in continuous professional development through structured FDPs, training programs, and performance-based growth models.
- **Extension Activities**: Enhancing the institute's social impact through community service, environmental initiatives, health awareness programs, and outreach efforts.
- **Stakeholder Feedback**: Embedding continuous feedback mechanisms to foster accountability, responsiveness, and participative decision-making across all levels.

This handbook is a strategic tool designed to guide departments in achieving measurable outcomes that contribute directly to excellence in accreditation and rankings such as NAAC, NBA, NIRF, and ARIIA. It supports a culture of evidence-based practices, continuous improvement, and collaborative progress.

As we approach the conclusion of our *Strategic Plan 2020–2025*, the *Annual Quality Enhancement Handbook 2025* serves both as a culmination of the institute's sustained efforts and as a forward-looking blueprint for the next phase of academic distinction and institutional resilience.

We call upon all academic and administrative units to actively engage with the framework provided in this handbook. Let it serve not only as a compliance tool but as a shared commitment to achieving quality in all that we do—teaching, research, innovation, service, and beyond.

Internal Quality Assurance Cell (IQAC)
Acharya Institute of Technology

Our Motto

"Nurturing Aspirations Supporting Growth"

Vision

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

Mission

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

Quality Policy

We, at Acharya Institute of Technology, are dedicated to consistently pursuing excellence in all our efforts, through fairness, accessibility, honesty, dedication, and efficiency, as well as our concern for environmental and social development.

Core Values

- Pursuit of Excellence
- Integrity and Transparency
- Leadership
- Teamwork

INDEX SHEET

SL. NO.	CONTENT
1.	QUALITY IMPROVEMENT
2.	INSTITUTE INFORMATION COMMUNICATIONS
3.	RESEARCH AND DEVELOPMENT
4.	STUDENT MATTERS
5.	FACULTY MATTERS
6.	TECHNICAL STAFF MATTERS
7.	ADMINISTRATIVE STAFF MATTERS
8.	SUPPORT STAFF MATTERS
9.	ADMINISTRATION
10.	MONITORING AND EVALUATION
11.	ENTREPRENEURSHIP DEVELOPMENT PROGRAMS

QUALITY IMPROVEMENT		
NBA Accreditation		
Sl. No.	**Task**	**Targets**
1	Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, Mechatronics Engineering is accredited by National Board of Accreditation (NBA)	NBA Renewal of 4 UG Programs in June 2025 Pre-qualifier & SAR Preparation
2	Electrical and Electronics Engineering or Master of Business Administration	Fresh NBA Application process
National Assessment Accreditation Council (NAAC)		
1	NAAC Peer Team Visit Preparation awaited	April-May 2025 Target: NAAC- A+ Grade
Ranking		
1	National Institutional Ranking Framework (NIRF)	Participate in NIRF 2025 **Target to be listed in the NIRF 2027**
2	NIRF Innovation	NIRF Innovation 2025 Band Excellent
3	R. World Institutional Ranking- Sustainable Institution Ranking(SII)	April 2025 – Gold Ranking
Institute Information Communications		
1	Acharya Institute of Technology (AIT) Brochure	April
2	Students Handbooks	May-July

3	Magazines (Yearly)	One per department
4	Research Journals (Quarterly) with ISBN	One
Research and Development		
Funding Schemes		
1	Application for AICTE Schemes (FDP, STTP, RPS research Fellowship etc.)	2 per department
2	Application for DST Schemes	3 per year
3	Application for VGST Schemes (FDP, Infrastructure development, RPS, students project)	5 per year
4	Application for DBT Schemes (RPS, STEPS, BIRAC, PACE, GITA)	5 per year
5	Application for VTU Schemes (RPS)	5 per year
6	Application for SERB Schemes	3 per year
7	Application for MSME, IT&BT Innovation summit, Start-Up funding's	2 per dept/year
8	Application for KSCST, e-Yuva, IEEE Schemes	2 per dept/year
9	Faculty Consultancy Activities	Professor Rs.30,000/- Associate Professor Rs.10,000/- APG- Rs.5,000/

10	Research Project target faculty cadre wise	Professor Rs.30 L Associate professor Rs.10 L APG – 1 Rs.5 L APG – 2 Rs.4 L APG – 3 Rs.1 to 2 L
Publications and Patent		
1	Patent	2 per department
2	Copy Rights	1 per department
3	Paper publications by students	1 per project batch (80% of the team)
4	Paper publications by faculty in Scopus listed journals	1. Professor with Guiding Research Scholars - 02+ Number of students guiding (Q1/Q2/Q3) 2. Professor without Guiding Research Scholars - 02 (Q1/Q2/Q3) 3. Associate Professor with Guiding Research Scholars - 02+ Number of students guiding (Q1/Q2/Q3) 4. Associate Professor without Guiding Research Scholars -02 (Q1/Q2/Q3) 5. Assistant Professor -G-I/G-II - 02, Assistant Professor -G-III - 01 Research Paper (Q3/Q4) **Note: A minimum of one publication as the First Author is required, and for any additional publications,**

		the author's name must be within the 1-3 rank/slot in accordance with the research policy.
5	Text Books/Books Published	2 per department
6	International Conference Publication /Book chapter Publication (Scopus Indexed)	1 faculty/year
Memorandum of Understanding (MOUs)		
1	MoUs with Foreign Universities/ Industries/R&D Labs	1 Per Program (New or renew) At least two activities for each MoUs
2	MoUs with NGOs	3 per Institute
Institutional Memberships		
1	Multi-disciplinary Professional Society Institutional Membership Registration/ Renewal	5 (1 each for MBA, ME, IT, CV, Science streams)
2	Department Specific Professional Society Institutional Membership Registration/Renewal	1 per discipline

STUDENT MATTERS		
Academic Planning		
1	AIT Calendar of Events (COE) and Departmental Calendar of Events Preparation	Odd Sem /Even Sem Beginning
2	1st Year Induction Program	Briefing in Aug/Sept. 2025
3	Course options and allocation	June-July 2025 Jan-Feb 2026
4	Timetable preparation and upload to ERP (a fortnight prior to the commencement of the semester)	Odd and Even Semester 2025-26
5	Infrastructural & Instructional resources preparation	May/November
Academics Performance		
1	Overall Results (Semester-wise pass percentage)	AIT Average Result Target- ODD sem 1st-84 % 3rd- 75% 5th-83% 7th - 92% EVEN Sem- 2nd-85% 4th- 75% 6th - 81% 8th-100% (Refer Result Target 2025-26 Dept. wise)
2	Results–I class with distinction	40%, 40%, 50%, 60%
3	Results–I class	35%, 40%, 30%, 25%
4	Results–II class	5%, 5%, 5%, 5%

5	Results–Success Rate (progression percentage of first year)	85%
6	University Gold Medals	2 per year at Institute level
7	University Ranks	1 per program or Maximum ranks achieved in the previous year(Minimum 12 ranks)
Career Development		
1	Student portfolio awareness program	During 1st year
2	Number of core companies visiting for placements	4 per department per year
3	Number of IT companies visiting for placements	200
4	Placements in core companies	20%
5	Placements in IT companies	60%
6	Higher Studies	5-10% for the Class of 2026
7	Students setting up own Enterprises	2%
8	Placements	CSE &ISE -75% AIML&ECE-65% EEE/ME/MT/BT/AE/CV/AU-60% MBA&MCA-65% Note: Placement percentage against Total no of students for the Class of 2026

9	Career Counselling Program/Higher studies Awareness Program	All the Final and prefinal year students
Training		
1	Employability Skill Enhancement Courses	1 per semester excluding Final year (softskill/Communcation/leadership/time management/ Networking/global awareness/digital marketing etc.)
2	Domain training	60 hours/year
3	Training for Entrance exams for higher studies (GATE/CAT/GRE, IELTS, TOFEL exam)	10% to 20% of total number of students
4	Innovation and Entrepreneurship Development Programs (by IEDC)	2 per year/ program (IIC events , Start-up/IPR/Entreneurship

Student Development Programs		
1	Value Added Courses	1 Per semester/Dept. excluding First and Final year (Value added programs/Add-on programs) minimum 30 hrs)
2	Guest lectures, seminars	2 per semester/Program
3	Number of certification courses (MOOC)	1 per student/year (> 20 hours of Single course or Minimum 4 week NPTEL)
4	Industry Certified Courses	1 Per semester(40 hours)

5	Ability Enhancement Courses	1 Per year/program (AEC as per VTU syllabus)
6	Outbound Training (OBT)	1 Per year for 1st and 2nd year
Professional Clubs		
1	Membership in Professional Society	1 per student
2	Professional Society Activities	6 per chapter
3	Student forum/Technical Club Activities (Debates, Quiz, Public speaking, Journal Club Activities)	2 per semester
Co-Curricular		
1	Student Participation in Internal/External Technical Events	20% of the students
2	Student Achievements in External Technical Events	30 prizes
3	Industrial tours	1 per Program/year
4	Industrial/field visits	1 Per Program/semester
Extra-Curricular		
1	Student Participation in Internal/ External Sports Events	1 Inter department sports/cultural meet /semester
2	Student Achievements in University Sports Events	20 prizes/year

Performing Arts		
1	Student Participation in Performing Arts	10 Activities per year 1 Interdepartmental Cultural meet per semester
2	Student Achievements in Performing Arts	5 prizes/year
Other Talents		
1	Student Participation in Other Talent Activities	10%
2	Student Achievements in Other Talent Activities	4 prizes/year
Extension Activities		
1	NSS Activities	25 per year (Minimum 2 per program)
2	NCC Cadet Registrations	As per the limit of NCC
3	Community development Programs	5 per year
4	Adopting Villages (20 students per village)	5 Villages (as per UNNATH Bharath Abhiyan and NSS)
6	AICTE Activity Points Program: Every Individual student who have joined for Four year BE Program to gain 100 points	25 points /year (Activity of 100 hours)

FACULTY MATTERS		
Academics		
1	Theory syllabus completion	100%
2	Lab syllabus completion	100%
3	Lab experiments beyond the syllabus	2 per lab Course
4	Lab Manual, Question Bank, Presentation (Course file)	15 days prior to the commencement of semester
5	% of ICT usage in Teaching	Minimum >30% overall and 100% faculty to use at least 2 ICT tools per semester
6	Inclusion Innovative Teaching Methods/participative Learning Innovative Methods: Simulations, MOOCs, AR/VR, flipped classroom, game-based learning	2 Innovative/participative learnings methods per subject and minimum 20 % Per course
7	Augmented content/Additional Experiments	(Extended topics/Total topics) × 100 or (Courses with additions / Total lab courses) × 100 (Must be entered in Percentage only) Minimum 5-10% per course
Faculty Development Programs		
1	Faculty Development Programs (organize)	5 days FDP CSE/MCA-1 ISE/AIML -1 ECE/EEE-1 AE/ME/MT-1 Basic Science/CV/BT-1 MBA -1 (Total - 6 FDP) or

		individual department is permitted
2	Faculty Induction Programs (At Institution level)	1 per semester
3	Faculty Participation in External Events (FDPs, STTPs etc.) (minimum one-week events are counted)	1 per year/faculty (Min 5 days, In-house or Outside)
4	MOOC Course/ NPTEL - faculty	1 Per faculty/year (>30 hrs Single course or 8/12 weeks NPTEL courses)
5	Sponsoring faculty for external FDPs	60%
6	Faculty Participation in UHV workshops	50%
Professional Clubs		
1	Membership in Professional Society	1 per faculty
Qualification Upgradation		
1	Percentage of staff pursuing Higher Education	10%
2	Percentage of faculty pursuing Ph.D.	70%
Extension Services		
1	Coordinate/ Volunteer an NSS/ NCC Activity	1 per semester per dept
2	Coordinate/ Volunteer a Community Development Program	1 per staff per year

Interaction with Outside World		
1	Participation in Expert Reviews/ Session Chairs/ Panel discussions etc.	2 per department/ Year
2	Participation as Resource Persons	2 per department
3	Question Paper Setting for Other Organizations	1 per department
4	Evaluation of External Exam Answer Scripts/Practical Examination	4 faculty per department
5	Interaction with Industry	2 per department
6	Involvement in Extension Services	1 per department
7	Faculty Exchange Program	1 per department
8	Members in BOE/ BOS of other organizations	1 per department
TECHNICAL STAFF MATTERS		
Training Programs		
1	Technical Staff Development Programs (Institute level) Personality Development Programs / Communication Skills Development Programs	2 per year
2	Training on Operation and Maintenance of Modern, Laboratory and Advanced Equipment	1 per department
3	Sponsoring Technical Staff for External SDPs	1 per department/ year

ADMINISTRATIVE STAFF MATTERS		
Training Programs		
1	Personality Development Programs / Communication Skills Development Programs	1 per year
2	Institutional Development Management Programs/ Human Resources Management Programs	1 per year
3	Quality Management Programs	1 per year
4	Sponsoring Administrative Staff for External SDPs	5 per year
SUPPORT STAFF MATTERS		
Training Programs		
1	Staff Orientation Programs	2 per year
2	Training on Advanced Learning in Relevant Areas	1 per year
3	Personality Development Programs/ Communication Skills Development Programs	1 per year
Faculty Performance Analysis		
1	Student Feedback on Faculty	2 times per/Semester (formative & Summative) Target 85%
2	HOD's Feedback	Need to achieve 4 out of 5
3	Principal's Feedback	Need to achieve 4 out of 5

ADMINISTRATION		
Accounts		
1	Student fee collection	July
2	Budgetary requirements preparations	April
3	Financial audit	March
4	Lab Audit	May
5	Library Audit	May
Admissions		
1	Percentage of Seats to be Filled	100%
2	Higher Education Awareness Programs to Junior College Students	10 Per Year
Scholarships		
1	Scholarship provided by the Government	40% of the students
2	Scholarship provided by the non-Government agencies	20% of the students
3	Scholarship provided by the Institution	10% of the students
Human Resources		
1	Faculty recruitment	June- August

2	Technical staff recruitment	June- August
3	Administrative staff recruitment	June- August
Public Relations		
1	Inviting Top Class People (Nobel Laurates, CEOs, social activists, economists, celebrities, spiritual leaders, leaders in performing arts, famous writers)	2 per year
2	Media Exposure to College through Various Events	10 per year
Affiliation		
1	VTU Temporary Affiliation / Permanent Affiliation	June/ July
2	AICTE Affiliation	May / June
Festivities		
1	International Conference (Organize)	5 International Conference CSE/ISE/AIML/CSE(DS)/MCA - 1 AE/ME/MT-1 ECE/EEE -1 BT/CV/PCM -1 MBA-1
2	Technical Fests-State/National	1 per department
3	Sports Meet	2 per year
4	Cultural Fest	1 per year
5	Project Exhibition	1 per year

MONITORING AND EVALUATION		
Meetings		
1	Governing Council Meetings	1 per year
2	Academic Council Meetings	1 per Month
3	IQAC Meetings	Quarterly (4 per year)
4	Department Advisory Board Meetings (DAB)	1 per semester per program
5	Department Academic committee (DAC)	2 per semester per program
6	Meetings with Cell in-charges	1 per month
7	Faculty/Staff Meetings	1 per month
8	Meeting with CRs	2 per semester
9	Meeting with all students	2 per year
10	Parent teacher meetings	1 per semester
11	Alumni meets	1 per year
13	Employer meets	1 per year
14	Mentor Coordinators meetings	1 per month
15	Mentor-Mentee's meetings	2 per month

16	Forum Coordinators meetings	2 per semester
Feedback/Surveys from Stakeholders		
1	Student Feedback	2 Per semester (Formative & Summative)
2	Exit survey	1 per year
3	Alumni Feedback	1 per year
4	Parent Feedback	1 per year
5	Employer feedback	1 per year
6	Student satisfaction survey (SSS) as per NAAC	1 per year
MSME Nodal Center/Acharya TBI		
1	Startup from each incubation center	Min. 2 per year
3	Project proposals Submission for Funding -MSME	5 per program
ENTREPRENEURSHIP DEVELOPMENT PROGRAMS		
1	Entrepreneurship awareness programs for students	2 per year (Start-up/IPR/Entreneurship)
2	Entrepreneurship awareness programs for faculty	1 batch per year

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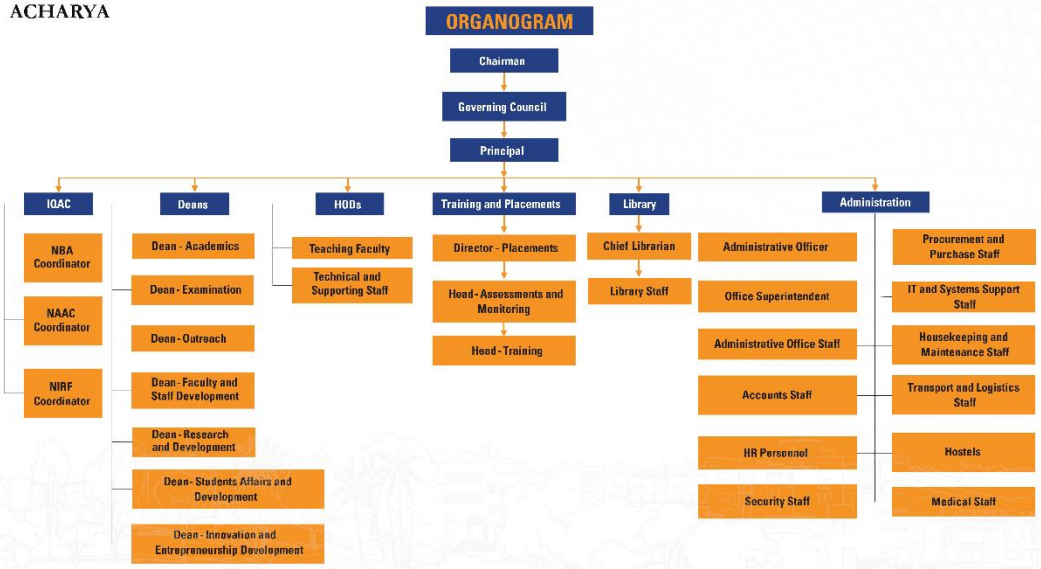

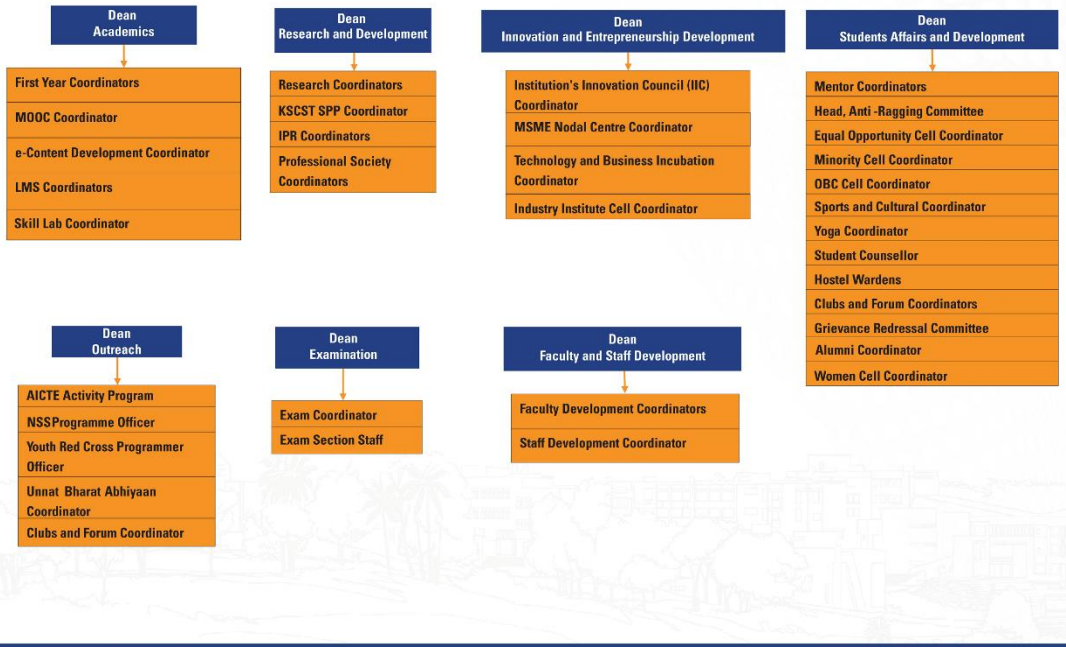

Committees and Coordinators-2025

Sl. No.	Committee/Coordinator	Name of the Coordinator
QUALITY ASSURANCE		
1.	Dean Quality Assurance & Coordinator, IQAC	Dr. Lakshmikanth S
2.	NBA Coordinator	Dr. Lakshmikanth S
3.	NAAC Coordinator	Dr. Nagaraja K C
4.	NIRF Coordinator	Dr. Asha C N
GOVERNANCE AND ADMINISTRATION		
1.	Administrative Officer	Dr. Renuka Devi
2.	Internal Complaints Committee (ICC) Coordinator	Dr. Renuka Devi
3.	Grievance Redressal Committee Coordinator	Dr. Rajanna K R
4.	Alumni Coordinator	Dr. Sujatha B.M
5.	Women Cell Coordinator	Dr. Nagapushpa K P
6.	Hostel Wardens	Dr. R. Shadakshari & Dr. Ashalatha
7.	Institute ERP Coordinator	Dr. Raghunath B H
8.	Website and Social Media Coordinator	Prof. Dhanjay M
9.	Library and NDLI Coordinator	Dr. Balachandra Joshi
10.	AICTE J&K PMSS - Nodal office	Dr. Renuka Devi and Team
11.	VTU Annual Report	
12.	NSP - Scholarship - Nodal Officer	
13.	Nodal Officer - Sikkim Scholarship Social Justice & Welfare Department	

ACADEMICS		
1.	Dean Academics	Dr. Rajeswari
2.	First Year coordinators	Dr. Mahesh S S and Dr. Satish K
3.	AICTE PARAKH Coordinator	Prof. Raju M G
4.	UHV cell Coordinator	Dr. Satish K
5.	LMS Coordinators	Prof. Sumit Singh Chowdhury
6.	AICTE - SPICES Scheme Coordinator	Dr. Rajanna K R
7.	e-Content Development Coordinator	Dr. Abhishek Venkteshwar & Prof. Akshaya Simha
8.	MOOC Coordinator	Prof. Yogesh N

9.	Skill Lab - Coordinator/ Nodal Officer	Dr. Pranitha.P
RESEARCH & DEVELOPMENT		
1.	Dean Research & Development	Dr. Harish M N K
2.	Associate Dean Research & Development	Prof. Devasis Pradhan
3.	KSCST SPP Coordinator	Dr. Soumya T
4.	IPR Coordinator	Dr. Muthukumar C & Dr.Manjunath K N
5.	Professional Society	Dr. Vijayashekhar S S & Prof. Devendra Gowda
FACULTY AND STAFF DEVELOPMENT		
1.	Dean Faculty & Staff Development	Dr. Kala Venugopal
2.	Associate Dean Faculty & Staff Development	Dr. Abhishek Venkteshwar
INNOVATION AND ENTREPRENEURSHIP DEVELOPMENT CELL (IED)		
1.	Dean Innovation and Entrepreneurship Development	Dr. Nijaguna G
2.	Associate Dean IED and Institution's Innovation Council (IIC) Coordinator	Dr. Attel Manjunath
3.	MSME Business Incubation Coordinator	Dr. Pakkirappa H
4.	Industry Institute Cell	Dr. Ramesh C Raina & Dr. Nataraju A B
5.	Acharya -TBI	Mr. Najassim Pasha
EXAMINATION		
1.	Dean Examinations	Dr. Shashidhar T M
2.	Exam Coordinator	Prof. Sunil S K
STUDENT AFFAIRS AND DEVELOPMENT		
1.	Dean Students Affairs and Development	Dr. Rajanna K R
2.	Dean Student Discipline	Dr. Devarajaiah R M
3.	Associate Dean Students Affairs and Development	Dr. Kusumadevi G H
4.	Assistant Director Student Activity	Prof. Tejas K
5.	Equal Opportunity Cell Coordinator (SC/ST Cell)	Dr. Jayalaxmi H
6.	Minority Cell Coordinator	Prof. Marry M D Souza
7.	OBC Cell Coordinator	Dr. Rajanna K R
8.	Sports and Cultural Coordinator	Prof. Rohith B
9.	Yoga Coordinator	Dr. Rajanna K R
10.	Student Counsellor	Dr. Adhira

OUTREACH ACTIVITIES		
1.	Dean Outreach	Dr. Shilpa Shivashankar
2.	Associate Dean Outreach	Prof. Lakshmikanth Reddy
3.	AICTE activity point Program coordinator	Dr. Mahesh S S
4.	NSS Coordinator	Dr. Sanman S
5.	Red cross Coordinator	
6.	Unnat Bharath Abhiyaan Coordinator	
7.	AICTE - Vidyanjali	
8.	Forum and Clubs Coordinator	Dr. Mahak Balani
9.	AICTE - EK Bharath Shrestha Bharath Coordinator	Prof. Tejas K
TRAINING AND PLACEMENT		
1.	Director Placement	Dr. Hemamalini J
2.	ATP- Assessment, Training and Placements	
	Head-Assessment (ATP)	Dr. Monica M
	Head-Training (ATP)	Prof. Arun K H

Document Prepared by:
Internal Quality Assurance Cell(IQAC)
Acharya Institute of Technology

Verified and Entrusted by:

Coordinator
Internal Quality Assurance Cell (IQAC)

COORDINATOR
Internal Quality Assurance Cell
Acharya Institute of Technology
Bengaluru - 560107

Principal
Acharya Institute of Technology

PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
SOLDEVANAHALLI, BENGALURU - 560 107

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ACHARYA

National Education Policy 2020

Ministry of Human Resource Development

Government of India

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Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National

Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jnan*), wisdom (*Pragyaa*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda,Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and

creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- **recognizing, identifying,** and **fostering the unique capabilities of each student,** by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- **according the** highest priority **to achieving Foundational Literacy and Numeracy** by all students by Grade 3;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **multidisciplinarity** and a **holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- **emphasis on conceptual understanding** rather than rote learning and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **promoting multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- **focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **respect for diversity** and **respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;

- a **'light but tight' regulatory framework** to ensure **integrity, transparency**, and **resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review** of progress based on sustained research and regular assessment by educational experts;

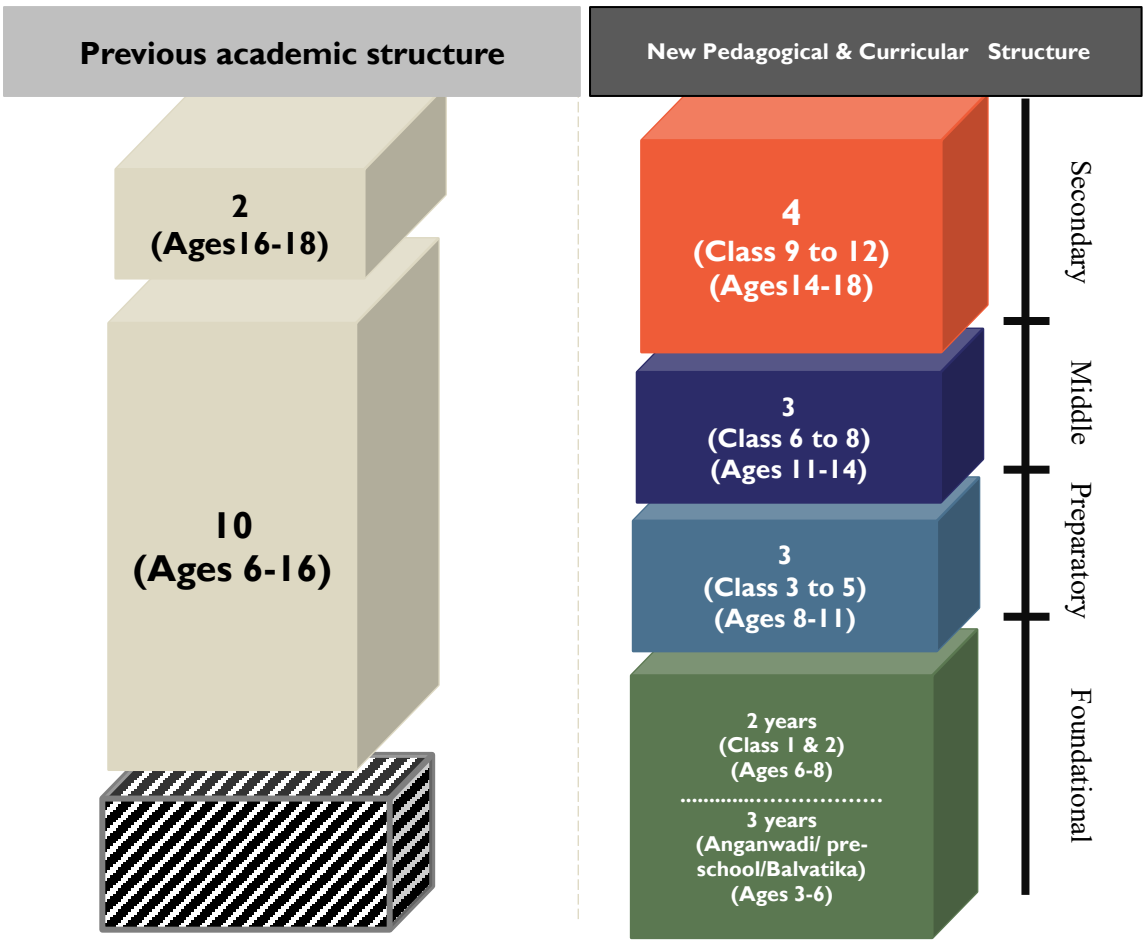
- **a rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **education is a public service**; access to quality education must be considered a basic right of every child;
- **substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Part I. SCHOOL EDUCATION

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure and elaborated in detail later under Chapter 4.



Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

1. Early Childhood Care and Education: The Foundation of Learning

1.1. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.

1.2. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

1.3. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, aligned with the above guidelines, the latest research on ECCE, and national and international best practices. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.

1.4. The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

1.5. For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers. Every Anganwadi will have a well-ventilated, well-designed, child-friendly and well-constructed building with an enriched learning environment. Children in Anganwadi Centres shall take activity-filled tours - and meet the teachers and students of their local primary schools, in order to make the transition from Anganwadi Centres to primary schools a smooth one. Anganwadis shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

1.6. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. The learning in the Preparatory Class shall be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy. The mid-

day meal programme shall also be extended to the Preparatory Classes in primary schools. Health check-ups and growth monitoring that are available in the Anganwadi system shall also be made available to Preparatory Class students of Anganwadi as well as of primary schools.

1.7. To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

1.8. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner. The process for integration and implementation of ECCE in Ashramshalas and alternative schooling will be similar to that detailed above.

1.9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

2. Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

2.1. The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. However, various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crore in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

2.2. Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority. Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

2.3. First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special

attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.

2.4. On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning. Specific hours daily - and regular events over the year-on activities involving these subjects will be dedicated to encourage and enthuse students. Teacher education and the early grade curriculum will be redesigned to have a renewed emphasis on foundational literacy and numeracy.

2.5. Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs.

2.6. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented

2.7. Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Studies around the world show one-on-one peer tutoring to be extremely effective for learning not just for the learner, but also for the tutor. Thus, peer tutoring can be taken up as a voluntary and joyful activity for fellow students under the supervision of trained teachers and by taking due care of safety aspects. Additionally, it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission. Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly. States may consider establishing innovative models to foster such peer-tutoring and volunteer activities, as well as launch other programmes to support learners, in this nationwide mission to promote foundational literacy and numeracy.

2.8. Enjoyable and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries. Public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading. A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

2.9. Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system. Furthermore, research shows that the morning hours after a nutritious breakfast can be particularly productive for the study of cognitively more demanding subjects and hence these hours may be leveraged by providing a simple but energizing breakfast in addition to midday meals. In locations where hot meals are not possible, a simple but nutritious meal, e.g., groundnuts/chana mixed with jaggery and/or local fruits may be provided. All school children shall undergo regular

health check-ups especially for 100% immunization in schools and health cards will be issued to monitor the same.

3. Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels

3.1. One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education. However, the data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030. A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education–including vocational education - from pre-school to Grade 12.

3.2. There are two overall initiatives that will be undertaken to bring children who have dropped out back to school and to prevent further children from dropping out. The first is to provide effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from pre-primary school to Grade 12. Besides providing regular trained teachers at each stage, special care shall be taken to ensure that no school remains deficient on infrastructure support. The credibility of Government schools shall be re-established and this will be attained by upgrading and enlarging the schools that already exist, building additional quality schools in areas where they do not exist, and providing safe and practical conveyances and/or hostels, especially for the girl children, so that all children have the opportunity to attend a quality school and learn at the appropriate level. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.

3.3. The second is to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out. For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. Counsellors or well-trained social workers connected to schools/school complexes and teachers will continuously work with students and their parents and will travel through and engage with communities to ensure that all school-age children are attending and learning in school. Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be connected to schools, through various innovative mechanisms adopted by State/UT Governments, to help in carrying out this important work.

3.4. Once infrastructure and participation are in place, ensuring quality will be the key in retention of students, so that they (particularly, girls and students from other socio-economically disadvantaged groups) do not lose interest in attending school. This will require a system of incentives for deploying teachers with knowledge of the local language to areas with high dropout rates, as well as overhauling the curriculum to make it more engaging and useful.

3.5. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS)

and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school. NIOS and State Open Schools will offer the following programmes in addition to the present programmes: A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programmes that are equivalent to Grades 10 and 12; vocational education courses/programmes; and adult literacy and life-enrichment programmes. States will be encouraged to develop these offerings in regional languages by establishing new/strengthening existing State Institutes of Open Schooling (SIOS).

3.6. To make it easier for both governments as well as non-governmental philanthropic organizations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education, the requirements for schools will be made less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes. Regulations on inputs will be limited to certain areas as enumerated in Chapter 8. Other models for schools will also be piloted, such as public-philanthropic partnerships.

3.7. Efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc. In this regard, the support of active and healthy senior citizens, school alumni and local community members will be suitably garnered. Databases of literate volunteers, retired scientists/government/semi government employees, alumni, and educators will be created for this purpose.

4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

4.1. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

4.2. The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned in para 1.2. The Preparatory Stage will comprise three years of education building on the play, discovery, and activity-based pedagogical and curricular style of the Foundational Stage, and will also begin to incorporate some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10

and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired.

4.3. The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.

Holistic development of learners

4.4. The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

Reduce curriculum content to enhance essential learning and critical thinking

4.5. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Experiential learning

4.6. In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to

foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities.

Empower students through flexibility in course choices

4.9. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

4.10. Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

Multilingualism and the power of language

4.11. It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multi-lingual families, there can be a home language spoken by other family members which may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools. High-quality textbooks, including in science, will be made available in home languages/mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. In cases where home language/mother tongue textbook material is not available, the language of transaction between teachers and students will still remain the home language/mother tongue wherever possible. Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction. All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

4.12. As research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country, and, in particular, for all languages mentioned in the Eighth Schedule of the Constitution of India. States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country. Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning.

4.13. The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.

4.14. All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.

4.15. As so many developed countries around the world have amply demonstrated, being well educated in one's language, culture, and traditions is not a detriment but indeed a huge benefit to educational, social, and technological advancement. India's languages are among the richest, most scientific, most beautiful, and most expressive in the world, with a huge body of ancient as well as modern literature (both prose and poetry), film, and music written in these languages that help form India's national identity and wealth. For purposes of cultural enrichment as well as national integration, all young Indians should be aware of the rich and vast array of languages of their country, and the treasures that they and their literatures contain.

4.16. Thus, every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the *'Ek Bharat Shrestha Bharat'* initiative. In this project/activity, students will learn about the remarkable unity of most of the major Indian languages, starting with their common phonetic and scientifically-arranged alphabets and scripts, their common grammatical structures, their origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences. They will also learn what geographical areas speak which languages, get a sense of the nature and structure of tribal languages, and learn to say commonly spoken phrases and sentences in every major language of India and also learn a bit about the rich and uplifting literature of each (through suitable translations as necessary). Such an activity would give them both a sense of the unity and the beautiful cultural heritage and diversity of India and would be a wonderful icebreaker their whole lives as they meet people from other parts of India. This project/activity would be a joyful activity and would not involve any form of assessment.

4.17. The importance, relevance, and beauty of the classical languages and literature of India also cannot be overlooked. Sanskrit, while also an important modern language mentioned in the Eighth Schedule of the Constitution of India, possesses a classical literature that is greater in volume than that of Latin and Greek put together, containing vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'), written by people of various religions as well as non-religious people, and by people from all walks of life and a wide range of socio-economic backgrounds over thousands of years. Sanskrit will thus be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge Systems, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly enjoyable.

4.18. India also has an extremely rich literature in other classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia. In addition to these classical languages Pali, Persian, and Prakrit; and their works of literature too must be preserved for their richness and for the pleasure and enrichment of posterity. As India becomes a fully developed country, the next generation will want to

partake in and be enriched by India's extensive and beautiful classical literature. In addition to Sanskrit, other classical languages and literatures of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit, will also be widely available in schools as options for students, possibly as online modules, through experiential and innovative approaches, to ensure that these languages and literature stay alive and vibrant. Similar efforts will be made for all Indian languages having rich oral and written literatures, cultural traditions, and knowledge.

4.19. For the enrichment of the children, and for the preservation of these rich languages and their artistic treasures, all students in all schools, public or private, will have the option of learning at least two years of a classical language of India and its associated literature, through experiential and innovative approaches, including the integration of technology, in Grades 6-12, with the option to continue from the middle stage through the secondary stage and beyond.

4.20. In addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations.

4.21. The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

4.22. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.

Curricular Integration of Essential Subjects, Skills, and Capacities

4.23. While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

4.24. Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.

4.25. It is recognized that mathematics and mathematical thinking will be very important for India's future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage.

4.26. Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Tehsil/District/State.

4.27. "Knowledge of India" will include knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India's future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno-medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available. An engaging course on Indian Knowledge Systems will also be available to students in secondary school as an elective. Competitions may be held in schools for learning various topics and subjects through fun and indigenous games. Video documentaries on inspirational luminaries of India, ancient and modern, in science and beyond, will be shown at appropriate points throughout the school curriculum. Students will be encouraged to visit different States as part of cultural exchange programmes.

4.28. Students will be taught at a young age the importance of "doing what's right", and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as *seva, ahimsa, swachchhata, satya, nishkam karma, shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

4.29. All curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning etc. – in order to ensure that education is maximally relatable, relevant, interesting, and effective for our students. Stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.

National Curriculum Framework for School Education (NCFSE)

4.30. The formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of this National Education Policy 2020, frontline curriculum needs, and after discussions with all stakeholders including State Governments, Ministries, relevant Departments of the Central Government, and other expert bodies, and will be made available in all regional languages. The NCFSE document shall henceforth be revisited and updated once every 5-10 years, taking into account frontline curriculum.

National Textbooks with Local Content and Flavour

4.31. The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.

4.32. The aim will be to provide such quality textbooks at the lowest possible cost -namely, at the cost of production/printing - in order to mitigate the burden of textbook prices on the students and on the educational system. This may be accomplished by using high-quality textbook materials developed by NCERT in conjunction with the SCERTs; additional textbook materials could be funded by public-philanthropic partnerships and crowd sourcing that incentivize experts to write such high-quality textbooks at cost price. States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable criterion. The availability of such textbooks in all regional languages will be a top priority so that all students have access to high-quality learning. All efforts will be made to ensure timely availability of textbooks in schools. Access to downloadable and printable versions of all textbooks will be provided by all States/UTs and NCERT to help conserve the environment and reduce the logistical burden.

4.33. Concerted efforts, through suitable changes in curriculum and pedagogy, will be made by NCERT, SCERTs, schools, and educators to significantly reduce the weight of school bags and textbooks.

Transforming Assessment for Student Development

4.34. The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

4.35. The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs. The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each

learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

4.36. The current nature of secondary school exams, including Board exams and entrance exams - and the resulting coaching culture of today - are doing much harm, especially at the secondary school level, replacing valuable time for true learning with excessive exam coaching and preparation. These exams also force students to learn a very narrow band of material in a single stream, rather than allowing the flexibility and choice that will be so important in the education system of the future.

4.37. While the Board exams for Grades 10 and 12 will be continued, the existing system of Board and entrance examinations shall be reformed to eliminate the need for undertaking coaching classes. To reverse these harmful effects of the current assessment system, Board exams will be redesigned to encourage holistic development; students will be able to choose many of the subjects in which they take Board exams, depending on their individualized interests. Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization; any student who has been going to and making a basic effort in a school class will be able to pass and do well in the corresponding subject Board Exam without much additional effort. To further eliminate the 'high stakes' aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

4.38. In addition to introducing greater flexibility, student choice, and best-of-two attempts, assessments that primarily test core capacities must be the immediate key reforms to all Board exams. Boards may over time also develop further viable models of Board Exams that reduce pressure and the coaching culture. Some possibilities include: a system of annual/semester/modular Board Exams could be developed - that each test far less material, and are taken immediately after the corresponding course is taken in school - so that the pressure from exams is better distributed, less intense, and less high-stakes across the Secondary Stage; all subjects and corresponding assessments, beginning with mathematics, could be offered at two levels, with students doing some of their subjects at the standard level and some at a higher level; and Board exams in certain subjects could be redesigned to have two parts – one part of an objective type with multiple-choice questions and the other of a descriptive type.

4.39. With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21.

4.40. To track progress throughout the school years, and not just at the end of Grades 10 and 12 - for the benefit of students, parents, teachers, principals, and the entire schooling system in planning improvements to schools and teaching-learning processes - all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. These examinations would test achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills. The results of school examinations will be used only for developmental purposes of the school education

system, including for public disclosure by schools of their overall (anonymized) student outcomes, and for continuous monitoring and improvement of the schooling system.

4.41. It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches, promote collaborations between school boards. It will also become an instrument for the sharing of best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.

4.42. The principles for university entrance exams will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year. These exams shall test conceptual understanding and the ability to apply knowledge and shall aim to eliminate the need for taking coaching for these exams. Students will be able to choose the subjects for taking the test, and each university will be able to see each student's individual subject portfolio and admit students into their programmes based on individual interests and talents. The NTA will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in higher education institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions.

Support for Gifted Students/Students with Special Talents

4.43. There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods for the recognition and fostering of such student talents and interests. The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children.

4.44. Teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement. Topic-centered and Project-based Clubs and Circles will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs and so on. Along these lines, high-quality national residential summer programmes for secondary school students in various subjects will also be encouraged, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.

4.45. Olympiads and competitions in various subjects will be conducted across the country, with clear coordination and progression from school to local to state to national levels, to ensure that all students may participate at all levels for which they qualify. Efforts will be made to make these available in rural areas and in regional languages to ensure widespread participation. Public and private universities, including premier institutions like the IITs and NITs, would be encouraged to use merit-

based results from National, and International Olympiads, and results from other relevant national programmes, as part of the criteria for admissions into their undergraduate programmes.

4.46. Once internet-connected smart phones or tablets are available in all homes and/or schools, online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed, and will work to enhance all the aforementioned initiatives, as group activities for students with appropriate supervision of parents and teachers. Schools will develop smart classrooms, in a phased manner, for using digital pedagogy and thereby enriching the teaching-learning process with online resources and collaborations.

5. Teachers

5.1. Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Recruitment and Deployment

5.2. To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.

5.3. The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

5.4. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).

5.5. To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

5.6. Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

5.7. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected.

Service Environment and Culture

5.8. The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

5.9. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

5.10. State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.

5.11. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

5.12. To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties.

5.13. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.

5.14. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus

on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Continuous Professional Development (CPD)

5.15. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

5.16. School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

Career Management and Progression (CMP)

5.17. Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure.

5.18. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other.

5.19. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Professional Standards for Teachers

5.20. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for

performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

Special educators

5.21. There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/*Divyang* children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Approach to Teacher Education

5.22. Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

5.23. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme.

5.24. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

5.25. Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

5.26. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

5.27. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.

5.28. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

5.29. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

6. Equitable and Inclusive Education: Learning for All

6.1. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. This Chapter may be read in conjunction with Chapter 14 which discusses analogous issues of Equity and Inclusion in Higher Education.

6.2. While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following sub-sections.

6.2.1. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper.

6.2.2. A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

6.2.3. Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

6.2.4. Minorities are also relatively underrepresented in school and higher education. The Policy acknowledges the importance of interventions to promote education of children belonging to all minority communities, and particularly those communities that are educationally underrepresented.

6.2.5. The Policy also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or *Divyang*, the same opportunities of obtaining quality education as any other child.

6.2.6. Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined in the following sub-sections.

6.3. The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance discussed in Chapters 1–3, are particularly relevant and important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1–3 will be targeted in a concerted way for SEDGs.

6.4. In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.

6.5. It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly powerful methods in increasing participation of female students - even at lesser distances - because of the safety benefits and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities. Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged. Meanwhile, counsellors and/or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in urban poor areas.

6.6. Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations that have been identified as Aspirational Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape.

6.7. It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.

6.8. In addition, the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable States to support and scale effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education. Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group.

6.9. Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

6.10. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD.

6.11. To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support

mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.

6.12. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.

6.13. Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

6.14. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.

6.15. Alternative forms of schools, will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education. In particular, financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State languages, or other relevant subjects in the curriculum, as may be desired by these schools. This would enable children studying in these schools to attain the learning outcomes defined for Grades 1–12. Furthermore, students in such schools would be encouraged to appear for State or other Board examinations and assessments by the NTA, and thereby enroll in higher education institutions. Capacities of teachers in the teaching of science, mathematics, language, and social studies will be developed including orientation to new pedagogical practices. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available.

6.16. Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to

talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education.

6.17. Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces.

6.18. All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a 'single window system', as per eligibility.

6.19. All the above policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students.

6.20. Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.

7. Efficient Resourcing and Effective Governance through School Complexes/Clusters

7.1. While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA), now subsumed under the Samagra Shiksha Scheme and other important efforts across the States - has helped to ensure near-universal access to primary schools, it has also led to the development of numerous very small schools. According to U-DISE 2016–17 data, nearly 28% of India's public primary schools and 14.8% of India's upper primary schools have less than 30 students. The average number of students per grade in the elementary schooling system (primary and upper primary, i.e., Grades 1–8) is about 14, with a notable proportion having below 6; during the year 2016–17, there were 1,08,017 single-teacher schools, the majority of them (85743) being primary schools serving Grades 1–5.

7.2. These small school sizes have rendered it economically suboptimal and operationally complex to run good schools, in terms of deployment of teachers as well as the provision of critical physical resources. Teachers often teach multiple grades at a time, and teach multiple subjects, including subjects in which they may have no prior background; key areas such as music, arts, and sports are too often simply not taught; and physical resources, such as lab and sports equipment and library books, are simply not available across schools.

7.3. The isolation of small schools also has a negative effect on education and the teaching-learning process. Teachers function best in communities and teams, and so do students. Small schools also present a systemic challenge for governance and management. The geographical dispersion, challenging access conditions, and the very large numbers of schools make it difficult to reach all schools equally. Administrative structures have not been aligned with the increases in the number of school or with the unified structure of the Samagra Shiksha Scheme.

7.4. Although consolidation of schools is an option that is often discussed, it must be carried out very judiciously, and only when it is ensured that there is no impact on access. Such measures are nevertheless likely to result only in limited consolidation, and would not solve the overall structural problem and challenges presented by the large numbers of small schools.

7.5. These challenges will, by 2025, be addressed by State/UT governments by adopting innovative mechanisms to group or rationalize schools. The objective behind this intervention would be to ensure that every school has: (a) adequate number of counsellors/trained social workers and teachers (shared or otherwise) for teaching all subjects including art, music science, sports, languages, vocational subjects, etc; (b) adequate resources (shared or otherwise), such as a library, science labs, computer labs, skill labs, playgrounds, sports equipment and facilities, etc.; (c) a sense of community is built to overcome the isolation of teachers, students, and schools, through joint professional development programmes, sharing of teaching-learning content, joint content development, holding joint activities such as art and science exhibitions, sports meets, quizzes and debates, and fairs; (d) cooperation and support across schools for the education of children with disabilities; and (e) improved governance of the schooling system by devolving all finer decisions, to Principals, teachers, and other stakeholders within each group of schools and treating such a group of schools, which range from the foundational stage through the secondary stage, as an integrated semi-autonomous unit.

7.6. One possible mechanism for accomplishing the above would be the establishment of a grouping structure called the school complex, consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadis, in a radius of five to ten kilometers. This suggestion was first made by the Education Commission (1964–66) but was left unimplemented. This Policy strongly endorses the idea of the school complex/cluster, wherever possible. The aim of the school complex/cluster will be greater resource efficiency and more effective functioning, coordination, leadership, governance, and management of schools in the cluster.

7.7. The establishment of school complexes/clusters and the sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with disabilities, more topic-centred clubs and academic/sports/arts/crafts events across school complexes, better incorporation of art, music, language, vocational subjects, physical education, and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of social workers and counsellors, and School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner.

7.8. The governance of schools will also improve and become far more efficient with school complexes/clusters. First, the DSE will devolve authority to the school complex/cluster, which will act as a semi-autonomous unit. The District Education Officer (DEO) and the Block Education Officers (BEO) will interact primarily with each school complex/cluster as a single unit and facilitate its work. The complex itself will perform certain tasks delegated by the DSE and will deal with the individual schools within it. The school complex/cluster will be given significant autonomy by the DSE to innovate towards providing integrated education and to experiment with pedagogies, curriculum, etc., while adhering to the National Curricular Framework (NCF) and State Curricular Framework (SCF). Under this organization, schools will gain in strength, will be able to exercise greater freedom, and will contribute towards making the complex more innovative and responsive. Meanwhile, the DSE will be able to focus on the aggregate level goals that need to be achieved, improving overall system effectiveness.

7.9. The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs. These plans will then become the basis for the creation of School Complex/Cluster Development Plans (SCDPs). The SCDP will also involve the plans of all other institutions

associated with the school complex, such as vocational education institutions, and will be created by the principals and teachers of the school complex with the involvement of the SCMC and will be made available publicly. The plans will include human resources, learning resources, physical resources and infrastructure, improvement initiatives, financial resources, school culture initiatives, teacher development plans, and educational outcomes. It will detail the efforts to leverage the teachers and students across the school complex to develop vibrant learning communities. The SDP and SCDP will be the primary mechanism to align all stakeholders of the school, including the DSE. The SMC and SCMC will use the SDP and SCDP for oversight of the functioning and direction of the school and will assist in the execution of these plans. The DSE, through its relevant official, e.g., the BEO, will endorse and confirm the SCDP of each school complex. It will then provide the resources (financial, human, physical, etc.) necessary to achieve the SCDPs, both short-term (1-year) and long-term (3-5 years). It will also provide all other relevant support to the school complexes to achieve the educational outcomes. The DSE and the SCERT may share specific norms (e.g., financial, staffing, process) and frameworks for development of the SDP and SCDP with all schools, which may be revised periodically.

7.10. To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/pairing of one public school with one private school will be adopted across the country, so that such paired schools may meet/interact with each other, learn from each other, and also share resources, if possible. Best practices of private schools will be documented, shared, and institutionalized in public schools, and vice versa, where possible.

7.11. Every State will be encouraged to strengthen existing or establish "Bal Bhavans" where children of all ages can visit once a week (e.g., on weekends) or more often, as a special daytime boarding school, to partake in art-related, career-related, and play-related activities. Such Bal Bhavans may be incorporated as a part of school complexes/clusters if possible.

7.12. The school should be a point of celebration and honour for the whole community. The dignity of the school as an institution should be restored and important dates, such as the foundation day of the school, will be celebrated along with the community and the list of important alumni may be displayed and honoured. Furthermore, the un-utilized capacity of school infrastructure could be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a "Samajik Chetna Kendra".

8. Standard-setting and Accreditation for School Education

8.1. The goal of the school education regulatory system must be to continually improve educational outcomes; it must not overly restrict schools, prevent innovation, or demoralize teachers, principals, and students. All in all, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system through the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.

8.2. At present, all main functions of governance and regulation of the school education system - namely, the provision of public education, the regulation of education institutions, and policymaking - are handled by a single body, i.e., the Department of School Education or its arms. This leads to conflict of interests and excessive centralized concentration of power; it also leads to ineffective management of the school system, as efforts towards quality educational provision are often diluted by the focus on the other roles, particularly regulation, that the Departments of School Education also perform.

8.3. The current regulatory regime also has not been able to curb the commercialization and economic exploitation of parents by many for-profit private schools, yet at the same time it has all too often inadvertently discouraged public-spirited private/philanthropic schools. There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education.

8.4. The public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation. At the same time, the private/philanthropic school sector must also be encouraged and enabled to play a significant and beneficial role.

8.5. The key principles and recommendations of this Policy regarding the State school education system, the independent responsibilities within that system, and the approach to its regulation are as follows:

(a) The Department of School Education, which is the apex state-level body in school education, will be responsible for overall monitoring and policymaking for continual improvement of the public education system; it will not be involved with the provision and operation of schools or with the regulation of schools, in order to ensure due focus on the improvement of public schools and to eliminate conflict of interests.

(b) The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education (including the offices of the DEO and BEO, etc.); it will work independently to implement policies regarding educational operations and provision.

(c) An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education - private, public, and philanthropic - to ensure compliance with essential quality standards. To ensure that all schools follow certain minimal professional and quality standards, States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA). The SSSA will establish a minimal set of standards based on basic parameters (namely, safety, security, basic infrastructure, number of teachers across subjects and grades, financial probity, and sound processes of governance), which shall be followed by all schools. The framework for these parameters will be created by the SCERT in consultation with various stakeholders, especially teachers and schools.

    Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The dimensions on which information has to be self-disclosed, and the format of disclosure will be decided by the SSSA in accordance with global best practices for standard-setting for schools. This information will have to be made available and kept updated and accurate by all schools, on the aforementioned public website maintained by the SSSA and on the schools' websites. Any complaints or grievances from stakeholders or others arising out of the information placed in the public domain shall be adjudicated by the SSSA. Feedback from randomly selected students will be solicited online to ensure valuable input at regular intervals. Technology will be employed suitably to ensure efficiency and transparency in all work of the SSSA. This will bring down significantly the heavy load of regulatory mandates currently borne by schools.

(d) Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT), which will be reinvigorated as an institution. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders. The SCERT will also lead a "change management process" for the reinvigoration of CRCs, BRCs, and DIETs which must change the capacity and work culture of these institutions in 3 years, developing them into vibrant institutions of excellence. Meanwhile, certification of competencies of students at the school-leaving stage will be handled by the Boards of Assessment/Examination in each State.

8.6. The culture, structures, and systems that empower and provide adequate resources to schools, institutions, teachers, officials, communities, and other stakeholders, will also build concomitant accountability. Each stakeholder and participant of the education system will be accountable to perform their role with the highest level of integrity, full commitment, and exemplary work ethic.

Each role of the system will have explicitly articulated role expectations and rigorous assessment of their performance vis-à-vis these expectations. The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance (and will not just be linked simplistically, e.g., to 'marks' of students). The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. It will also recognize that education requires teamwork, particularly at the level of the school. Promotion, recognition, and accountability of all individuals will be based on such performance assessment. All functionaries will be responsible to ensure that this development, performance, and accountability system is run with high integrity, and systematically, within their span of control.

8.7. Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way. Private philanthropic efforts for quality education will be encouraged - thereby affirming the public-good nature of education - while protecting parents and communities from arbitrary increases in tuition fees. Public disclosure on the school website and on the SSSA website - for both public and private schools - would include (at the very least) information on the numbers of classrooms, students, and teachers, subjects taught, any fees, and overall student outcomes on standardized evaluations such as the NAS and SAS. For schools controlled/managed/aided by the Central government, the CBSE in consultation with the MHRD shall prepare a framework. All the education institutions will be held to similar standards of audit and disclosure as a 'not-for-profit' entity. Surpluses, if any, will be reinvested in the educational sector.

8.8. The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learnings and experiences gained in the last decade. This review will aim to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12). The overemphasis on inputs, and the mechanistic nature of their specifications – physical and infrastructural – will be changed and requirements made more responsive to realities on the ground, e.g., regarding land areas and room sizes, practicalities of playgrounds in urban areas, etc. These mandates will be adjusted and loosened, leaving suitable flexibility for each school to make its own decisions based on local needs and constraints, while ensuring safety, security, and a pleasant and productive learning space. Educational outcomes and the transparent disclosure of all financial, academic, and operational matters will be given due importance and will be incorporated suitably in the assessment of schools. This will further improve India's progress towards achieving Sustainable Development Goal 4 (SDG4) of ensuring free, equitable, and quality primary and secondary education for all children.

8.9. The aim of the public-school education system will be to impart the highest quality education so that it becomes the most attractive option for parents from all walks of life for educating their children.

8.10. For a periodic 'health check-up' of the overall system, a sample-based National Achievement Survey (NAS) of student learning levels will be carried out by the proposed new National Assessment Centre, PARAKH with suitable cooperation with other governmental bodies- such as the NCERT– that may assist in assessment procedures as well as data analysis. The assessment will cover students across government as well as private schools. States will also be encouraged to conduct their own census-based State Assessment Survey (SAS), the results of which will be used only for developmental purposes, public disclosure by schools of their overall and anonymized student outcomes, and for continuous improvement of the school education system. Until the establishment of the proposed new National Assessment Centre, PARAKH, NCERT may continue to carry out NAS.

8.11. Finally, the children and adolescents enrolled in schools must not be forgotten in this whole process; after all, the school system is designed for them. Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority.

Part II. HIGHER EDUCATION

9. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

9.1. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

9.1.1. Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

9.1.2. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

9.1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

9.2. Some of the major problems currently faced by the higher education system in India include:

(a) a severely fragmented higher educational ecosystem;
(b) less emphasis on the development of cognitive skills and learning outcomes;
(c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
(d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
(e) limited teacher and institutional autonomy;
(f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
(g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
(h) suboptimal governance and leadership of HEIs;
(i) an ineffective regulatory system; and
(j) large affiliating universities resulting in low standards of undergraduate education.

9.3. This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

(a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
(b) moving towards a more multidisciplinary undergraduate education;
(c) moving towards faculty and institutional autonomy;
(d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
(e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
(f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
(g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;
(h) "light but tight" regulation by a single regulator for higher education;
(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

10. Institutional Restructuring and Consolidation

10.1. The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

10.2. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

10.3. This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

10.4. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of

accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

10.5. It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

10.6. In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

10.7. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

10.8. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

10.9. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

10.10. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

10.11. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial

support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

10.12. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

10.13. The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

10.14. University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

11. Towards a More Holistic and Multidisciplinary Education

11.1. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields, such as chemistry and mathematics, 'vocational ' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

11.2. Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

11.3. A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

11.4. A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

11.5. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

11.6. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

11.7. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.

11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

11.9. The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with

Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

11.10. HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued.

11.11. Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

11.12. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

12. Optimal Learning Environments and Support for Students

12.1. Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.

Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

12.3. Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.

12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

12.5. Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

12.6. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization

12.7. The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

12.8. India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award of a degree.

Student Activity and Participation

12.9. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

Financial support for students

12.10. Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

13. Motivated, Energized, and Capable Faculty

13.1. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

13.2. As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

13.3. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.

13.4. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.

13.5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

13.6. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a ‘tenure-track’ i.e., suitable probation period shall be put in place to further ensure excellence. There shall be a fast-track promotion system

for recognizing high impact research and contribution. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in it's Institutional Development Plan (IDP).

13.7. The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

14. Equity and Inclusion in Higher Education

14.1. Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

14.2. The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

14.3. There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

14.4. For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

14.4.1. Steps to be taken by Governments

(a) Earmark suitable Government funds for the education of SEDGs
(b) Set clear targets for higher GER for SEDGs
(c) Enhance gender balance in admissions to HEIs
(d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs
(e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
(f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
(g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
(h) Develop and support technology tools for better participation and learning outcomes.

14.4.2. Steps to be taken by all HEIs

(a) Mitigate opportunity costs and fees for pursuing higher education
(b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
(c) Conduct outreach on higher education opportunities and scholarships
(d) Make admissions processes more inclusive
(e) Make curriculum more inclusive
(f) Increase employability potential of higher education programmes
(g) Develop more degree courses taught in Indian languages and bilingually
(h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
(i) Develop bridge courses for students that come from disadvantaged educational backgrounds
(j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
(l) Strictly enforce all no-discrimination and anti-harassment rules
(m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

15. Teacher Education

15.1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

15.2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

15.3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor′s degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond

the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

15.6. HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

15.7. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

15.8. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.

15.9. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.

15.10. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

15.11. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

16. Reimagining Vocational Education

16.1. The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

16.2. One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

16.3. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

16.4. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship.

16.5. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

16.6. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

16.7. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries.

16.8. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this, dropouts from the formal

system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

17. Catalysing Quality Academic Research in All Fields through a new National Research Foundation

17.1. Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

17.2. A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation.

17.3. Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

17.4. The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad.

17.5. Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.

17.6. Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world′s best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

17.7. India has a long historical tradition of research and knowledge creation, in disciplines ranging from science and mathematics to art and literature to phonetics and languages to medicine and agriculture. This needs to be further strengthened to make India lead research and innovation in the

21st century, as a strong and enlightened knowledge society and one of the three largest economies in the world.

17.8. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning with emphasis on the scientific method and critical thinking. This includes career counselling in schools towards identifying student interests and talents, promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation. All of these aspects are extremely critical for developing a research mindset in the country.

17.9. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

17.10. Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs. However, NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

17.11. The primary activities of the NRF will be to:

(a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
(b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions;
(c) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
(d) recognise outstanding research and progress

18. Transforming the Regulatory System of Higher Education

18.1. Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive.

18.2. To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. To ensure that the four institutional structures carrying out these four essential functions work independently yet at the same time and work in synergy towards common goals. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

18.3. The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation. NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated. This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites. Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC. Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

18.4. The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.

18.5. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

18.6. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills.

18.7. The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of Architecture (CoA), National Council for Vocational Education and Training (NCVET) etc., will act

as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education system and will be invited to be members of the GEC. These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which HEIs may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.

18.8. Such a system architecture will ensure the principle of functional separation by eliminating conflicts of interests between different roles. It will also aim to empower HEIs, while ensuring that the few key essential matters are given due attention. Responsibility and accountability shall devolve to the HEIs concomitantly. No distinction in such expectations shall be made between public and private HEIs.

18.9. Such a transformation will require existing structures and institutions to reinvent themselves and undergo an evolution of sorts. The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

18.10. The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work. The underlying principle will be that of a faceless and transparent regulatory intervention using technology. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. HECI itself will be resolving disputes among the four verticals. Each vertical in HECI will be an independent body consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service. HECI itself will be a small, independent body of eminent public-spirited experts in higher education, which will oversee and monitor the integrity and effective functioning of HECI. Suitable mechanisms will be created within HECI to carry out its functions, including adjudication.

18.11. Setting up new quality HEIs will also be made far easier by the regulatory regime, while ensuring with great effectiveness that these are set up with the spirit of public service and with due financial backing for long-term stability. HEIs performing exceptionally well will be helped by Central and State governments to expand their institutions, and thereby attain larger numbers of students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models for HEIs may also be piloted with the aim to further expand access to high-quality higher education.

Curbing Commercialization of Education

18.12. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the regulatory system. All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

18.13. All HEIs - public and private - shall be treated on par within this regulatory regime. The regulatory regime shall encourage private philanthropic efforts in education. There will be common national guidelines for all legislative Acts that will form private HEIs. These common minimal guidelines will enable all such Acts to establish private HEIs, thus enabling common standards for

private and public HEIs. These common guidelines will cover Good Governance, Financial Stability & Security, Educational Outcomes, and Transparency of Disclosures.

18.14. Private HEIs having a philanthropic and public-spirited intent will be encouraged through a progressive regime of fees determination. Transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adversely affected. This will empower private HEIs to set fees for their programmes independently, though within the laid-out norms and the broad applicable regulatory mechanism. Private HEIs will be encouraged to offer freeships and scholarships in significant numbers to their students. All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

19. Effective Governance and Leadership for Higher Education Institutions

19.1. It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

19.2. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

19.3. The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

19.4. All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions.

19.5. While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all HEIs, in turn, will display commitment to institutional excellence, engagement with their

local communities, and the highest standards of financial probity and accountability. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

Part III. OTHER KEY AREAS OF FOCUS

20. Professional Education

20.1. Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

20.2. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

20.3. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.

20.4. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

20.5. Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

20.6. Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development. There will not only be a greater demand for well-qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavours is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

21. Adult Education and Lifelong Learning

21.1. The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

21.2. Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education.

21.3. Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day.

21.4. Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.

21.5. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare);

(c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

21.6. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

21.7. Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

21.8. Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

21.9. Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.

21.10. Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will

be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.

22. Promotion of Indian Languages, Arts, and Culture

22.1. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible !ndia", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

22.3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

22.4. Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'*apnapan*' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.

22.5. Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture.

22.6. Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and

translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

22.7. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.

22.8. A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

22.9. To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.

22.10. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.

22.11. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.

22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under '*Ek Bharat Shrestha Bharat*', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their

history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

22.13. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

22.14. India will also urgently expand its translation and interpretation efforts in order to make high-quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.

22.15. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy, Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student so chooses. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.

22.16. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF.

22.17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts.

22.18. For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers to

determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

22.19. All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms. These preservation efforts, and the associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, will be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.

23. Technology Use and Integration

23.1. India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional.

23.2. Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts.

23.3. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices. The NETF will have the following functions:

a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
b) build intellectual and institutional capacities in educational technology;
c) envision strategic thrust areas in this domain; and
d) articulate new directions for research and innovation.

23.4. To remain relevant in the fast-changing field of educational technology, the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners.

23.5. The thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

23.6. A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and *Divyang* students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

23.7. Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system. When the 1986/1992 National Policy on Education was formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our present education system's inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. For example, while computers have largely surpassed humans in leveraging factual and procedural knowledge, our education at all levels excessively burdens students with such knowledge at the expense of developing their higher-order competencies.

23.8. This policy has been formulated at a time when an unquestionably disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. As the cost of AI-based prediction falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled professionals such as doctors in certain predictive tasks. AI's disruptive potential in the workplace is clear, and the education system must be poised to respond quickly. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system.

23.9. In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology. In the context of AI, NRF may consider a three-pronged approach: (a) advancing core AI research, (b) developing and deploying application-based research, and (c) advancing international research efforts to address global challenges in areas such as healthcare, agriculture, and climate change using AI.

23.10. HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment. Institutions will have autonomy to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.

23.11. Universities will aim to offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X" and professional areas like health care, agriculture, and law. They may also develop and disseminate courses in these areas via platforms, such as SWAYAM. For rapid adoption, HEIs may blend these online courses with traditional teaching in undergraduate and vocational programmes. HEIs may also offer targeted training in low-expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription. Efforts to teach languages to school students will be dovetailed with efforts to enhance Natural Language Processing for India's diverse languages.

23.12. As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace′s awareness of their potential disruptive effects and will also address related issues. This awareness is necessary to have informed public consent on matters related to these technologies. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies such as those identified by NETF/MHRD. Appropriate instructional and discussion materials will also be prepared for continuing education.

23.13. Data is a key fuel for AI-based technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of AI-based technologies. Education will play a key role in these awareness raising efforts. Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.

24. Online and Digital Education: Ensuring Equitable Use of Technology

24.1. New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

24.2. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

24.3. Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a

different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

24.4. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) **Pilot studies for online education**: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) **Digital infrastructure**: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

(c) **Online teaching platform and tools**: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.

(d) **Content creation, digital repository, and dissemination**: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

(e) **Addressing the digital divide**: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) **Virtual Labs:** Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.

(g) **Training and incentives for teachers**: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) **Online assessment and examinations**: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) **Blended models of learning**: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

(j) **Laying down standards**: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

24.5 Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc.

Part IV. MAKING IT HAPPEN

25. Strengthening the Central Advisory Board of Education

25.1. Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels. In this context, the Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE) which will have a much greater mandate and not only a forum for widespread consultation and examination of issues relating to educational and cultural development. The remodeled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with MHRD and the corresponding apex bodies of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

25.2. To bring the focus back on education and learning, it is desirable that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE).

26. Financing: Affordable and Quality Education for All

26.1. The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted

Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries.

26.2. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual, and technological progress and growth.

26.3. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socio-economically disadvantaged groups.

26.4. In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education.

26.5. Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance-based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

26.6. The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences.

26.7. The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

27. Implementation

27.1. Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and

systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

27.2. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

27.3. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

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Abbreviations

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AC	Autonomous degree-granting College
AEC	Adult Education Centre
API	Application Programming Interface
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
B.Ed.	Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoA	Board of Assessment
BoG	Board of Governors
BRC	Block Resource Centre
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
CMP	Career Management and Progression
CoA	Council of Architecture
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DAE	Department of Atomic Energy
DBT	Department of Biotechnology
DEO	District Education Officer
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
DST	Department of Science and Technology
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
ITI	Industrial Training Institute
M.Ed.	Master of Education
MBBS	Bachelor of Medicine and Bachelor of Surgery
MERU	Multidisciplinary Education and Research Universities
MHFW	Ministry of Health and Family Welfare

MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
MWCD	Ministry of Women and Child Development
NAC	National Accreditation Council
NAS	National Achievement Survey
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
NCPFECCE	National Curricular and Pedagogical Framework for Early Childhood Care and Education
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERC	National Higher Education Regulatory Council
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NITI	National Institution for Transforming India
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PCI	Pharmacy Council of India
PFMS	Public Financial Management System
Ph.D	Doctor of Philosophy
PSSB	Professional Standard Setting Body
PTR	Pupil Teacher Ratio
R&I	Research and Innovation
RCI	Rehabilitation Council of India
RPWD	Rights of Persons with Disabilities
SAS	State Achievement Survey
SC	Scheduled Caste(s)
SCDP	School Complex/Cluster Development Plans
SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SSA	Sarva Shiksha Abhiyan
SSS	Simple Standard Sanskrit

SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STEM	Science, Technology, Engineering, and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory
VCI	Veterinary Council of India

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