# SELF STUDY REPORT

## FOR

## 1<sup>st</sup> CYCLE OF ACCREDITATION

# VISHWATMAK JANGLI MAHARAJ ASHRAM TRUST (KOKAMTHAN) ATMA MALIK INSTITUTE OF TECHNOLOGY AND RESEARCH

VISHWATMAK JANGLI MAHARAJ ASHRAM TRUST(KOKAMTHAN) ATMA MALIK INSTITUTE OF TECHNOLOGY AND RESEARCH, ATGAON TANSA AGHAI ROAD, AT MOHILI, POST AGHAI, TALUKA SHAHAPUR, DIST. THANE-421301
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August  2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Atma Malik Institute of Technology and Research [AMRIT] was established in the year 2011 to provide quality technical education. Formerly college was named as Vishwatmak Om Gurudev College of Engineering.

Institute is approved by A.I.C.T.E. New Delhi, recognized by D.T.E. & Govt of Maharashtra and affiliated to University of Mumbai (For Degree) and affiliated to M.S.B.T.E. (For Diploma). AMRIT offers total four Engineering programme in Computer Engineering, Electronics & Telecommunication Engineering, Civil Engineering & Mechanical Engineering and two Diploma programs in Civil Engineering and Mechanical Engineering.

We are inspired by the philosophy of our **Gurudev Atma Malik Mauli** for creating generation that has stronger and calmer minds, which will provide our students with enough opportunities of holistic, emotional, rational & intellectual growth.

The true welfare and success of human life is in **'ATMA' (Soul)** which is in the heart and the true Lord. The 'ATMA' (Soul) resides in every heart and the art of loving the 'ATMA'(Soul) is through Meditation.

Every year, we organize Dhyan Shibir where each and every student, staff participate to learn and explore the world's most prime knowledge of Meditation through 'ATMA'(Soul). This place is a very effective and positively energized Meditation center.

**Vision**

We wish to be known as spiritual based Institute, developing self-aware, socially responsible and ethical engineers, to shape a better future for mankind.

**Mission**

- To provide holistic technical education of high quality, by means of dedicated faculty and excellent infrastructure and prepare Industry-ready Professionals, who are able to understand the societal needs.
- To introduce students to an age-old practice of Meditation so that they have calm, confident and focused mind; also, to promote sense of social ethics, responsibility and mutual respect.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- Management dedicated to the welfare of common masses.
- Only engineering college providing technical education for the tribal students with special concessions in hostel, mess and other fees.

- State-of-the-art campus including college, hostel and staff residence
- Adequate infrastructure as specified by statutory regulatory bodies
- Excellent university examination results of graduated batches
- Focused on capability enhancement of rural and tribal students
- Excellent extension activities and social connect
- Green and healthy environment
- Spiritual base learning pedagogy

## Institutional Weakness

- Limited or very few certificate or diploma programme offered
- Limited research and consultancy activities
- Limited collaborations and linkages
- PG programs not available
- Very few peer reviewed publications
- Limited alumni connect
- Few students success in competitive examinations

## Institutional Opportunity

- Attract funding from various bodies
- NBA accreditation
- Faculty welfare and retention
- Faculty support for higher studies like PG and Ph.D
- Establishing infrastructure for research and development
- Strengthening training and placement activities
- Introducing various other UG and PG programs
- Introducing UG programs other than engineering discipline
- Encouraging student participation in various sports and cultural competitions
- Improving student participation in extension and outreach activities
- Establishing NCC unit of the university

## Institutional Challenge

- Placement in core multinational industries
- Student progression to higher studies
- Attracting meritorious students
- Location of institute
- Patents and Funded research
- Access to major cities and urban facilities

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The institute is affiliated to Mumbai University and follows the curriculum prescribed by the university covering cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. Mostly all faculty members actively involved in examination and evaluation activities. The curriculum is implemented effectively adhering to the guidelines provided by university. Academic activities are planned and carried out by considering the Institute Vision, Mission, POs, and PSOs of the of different programmes. Faculty members plan their academics in line with university and institutes academic calendar. Faculties adopt various teaching aids, effective teaching pedagogy, delivering content beyond the syllabus etc. to create better learning environment. Emphasis is given to adopt various skills through the experiential learning, project based learning, collaborative learning, organizing technical visits, expert talks etc. Institute conducts various value addition courses and soft skill programs for overall development of students and enhances employability skills. Total 26 Add on / Certificate programs have been offered by institute and approximately 68% of the students enrolled during the last five years having more than 30 contact hours. More than 90% UG students undergo a project based study, field study and internship to improve their employability and technical skill. The institution focuses on cross cutting issues by arranging various co-curricular activities. IQAC regularly monitors effective delivery of the curriculum and initiates corrective measures to minimize the deviations. The feedback is collected from various stakeholders such as students, alumni, professional and parents. The action plan is prepared on the basis of suggestions and action taken report is communicated to IQAC. Institution has implemented 360 degree feedback system for enhancement of teaching-learing process and support facilities.

**Teaching-learning and Evaluation**

The institute follows student-centric teaching-learning pedagogy and committed for imparting excellence in technical education through effective teaching learning processes and ensures overall development of the students. The institute has well qualified, experienced and competent faculty (student-teacher ratio of 12:1 with average teaching experience of 6 years). The academic calendar is circulated at beginning of academic year and institute adheres the same. The various measures of teaching-learning and overall developmental activities are adopted to ensure quality education. Teaching methods like active learning, ICT, e-resources, collaborative learning, Youtube channels, Flipped/Google classrooms, mannequins, experimental learning, video lectures, problem based learning etc. are applied, along with traditional methods. The students are encouraged for NPTEL and MOOC courses. The innovative teaching and learning practices adopted by the institute has resulted in consistency of higher percentage of examination results (**85.9** % average of last five years) and PO attainment (attainment level 2, more than 60%). The institute encourages for experiential, participative and problem solving learning methodologies through visits, internships, experts talk, presentations on case study, project work, and participation in competitions etc. After assessment special efforts are taken for weak and bright students. Weak students are assisted by providing course material, remedial classes, counselling by tutor/mentors. The bright students are encouraged for higher order 'thinking' and additional opportunities are provided to acquire advanced skills. The institute adheres with "Outcome Based Education" philosophy for measurement of attainment levels of Course Outcomes and Program Outcomes. Reforms in the examination and evaluation are introduced based on OBE philosophy.

**Research, Innovations and Extension**

The Institute promotes research culture among the faculty as well as students by facilitating and motivating them to participate in research, innovation, and IPR activities. Research and Development committee creates conducive environment for promotion of these activities in the Institute. Institute has few faculties recognized

as PG/PhD guide. Limited contribution with respect to publications is observed in last five years. Institute has taken initiatives to create ecosystem through Research and IPR policy. Institute organizes workshops, seminars, conferences and expert talks of eminent scientists and professionals for faculty and students to upgrade their knowledge of latest technology and development. Institute has organized 12 workshops/seminars/conferences during last five years.

The institute has conducted 61 extension and outreach programs in the neighbor-hood community for awareness of social issues and overall holistic development of students through various established clubs (NSS, cultural, sports etc). Institute has provided platform to the faculty and students for interaction with outside world by signing 25 MoUs, collaborations/linkages.

## Infrastructure and Learning Resources

Institute is located in the beautiful ghat regions of the Thane and Shahapur (near ~~to~~ Mumbai) and spread over 15 acre of Land with a built-up area of 16303 square metres. The Institute has sufficient infrastructure that complies with regulatory body standards and meets functional requirements. There are **12** number of classrooms, seminar halls and drawing halls linked with internet/Wi-fi enabled ICT facilities, LAN, central library, a language laboratory, canteen facility and playground. The modern infrastructure enhances teaching and fosters a positive teaching-learning environment. The management shows a keen interest in developing and improving the institution's infrastructure to ensure the seamless operation of all academic, co-curricular and extracurricular activities. Institute has established various laboratories provided with sufficient equipments and resources to ensure all stated academic requirements.

Each department has been provided with sufficient number of computers that are used for academic, administrative and examination related works.

In addition to the required number of classrooms and laboratories, the college also has staff rooms and seminar halls that are well-equipped for performing daily academic activities. Internet connectivity is available in campus via LAN with 60 mbps dedicated leased line and Wi- Fi facility is also made available $24 \times 7$. The college built several indoor and outdoor sports facilities, including an indoor sports field, a playground, a yoga space, and a gym acknowledging the value of physical activities. Additionally, there is a facility for uninterrupted power supply with a generator backup and a 24-hour purified drinking water supply.

The central library has a floor size of 400 square metres including a reading rooms that can accommodate 100 students. All students and staff members have access to the e-journals via LAN, remote access, and multi-user capability. Total numbers of books are around 6256 and a separate section of reference books is available. The institute has established processes and practices for using and maintaining its academic, administrative, and physical facilities. Some of the campus's major amenities include the Playground, Gymnasium, Staff quarters, CCTV surveillance, firefighting system, a significant area covered with parking sheds etc.

## Student Support and Progression

The institute provides resources and instructional strategies that are needed for the overall development of students. From the institute, 83 % of students from different categories and sections have availed the benefit of various government Scholarship schemes in the last five years. The average result of final year students in the last five years is **85.9** %. For continuous improvement in student learning, the institute has regularly taken all

required initiatives for the enhancement of Soft Skills, Language and communication skills, Life skills Computing Skills etc. Institute has taken various initiatives to provide various trainings and guidance on competitive examinations and in last five years nearly 60 % of students were benefitted and students were supported for competitive examination success, higher studies and placement. The institute is planning to establish new fully furnished Training & Placement Center (TPC) that will enhance and provides campus placement, entrepreneurship, higher studies, industrial training & visits, internships, projects and competitive examination opportunities to the students.

For sports activities the institute has enough infrastructural facilities like playgrounds and gymnasium. Students actively participate in various games and competitions at different levels and have won prizes at zonal and University levels. Every year the Institute organizes a mega cultural event and average 70% students participate enthusiastically.

The institute has a well-defined mechanism for redressal of grievances of students through various committees formed as per the directions of regulating authorities. The Institution has a registered Alumni association "Atmavishkar" to strengthen the closeness and network among the alumni, faculty, and management. Every department invites alumni to share their experiences with the juniors for motivating them in their future careers and helping them for placement and higher study. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on the existing curriculum, updates on emerging trends etc.

## Governance, Leadership and Management

The Vision and Mission statement of the institute were framed considering rural education needs socioeconomic condition of the tribal area and need for technical education of the tribals. The management including Board of Governance, College Development Committee, Principal and faculty focus on institutional goals. Academic Dean provides effective leadership and administration for planning and implementation of academic, curricular and extracurricular activities. Institute constituted different committees to provide "decentralized administration". Predefined plans are implemented through active participation of faculty and students in various committees.

The major objectives achieved during last five years are, provision of separate boys and girls hostel, staff quarters, green campus, Central canteen and mess facility with a capacity of 2000 meals at a time and many more plans are included in the perspective plan. Campus accommodation, free transport facility, free medical facilities, concessional school facility for staff child, research and training opportunities, PF and gratuity are the various welfare measures initiated by the institute. Institute provides the support for attending various professional trainings and faculty development program.

The IQAC is functional and its main task is to mobilize and direct quality management system (QMS) in the institution. IQAC is coupled with NAAC and ISO 21001:2018 to implement QMS and adhere to minimum quality standards set by the institute. Internal Quality Assurance Cell carries out activities that encompass all aspects of the Institute's functioning. It monitors and reviews the teaching learning process, structures & methodologies of operations, and learning outcomes regularly and periodically. The Institute IQAC prepares Self-Study reports of accreditation bodies (NAAC, ISO), Stakeholder's feedback, Action Taken Reports, New Programmes as per National Missions and Govt. Policies

## Institutional Values and Best Practices

The Institute strongly stands for, believes in and follows human values since its establishment and has contributed towards the betterment of the society through various activities and programs. The Institute has ensured the provision of an inclusive environment which is evident from the presence of tolerance and harmony among the students and staff members towards predominant cultural, regional, linguistic, communal and socio-economic diverse environment in the Institute. In addition to the excellent academics, the institute has constantly worked upon the holistic development of all the individuals. Institute has already taken initiatives like use of alternate Energy, Green Campus, Waste Management, Differently enabled friendly environment, Water conservation with regular monitoring by having energy and green audit.

In line with its commitment towards the continuous quality improvement, the Institute has adopted many best practices. Among them is Promoting right to education to Tribal & Economically Weaker students, which has its focus on not only their personal and academic growth but also their physical and mental health through personalized mentoring during all the years of study. Institute has provided financial support to students. In last five years institute has provided around Rs. 22 Lakh and total 157 number of students have benefited. Institute also provided free food and free hostel facility to 87 students and fees concession of Rs. 47.55 Lakh towards hostel.

DHYAN is way to fulfil the aspirations of the Youth Force. The Sanskrit word "DHYAN" (Meditation) actually means "union with the divine". Meditation is a practice in which an individual uses a technique, such as mindfulness, or concentrating the mind on a particular object, thought, or activity to train attention and consciousness, and achieve a mentally vibrant and emotionally calm and stable state. Institute practices Meditation program which aids in improving the overall performance, communication, boosting confidence and focused attention, enhancing creativity and learn-ability that helps in developing student's leadership and team building skills. Most importantly, it helps in creating harmony and a sense of belongingness in the college campus, amongst students, teachers and the management.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | Vishwatmak Jangli Maharaj Ashram Trust (Kokamthan) Atma Malik Institute of Technology and Research |
| Address | VISHWATMAK JANGLI MAHARAJ ASHRAM TRUST(KOKAMTHAN) ATMA MALIK INSTITUTE OF TECHNOLOGY AND RESEARCH, ATGAON TANSA AGHAI ROAD, AT MOHILI, POST AGHAI, TALUKA SHAHAPUR, DIST. THANE-421301 |
| City | AT MOHILI POST AGHAI |
| State | Maharashtra |
| Pin | 421301 |
| Website | [www.vishwatmakengg.in](www.vishwatmakengg.in) |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Dnyandeo Dattatraya Shinde | 02527-249001 | 9604592989 | 02527-249001 | principalvogce@gmail.com |
| IQAC / CIQA coordinator | SUMIT KUMAR | - | 9503178457 | - | amritiso21001@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Private and Self Financing |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Maharashtra | University of Mumbai | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | | |
| 12B of UGC | | |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 10-06-2023 | 12 | |

**Recognitions**

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | VISHWATMAK JANGLI MAHARAJ ASHRAM TRUST(KOKAMTHAN) ATMA MALIK INSTITUTE OF TECHNOLOGY AND RESEARCH, ATGAON TANSA AGHAI ROAD, AT MOHILI, POST AGHAI, TALUKA SHAHAPUR, DIST. THANE-421301 | Rural | 15 | 13821 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BE,Civil Engineering | 48 | Passed HSC or its equivalent examination with Physics and Mathematics as compulsory subjects and should have non zero score in MHT-CET entrance examination | English | 60 | 8 |
| UG | BE,Computer Engineering | 48 | Passed HSC or its equivalent examination with Physics and Mathematics | English | 60 | 52 |

| | | | as compulsory subjects and should have non zero score in MHT-CET entrance examination | | | |
|---|---|---|---|---|---|---|
| UG | BE,Electronics And Telecommunication Engineering | 48 | Passed HSC or its equivalent examination with Physics and Mathematics as compulsory subjects and should have non zero score in MHT-CET entrance examination | English | 30 | 4 |
| UG | BE,Mechanical Engineering | 48 | Passed HSC or its equivalent examination with Physics and Mathematics as compulsory subjects and should have non zero score in MHT-CET entrance examination | English | 60 | 12 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 4 | | | | 8 | | | | 28 | | | |
| Recruited | 1 | 0 | 0 | 1 | 3 | 0 | 0 | 3 | 14 | 14 | 0 | 28 |
| Yet to Recruit | 3 | | | | 5 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 8 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 8 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 14 |
| Recruited | 11 | 3 | 0 | 14 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 9 |
| Recruited | 5 | 4 | 0 | 9 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 22 | 0 | 36 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 346 | 4 | 0 | 0 | 350 |
| | Female | 109 | 1 | 0 | 0 | 110 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 173 | 0 | 0 | 0 | 173 |
| | Female | 45 | 0 | 0 | 0 | 45 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 43 | 48 | 40 | 28 |
| | Female | 24 | 20 | 14 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 47 | 47 | 25 | 27 |
| | Female | 12 | 10 | 3 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 120 | 169 | 178 | 187 |
| | Female | 48 | 60 | 54 | 66 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 115 | 144 | 96 | 86 |
| | Female | 23 | 30 | 15 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 18 | 22 | 17 | 17 |
| | Female | 3 | 6 | 4 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 453 | 556 | 446 | 442 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Institute is adhering NEP-2020 with defined vision and mission to provide high quality education and develop human resources. Discussion among the faculty members were initiated on key principles of NEP like diversity of curriculum and pedagogy, innovations in teaching and learning, encouraging logical decision making, critical thinking and creativity. In view of NEP academic programs may be redesigned and include multidisciplinary and interdisciplinary courses such as electives, audit courses, honoured courses (if permitted by University), emerging areas in the field of engineering, science and technology. Interdisciplinary courses may be designed with the BoS of the university and those will be offered by other department. UG program includes few interdisciplinary courses. Institute organizes experts from varying subjects in STEM. Through NSS, institute social responsibility, local community engagement and services provided by faculty and student through various camps, Health and environmental education, Society awareness etc. Induction/orientation programs are being conducted on multidisciplinary perspectives. Student also undergoes a, internship and few students adopts the interdisciplinary approach during such trainings. |
|---|---|
| 2. Academic bank of credits (ABC): | Our University working towards national digital locker. Under the university, institute offers all repositories for all academic awards under the digital India program. The institute already following the choice based credit system (CBCS) for all programs and will follow the process related to the ABC as directed and governed by Academic council of Mumbai University. The Institute will be formally registered in the ABC portal as soon as the resolution is being approved by the higher academic bodies. |
| 3. Skill development: | This will help to enhance the employability of our graduates as per the industry requirements. Institute for implementation of NEP has now introduced the value added / add on programs. The institute also focuses on soft skill development of the students. The teaching, research and capacity development programs are taken into account for imparting various technical and economical skills necessary in the changing context of industry applications. Statutory and regulatory body has already introduced a |

| | Outcome Based Education that focuses on developing critical thinking skills to understand theory, analytical and practical skills to support policy and planning. NEP 2020 envisages integration of vocational education in all institutions throughout school and higher education and calls for development of graduate attributes into undergraduate education. Aligning to the proposal of NEP 2020, the Institute has made efforts in providing rich learning experiences to develop graduate attributes and enhance the employability skills of the students. As part of the curriculum, internship programs are conducted to enable the students to acquire relevant employability skills. In addition to this extra curricular programs help the students in developing skills in academic writing, computer, and relevant software skills. Students are provided with the opportunity to participate in various activities such as Conferences, workshops, seminars presentation which help in developing presentation skills and communication skills, whereas, the activity of writing term papers help in enhancing their analytical skills and academic writing. Students are engaged in various curricular and co-curricular activities which helps in developing skills of problem solving, creative thinking, socio-emotional skills, leadership, multi-tasking and managing deadlines. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The institute is adhering the Indian culture and heritage and imparting education along with inclusion of knowledge from ancient India to modern India to accomplish India's future aspiration about education, health, and environment. Students from various states culture, religion, caste are taking education in our Institute. They are having diversified background, culture and communication medium. Hence while conducting the classes in English, sometimes demand from the students to explain course content in their mother language or national language. So faculty members explains course content in National/ local /mother language as far as possible. Institute organizes various orientation/ Induction, cultural programs and institute impetus to the students for participating in variety of cultural, scientific programmes and technical events. Institute has a library resources on Indian knowledge system. |
| 5. Focus on Outcome based education (OBE): | The institute offers UG program and follows OBE system as introduced by All India Council for |

Technical Education (AICTE) and National Board of Accreditation (NBA). The curriculum and activities of the program are framed on outcome based education. The skills and knowledge that the student will acquire at the end of their program of study has a specific outcomes. Institute ensures and emphasis on a) theoretical understanding to internalize why things are done or a decision is taken; b) practicality emphasizing on how to do things; and c) self reflection emphasizing on how to apply knowledge responsibly. Programmes are designed to help students to demonstrate their learning and achievements in terms of knowledge, skills, attitudes, and values. UG programmes have well defined programme specific outcomes, course specific and learning outcomes (Pos, COs, and LO's). The students of these programmes are assessed in the form of performance-based tasks and activities. Overall, the teaching-learning process in the institute is designed and developed around outcome-based education's philosophy and intent. Institute provides various experiential learning practices like practical, internships, projects, visits etc. which encourages the students to focus on innovation, research and ideas for the benefits to the society. Apart from domain specific skills learning outcome at all levels ensure social responsibility and ethics so that students shall contribute proactively to the economic, environmental and social well-being of the nation/society.

| | |
|---|---|
| 6. Distance education/online education: | Institute promotes the usage of ICT enabled tools in the teaching learning process, as suggested in NEP as well. As a result, most of the classrooms are ICT enabled with overhead projectors, smart boards and wi-fi connectivity. During COVID-19 period institute has provided online learning to students and able to provide training. Faculty members are uploading various learning resources such as articles, pre-recorded videos, YouTube links, assignments etc. on the respective Google Classroom or any other platform. For completion of on line courses, the platforms like MOOCs, Coursera, NPTEL etc. are adopted by the faculty and students to enhance their knowledge in various subjects. The institute is well equipped with all the facilities for online teaching and learning facilities. These facilities include desktops, laptops, smart boards, projectors and an |

| | institutional learning management system, LAN and Wi-Fi internet connectivity, digital tools, and online library access. The faculty members efficiently exercises regularly various digital tools and apps for the online and blended learning mode. |
|---|---|

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The Electoral Literacy Club has been set up in the college on 17th January 2022. An Electoral Literacy Club is a platform to engage College students through interesting activities to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | An Electoral Literacy Club (ELC) is a platform to engage college students through interesting activities to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. The committee for the ELC for A.Y. 2022-23 is formulated as follows: Sr. No. NAME Designation 1 Prof. Datta Patil Nodal Officer 2 Prof. Chandan Hatkar Convener 3 Prof. Santosh Suryawanshi Member 4 Prof. Deepak Baviskar Member 5 Prof. Prashant Bijwe Member 6 Prof. Pooja Shinde Member 7 All Class representatives & Student Council members ELC is functional as we have activities like awareness session on Voting Rights on National Voter's day. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The various initiatives carried out by the ELC are: 1. Planning the activities and developing the calendar for the year. 2. Organizing the club enrollment. 3. Supervising the activities as per the calendar. 4. Generate the ELC resources. 5. Facilitating the students not registered as voters. 6. Participate in Voters awareness campaign. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to | The college has conducted online awareness camp on "National Voter's Day" on 25th January 2022 to aware students about the Right and Importance of Voting in association with NSS office. |

| advancing democratic values and participation in electoral processes, etc. | |
|---|---|
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The efforts to be taken by the college to institutionalize mechanism to register eligible students as voters involves such as; Wall Magazines: The idea behind a wall magazine is to create and share electoral literacy information in an interesting, creative and engaging manner and encourage participation from all students. National Voter day celebrations: The National Voters' day, celebrated on 25th January every year is significant in its purpose to encourage young voters to take part in the electoral process. Young Voter festival: This program will helps bringing all members of college societies to organize an array of events like art contest, street play/road show, photography contest, Quiz based on Voting and election, Pledge etc. |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 460 | 559 | 457 | 459 | 481 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

## 2 Teachers

**2.1**

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

**Response: 97**

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

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 40 | 41 | 42 | 45 | 46 |

## 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 266.89 | 188.14 | 231.49 | 452.85 | 485.14 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

## 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

The Institute is affiliated to University of Mumbai and follows the curriculum designed by the university. Institute adopts the systemic approach for curriculum planning and delivery. Institute has established a Quality Management System as per ISO 21001:2018 and established the documented procedures for the curriculum planning, delivery and continuous internal assessment. These established procedures are followed for the same

**1. Curriculum Planning**

- University of Mumbai provides the academic calendar which includes the start and conclusion dates of the academics, internal and end semester examination dates.

- Adhering to the University academic calendar institute prepares its own academic calendar. The Institute's calendar includes the start and conclusion dates of academic, examination schedules, extracurricular and co-curricular activities, various industry visits, academic events, sports and cultural events etc.

- Based on the institute's academic calendar, individual departments prepares their departmental calendar.

- Head of the department distributes the course among the faculty considering their expertise and interest. Head of department ensures the load distribution (total delivery hours per week) among the faculty

- Each department head according to structure and curriculum content prepares their academic timetable. Copy of timetable is then communicated through various displays and electronic media

- Individual faculties then prepare their own teaching plan and course teaching and learning material (course file)

- Each Lab courses are well planned through the use of laboratory manuals developed by the faculty.

**2. Curriculum Delivery**

- Effective curriculum delivery is ensured through the adherence of university and institutes academic calendar

- Faculty refers to the University curriculum and delivers the content as per the allotted hours and time.

- HoD and Academic coordinator monitors the delivery schedule and ensure that the curriculum is delivered within the time frame of the University academic calendar

- For effective delivery of the curriculum content faculty adopts various ICT tools like Use of presentations, videos, models, charts, experimental setup, internet resources like NDL, NPTEL videos, Animations etc.

- Effective curriculum delivery is also ensured through various experts and guest lectures by industry professionals and other academic experts.

**3. Conduct of Continuous Internal Assessment**

- University of Mumbai has stated the 80-20 pattern of assessment.

- 20% marks are awarded based on the continuous internal assessment through class tests.

- 80% marks are awarded based on the end semester examination

- Internal continuous assessment also includes the continuous evaluation through the practical, assignment and term work.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 2

| File Description | Document |
|---|---|
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

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

**Response:** 17.59

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 90 | 80 | 95 | 80 | 80 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

Institute is affiliated to the University of Mumbai and follows the curriculum developed by the University. The curriculum provided by the University integrates the various cross cutting issues as described below:

- Issues regarding the Environment and Sustainability are addressed in the compulsory undergraduate courses:

| Sr. No. | Program Name | Course Name |
|---------|--------------|-------------|
| 1 | | Environmental Engineering |
| 2 | | Engineering Geology |
| 3 | | Water Resource Engineering |
| 4 | | Solid and Hazardous Waste Management |
| 5 | | Green Building Constructions |
| 6 | **Civil Engineering** | Industrial Waste Treatment |
| 7 | | Internal combustion engine |
| 8 | | Energy Audit & Management |
| 9 | | Power Plant Engineering |
| 10 | | Refrigeration & Air conditioning |
| 11 | | Heating Ventilation Air Conditioning and Refrigeration |
| 12 | | Renewable Energy Systems |
| 13 | **Mechanical Engineering** | Environmental Management |
| 14 | | Engineering Chemistry I |
| 15 | **First year Engineering** | Engineering Chemistry II |

- Issues regarding Professional Ethics are addressed in the compulsory undergraduate courses like Professional Communication and Ethics I and II during the 2nd & 5th semester in each program.
- Other courses such as Industrial Skills, Management Information system, Cybersecurity and laws, Project management and Professional Ethics & CSR also address issues regarding professional ethics.
- Issues regarding Human Values and Gender are well addressed through the student orientation program which is organized as per the guidelines of the AICTE and affiliating University. Courses such as development engineering also address cross cutting issues regarding Human Values.
- Institute also undertakes various initiatives like Swachh Bharat Abhiyan and Tree Plantation that addresses the issue of Environment and Sustainability.
- Institute adopts the culture of coeducation and nearly 40% of appointed faculties are women, thus the equal gender opportunities are ensured.
- Institute has established a NSS unit approved by the University of Mumbai. This unit motivates and create awareness about cleanliness, environment and sustainability through various activities

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 98.04

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

Response: 451

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 21.76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68      | 55      | 7       | 25      | 48      |

2.1.1.2 **Number of sanctioned seats year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 192     | 192     | 192     | 165     | 192     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

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

**Response:** 27.68

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 57 | 39 | 7 | 20 | 45 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 119 | 129 | 118 | 116 | 125 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 11.5

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

Atma Malik Institute of Technology & Research (AMRIT) (Formerly VOGCE) has always given emphasis over the Student Centric Teaching-Learning process. Various methodologies such as the concept of flipped classroom, Problem & Project based learning are adopted to enhance the Experiential as well as Participative learning of students. The syllabus of University of Mumbai is also designed in such a way to promote such learning.

The overall learning atmosphere at the college is conducive for students to participate in interactive classroom activities. All departments take necessary steps to ensure that the individual learner's learning experiences are enhanced.

As per the directives of IQAC and Academic committee of AMRIT, different learning methodologies have been adopted which are described under following categories:

**EXPERIENTIAL LEARNING PRACTICES:**

- Mini Project work in curriculum enables self-learning ability of students. It helps develop the comprehensiveness by studying different project work of various authors.

- Faculties help students to develop micro projects/models, based on important topics. Every semester students are given a defined project that cuts across various subjects that they have learned theoretically

- Major projects of final year students are open ended and are generally defined as a problem for which student groups are required to come up with a solution. They are expected to implement these projects during the term and present their product or software or live demo of their solution at the end of the semester. VOGCE has many infrastructural facilities like Digital Library, Computer lab, Workshop & Project lab that are available to students where they can work on their projects.

- Poster and Project competitions are arranged so as to develop the competitiveness thereby enhancing their presentation skill.

- Hands on Workshops, Internships and visits to industries/service centers are arranged by all departments to improve the overall experiential learning experience

**PARTICIPATORY LEARNING PRACTICES:**

To develop the Participative learning experience, faculties/departments constantly adopt innovative approaches like Flipped classroom.

- Every department has their Student association body, through which students themselves arrange many participatory activities like Technical Quiz, Question & Answer sessions to improve their knowledge.

- Faculty upload notes, syllabus, MCQs and video clipping for their subject areas over Google

Classroom to boost students' participation and intellectual capabilities even while being at home.

- Student council plays a very important role arranging Co-curricular & Extra-Curricular activities to increase the participation of students.

**PROBLEM SOLVING METHODOLOGIES:**

To provide quality education and good learning experience to the students, the problem-solving methodologies practiced are listed below:

- Students are encouraged to take interdisciplinary projects.

- Sponsored and Industry associated projects are motivated.

- Case study based Projects which cater the societal needs are appreciated

- Regular conduct of Tutorial and Remedial Sessions for analytical courses

- Extension programmes sensitize students about social issues and concerns. Add on Certificate programmes improve global competencies and reinforce the capability of the students for higher job prospects.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 40 | 41 | 42 | 45 | 46 |

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

**2.4.2**

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

**Response:** 4.67

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 3 | 4 | 1 | 1 | 1 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

Examination related grievances include- Exam forms submission, unavailability of Hall tickets, assessment, grade sheet correction, revaluation, name correction etc. Affiliating University prescribes the procedure for handling grievances.

- **Grievance redressal mechanism before the exam:**

    - Department examination coordinator handles the grievances

    - Students communicate their grievances to the coordinator

    - Coordinator resolves the grievances with the consent of examination officer

- **Grievance redressal mechanism during exam & Unfair means Committee:**

    - Junior supervisor raise the concern(if any)

    - The senior supervisors ensure a smooth query resolution process.

    - The Principal constitutes a committee who resolves the grievances reported by the senior supervisor.

- **Grievance Redressal after exam:**

- Students grievances related to evaluations are resolved as per the procedure of affiliating university.

- Students request the photocopies of the answer books through the institute's examination cell.

- Students apply for revaluation to the university with the approval of the principal.

- Grievances related to convocation certificates are forwarded to the university through the examination cell.

**Grievance Redressal of Internal Examination:**

- Grievances related to continuous internal evaluation (Internal examinations) are handled by the head of department and the Examination cell.

- Students report these grievances to the department exam coordinator.

- The exam coordinator resolves the issue in consultation with HOD and Exam cell.

- All the issues are discussed and resolved in the presence of students to maintain transparency.

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- All internal exams answer sheets are available for students to review and maintain transparency.

**Following are the components to fulfill the internal / external assessment:**

1. Internal assessment test I & II

2. Term work (assignment and practical)

3. Mini and major projects

4. End semester examination

The IA marks of project-based subjects like Mini-Project, Vocational training, Final year project, seminar, etc. are given based on the rubrics with respect to respective courses. A rubric is prepared for the assessment of students for Project Evaluation.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

Atma Malik Institute of research and technology adheres to the programme outcomes (POs). There are 12 POs which describe the basic qualities the engineering students will exhibit on the completion of Engineering Programme.

- Each programme has defined programme specific Objectives (PSOs), Programme Educational Objectives (PEOs) .

- PEOs, POs and PSOs are disseminated on college website, at the entrance of the Departments, HOD cabin and in Course Files of Teachers.

- The course outcomes are written by the respective faculty member using keywords of learning levels as per guidelines given in Bloom Taxonomy and curriculum provided by university of Mumbai. All the faculty members were maintaining COs in their course files.

- COs are discussed by faculty members in the classrooms during introductory lecture of respective Subject / Course and teachers are making students to write the COs in their Subject / Course Notebooks. One session on programme specific Objectives (PSOs), Programme Educational Objectives (PEOs) ,Course Outcomes(Cos)   , Program outcomes is conducted in Induction programme of students . Also these POs ,PSOs, PEOs  are explained to students at the beginning of each semester.

The institute is affiliated to university of Mumbai and follows the syllabus set by the university. University of Mumbai adopted Choice based Credit and Grading system in academic year 2016- 17(Rev 16)  and again adopted Choice based Credit and Grading system Regular C – scheme( Rev -19)   with effect from 2019 - 20.The focus of these revisions is to move from teacher – centric approach to student centric ,with an emphasis on continuous evaluation.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The Institute adopts the philosophy of Outcome Based Education (OBE). The PO statement derived from the graduate attributes published by the National Board of Accreditation (NBA) are adopted. The CO statements are the statements that describe what the students will be able to do at the end of the course. These statements are generally given by the affiliating university as a part of curriculum. The course teacher after studying the statements and its own interpretation with bloom's taxonomy may introduce small changes to these statements. These CO and PO statements are then displayed on the website and through other practices to ensure wide dissemination among the stakeholders.

Following procedure is adopted for the evaluation of CO and PO attainment:

1. Every course teacher identifies the relevant COs and POs with a teaching plan.

2. Each Course teacher also identifies relevant COs and POs with the practicals and tutorials.

3. COs are then mapped with relevant POs in the scale of 1-3 (Low, medium and high).

4. The Internal Assessment question papers are set according to identified COs. Each question addresses the CO and the Bloom's level.

5. The course teacher after evaluation of answer-sheets determines the CO attainment for the internal assessment.

6. The course teacher evaluates each practical and determines the CO attainment through practical.

7. The overall evaluation of CO attainment comprises evaluation through Continuous Internal Evaluation (CIE) and university End Semester Examination (ESE).

8. The weightage for CIE is 60 % and ESE is 40 %.

9. The CIE includes direct assessment through two internal tests and/or assignment and practical and indirect assessment through Course exit survey and expert session. The direct component has the weightage of 80% and the indirect component has the weightage of 20%.

10. PO attainment is then determined based on the CO-PO mapping matrix.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 85.96

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 66 | 154 | 152 | 144 | 133 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 102 | 197 | 152 | 148 | 156 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.24

| File Description | Document |
|---|---|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0.45 | 0 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The institute established Institute Innovation Cell/Training & Placement to encourage, inspire the students and faculties by supporting them to work with new ideas and innovations. Institute organized various activities on IPR, Patent filing under this cell.

- The Common Project laboratory was established to conduct the research by faculty and students.
- Institute signed a number of MOU with industries and organizations under this cell.
- This cell provides a platform to share and discuss the latest development and applications with practical exposure & assist the faculty members and students for the patent filing process.
- Institute has developed various policies to promote patent filing, to encourage research andpublications.
- Institute provides financial support to faculties and students for patent filing and peer publications.

- Institute has also a policy to help students Projects and to enrich the library with respect to purchasing new reputed journals.
- Institute has also organized an International conference in Malaysia and India, Maharashtra, in the year 2017. This conference was attended by nearly 117 faculties and financial support was also given to these faculties. Such initiatives of the institutes creates an ecosystem for innovation and research. During the last five years the institute has organized a total 03 number of conferences.
- Institute continuously organizes the internal training regarding the writing of the research article and research proposals. In the last five years various trainings were organized.
- This initiative supports the creation of ecosystems and nurtures the innovation and research culture.
- Presently the institute is strengthening the testing laboratory of the civil engineering department so that the consultancy projects can be taken up.
- Central workshop facility is available in the institute that helps to take up the many in-house projects like establishment of a central cooking and heating system at our canteen and many other works. This also helps to create an ecosystem.
- Institute has organized various programs such as faculty development programs, seminars, and expert lectures to promote research culture.
- Institute has also organized programs on Entrepreneurship to promote students and faculties' innovations.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.2.2**

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

**Response:** 12

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 4 | 3 | 1 | 3 | 1 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.08

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 3 | 3 | 2 | 0 | 0 |

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

**3.3.2**

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

**Response:** 0

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

**national/ international conference proceedings year wise during last five years**

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

| File Description | Document |
|------------------|----------|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

- Atma Malik Institute of Technology & Research is situated at Mohili-Aghai village in Shahapur surrounded by utmost rural area. Most of the admitted students in the Institute are from surrounding tribal regions.
- AMRIT provides a huge amount of financial support to economically challenged students as well as free accommodation facility is provided to tribal students.
- Every year, Dhyan-Yog Shibir was organized to learn and explore the world's most prime knowledge of Meditations through 'ATMA' (Soul). People from various cities are attending this Dhyan Shibir.
- Institute has conducted community based activities under NSS, Woman Grievance Redressal cell and Department level. Also have conducted career guidance programs at different schools and colleges.

**Following activities are organized by the institute in last five years:**

- Blood Donation camp.
- Cleanliness drive
- Woman's day celebration.
- Awareness on women's health and hygiene.

- Self-defense program for girls.
- International yoga day celebration.
- Tree plantation drive
- Covid Awareness camp
- Mask Distribution camp.
- Swachbharat Abhiyan

By conducting these activities the institute motivates the students to contribute to the society and handle challenges regarding social issues. This will help students to become better human beings and it will improve student's personal development as well as social development to become good citizens.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |
| Provide Link for Additional information | [View Document](View Document) |

## 3.4.2

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

**Response:**

The Institute is involved in various extension and outreach activities. Faculty, staff and students were involved in the various activities organized by the institute, and/or in collaboration with NGO/Industry and the NSS unit of the institute. These activities are noted by the various recognised bodies either in the form of appreciation or awards. Following is the summary of these recognition and awards;

- Appreciation received from Adivasi Sankrutik Kala Utsav Pratishthan, Shahapur in the year 2017 for Adivasi Sanskrutik Kala Utsav.
- Appreciation received from Sankalp Blood Bank, Kalyan in the year 2017 for organized Blood Donation Camp.
- Appreciation received from Plasma Blood Bank, Kalyan in the year 2018 for organized Blood Donation Camp.
- Appreciation received from Department of Animal Husbandry ZP, Thane in the year 2019 for District level Birds-Animal Demonstration.
- Recognition received from Tahsil office, Shahapur for work in Covid 19 pandemic as Covid Yoddha in the year 2019.
- Appreciation received from Forest Renger Association, Maharashtra in the year 2020 for Forest and wildlife awareness.
- Appreciation received from Wildlife Department, Thane in the year 2022 for active participation in the program Save Wild Life.
- Appreciation received from Aghai-Mohili Samiti, Thane in the year 2023 for Shatabdhi Mohatsav at Atma Malik Dhyanpeeth.
- Appreciation received from Forest department, Tansa, shahapur, Thane for conducting various

activities like Cleanliness drive, workshop and awareness program on wildlife importance and its conservation.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 3.4.3

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

**Response:** 36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 20 | 16 | 0 | 0 | 0 |

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

## 3.5 Collaboration

### 3.5.1

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

*five years.*

**Response:** 14

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Institute campus is spread over the 15 acres of land and sufficient infrastructure is provided as per the statutory and affiliating University norms. Institute has a spacious and sufficient number of classrooms, seminar halls, laboratories, gymnasium, yoga centre, ICT facilities etc. Following is the summary of available infrastructure and physical facilities

1. Administrative area – 400 sq. m.

2. Circulation area – 3161 sq. m.

3. Instructional area – 4217 sq. m.

4. Number of departments offering the graduate engineering program – 04

5. Number of classrooms – 13 Nos

6. Area of each class room – 66 sq. m.

7. Number of laboratories – 30 Nos

8. Area of each laboratory – 66 sq. m.

9. Various laboratory equipments costing around 11,283,676.72/-

10. Yoga centre with audio and video facility of an area 1218 sq. m.

11. Green gym spread over an area 60 sq. m.

12. State-of-the-art auditorium hall with central air conditioning and 120 seating capacity for organization of various cultural and technical events

13. Gymnasium of an area 60 sq. m. with facilities like treadmills, cross-trainer, recumbent bike, abdominal machine, dumbbells and gravity expansion and many others

14. Spacious central library – with total number of books 6256 and with area 400 Sq. m including the reading room.

15. Outdoor game facility (with a ground area of 41495sq.m). Facilities for the games like national level Shooting range with rifles, Volleyball, Basketball, badminton, Handball. In addition, a multipurpose ground designated with different courts for Football, Volleyball, Kho- Kho, Cricket, Kabaddi,

16. Central workshop facility with an area of 200 sq.m. having all the required machinery and equipment in place.

17. Indoor games facilities like Chess, Carrom and Table Tennis

18. Common Hostel facility in campus for girls with an intake of 100

19. Hostel facility for boys with an intake of 100

20. Common Cafeteria is provided in the campus

21. Prasadalaya (Bhojanalaya) with a capacity of 6430 meals per day and 650 seating capacity in one batch.

22. RO system for drinking water with a capacity of 4320 lit./day

Following are the ICT facilities available in the campus

1. High speed internet with a band width of 60 Mbps

2. Wi-Fi facility in the campus with speed of 50 Mbps

3. Facility LAN in all classrooms and laboratories

4. Various software's like – ANSYS, MATLAB, AUTO CAAD, REVIT etc.

5. Class rooms equipped with LCD projectors

6. Digital language laboratory

7. Facility of digital teaching and learning (Includes – NPTEL videos, SWAYAM, Journals, e-book, collection of learning videos and presentations, Access to NDL etc)

8. You-tube channels developed by faculty for enhanced teaching learning

9. ERP system for management of the academic and adminitrative activities

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document] |

### 4.1.2

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

**Response:** 23.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 37.50 | 1.20 | 53.90 | 58.29 | 228.52 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document] |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document] |
| Provide Links for any other relevant document to support the claim (if any) | [View Document] |

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

Atma Malik Institute of Technology and Research (AMRIT) Library has been playing a very significant role in the educational process and it is the heart of the institution. The library is the storehouse of knowledge that helps achieve the objectives of education, conservation of knowledge and ideas as well as teaching and research programmers.

AMRIT library is the key resource for the information that students will need during studies. Library established in 2011 with the establishment of the college. The library is situated on the second floor of the college building occupying an area of about 400 sq.mtr. and is made easily accessible from all corners of the college premises.

The AMRIT Library services are partially automated using Koha open source Software developed by Katipo Communications Limited of Wellington.

Library is automated in the areas like circulation, Cataloging, report generation, user management using Koha library software an internationally accepted library management system version 18.11 since 2017.OPAC (Online Public Access Catalog) facility is made available to know the bibliographical books.

Users can search the library collection by giving Title, Author, and domain. All the books have been classified, catalogued and arranged on open shelves, Books are systematically arranged subject-wise for easy access and quick retrieval. Barcode Technology has been implemented in library transactions. CCTV cameras are installed in the library for strict surveillance.

The Library has been providing various services to the students and teachers like Membership Registration, Circulation of books, Reference Services, Question paper sets, Internet facility, email alert services for borrowing transactions, Overdue email alert services etc. The timings of the library for students and faculty are more flexible.

The library is kept open throughout the year except on public holidays. The reading hours of the library are: 9.30 A.M. to 5.00 P.M. on all working days.

The Library is divided into different sections - Home Issue Section, Study Room Section, Reference Section, Multimedia Section etc. The reading room has a seating capacity of 100 users at any time. AMRIT library has developed an excellent collection of books, journals and non-book material covering the principal fields of interest in engineering and related subjects like Civil, Mechanical, Electronics & Telecommunication, Computer Science, Information technology etc.

The Central Library has a state of the art Digital Library for downloading e-journal articles and various free databases. A digital library with 07 computers is available for online access of teaching learning material.

The library has a collection of 1549 titles, with 6256 volumes with a total cumulative investment of Rs.28,34,351.75/-.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

- Atma Malik Institute of Technology and Research (AMRIT) updates and maintains its IT infrastructure on a regular interval.
- IT maintenance includes its Hardware & software, repair and maintenance of IT facilities.
- Current IT infra consists of Windows 7 i3 3rd Gen. PC's and Windows 10 i5 10th Gen. PC's.
- Every Academic Department and classrooms are provided with Wi-Fi & LAN facilities.
- Institute is equipped with 60 MBPS internet line with 10 MBPS of Wireless line and 50 MBPS of Lease line.
- IT infra also consist of projectors, Printers in every department with All-in-one Printer and Photocopier Machine in office and Exam Section.
- All PCs are licensed Windows 10 and Microsoft Office.
- Institute is keen on upgrading the technical aspect of all the departments on institute level as per requirement of statutory bodies.
- RISO machine (Scanner & copier) is installed for duplicating data at a fast rate and in less time.
- ERP System: E Campus (In House Developed)

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 3.59

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

Response: 128

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

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 9.89

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 35.90 | 4.15 | 11.19 | 49.23 | 60.14 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 83.57

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 410 | 500 | 404 | 369 | 336 |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

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

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

**Response:** A. All of the above

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

## 5.1.3

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

**Response:** 59.69

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 244 | 150 | 361 | 337 | 350 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.1.4

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

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 5.86

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 9 | 6 | 16 | 6 | 1 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 66 | 154 | 152 | 144 | 133 |

| File Description | Document |
|---|---|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

**5.2.2**

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

**Response:** 0.16

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

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

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 1

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

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

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.3.2**

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

**Response:** 3.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 0       | 4       | 4       |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

Active alumni are indicators of love and affection showered by its students after joining professional career paths. In view of strengthening alumni engagement, the institute has registered a students alumni association in the name of "AtmaAvishkar" on 06/04/2023. The registration is done at the office of The Assistant Society Registrar, Thane Region, and Thane. The office of the alumni association is registered at the institute address. Currently, the association has a well-constituted governing body with seven active members, headed by the Principal and coordinated by teaching staff. There are three alumni students in the governing body, which plans and suggests activities to be conducted through this association. "Alumni bridges the gap between students and the world".

Following are the major objectives of the AtmaAvishkar Alumni Association;

 1. To nurture, inspire and transform pleasant association among main stakeholders (students/learners), professionals, innovators, researchers, entrepreneurs, corporate leaders, and managers. Institute strongly believes in creating a mutual connection amongst all alumni through the alumni association.

 2. To provide a forum for interaction and thus ensure the continuance and strengthening the bonds between all students, teachers, and other employees (both past and present).

3. To encourage the Alumni to take an active and abiding interest in the work and progress of the college to contribute towards enhancement of the social utility of their alma mater.

4. To arrange/organize conferences, seminars, workshops & training courses for the development of current students, identify placement opportunities for them, and work together to create start-up companies of students.

5. To promote funds in ESR, societal contributions for progress of the institute by improved industry interaction. To help/assist financially or otherwise, to deserving needy and poor students.

6. To arrange seminars, symposiums and Group discussions among the students and teaching faculty on various topics. Also, to establish libraries, free reading rooms, book banks and to help the students market connects.

7. To do all such and other acts will be conducive, incidental and/ or necessary to achieve the objects as mutually agreed to be taken up by the governing body of the Society/Trust.

Alumni Initiatives and Contributions: Institute has only four batches graduated. Considering this fact our Alumni are still young and aspiring towards professional settlement in their job and career. Thus, as an effort to engage Alumni authentically with the institute, two alumni meets are arranged so far in the years 2021-22 & 2022-23. During the formation of Alumni of association, students have contributed. They are involved as affiliates in the department's initiatives. They are invited to attend this Alumni Meet. They interacted with teachers and shared experiences, constructive inputs on curriculum revision and enrichment. Several online meetings from various departmental Alumni students have been arranged in the pandemic period for better career perspectives for existing students. We have arranged an alumni

engagement program in the name of AtmaAvishkar talk, in which Alumni guides the students of the institute.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**VISION**

We wish to be known as, spiritual-based Institute, developing self-aware, socially responsible, and ethical engineers, to shape a better future for mankind.

**MISSION**

- To provide holistic technical education of high quality, by means of dedicated faculty and excellent infrastructure and prepare Industry- ready Professionals, who are able to understand the societal needs?
- To introduce students to an age-old practice of Meditation so that they have a calm, confident and focused mind; also to promote a sense of social ethics, responsibility and mutual respect in students.

Atma Malik Institute of Technology & Research (AMRIT) was established in the year 2011. The institute is governed by the registered trust Vishwatmak Jangli Maharaj Ashram Trust, Kokamthan. The board of governance established the local management committee who looks after all the administrative and strategic planning and execution. The nature of working of the local management committee has reflected truly towards the participation of every individual and effective leadership.

The Principal of the institute is the leader that directs the team towards the vision and mission. The Principal acts as a coordinator between the local management committee (LMC) and the institute. For effective management, transparent administration and execution of the plannings, the principal has established the college development committee (CDC). The Local management committee and CDC review, plan and implement various strategies for sustainable development of the institute.

The Principal, faculty and the other committee members had developed the vision and mission statements considering the strength and weaknesses of the institute. These statements are discussed with various stakeholders and then approved by the Governing body. The academic committee and CDC of the institute studies the requirements of New Educational Policy(NEP 2020) and prepares institute development plans based on key result areas of NEP 2020. For decentralization and participatory working environment the principal of the institute has established an organization chart. In addition to this for effective and time bound activities, the principal also establishes various other institutional committees like Academic, Examination, Library, Anti-ragging, ICC/WDC, SC/ST/OBC/Minority Cell etc. Students and teachers are involved or have representation in various institutional committees, this

ensures the participation of important stakeholders in decision making processes.

Following is the description of the case study which is being taken care of by the LMC, CDC and other stakeholders of the institute during the recognition of the institute as per the international standard ISO 21001:2018.

Case Study:

- It was observed by the members of LMC and governing body that there is a need to align all the academic and administrative processes
- During the board of governance meeting dated 21st May 2022, management has decided to implement Quality Management System as per the ISO 21001:2018. This will benefitted for our other accreditation like NAAC/NBA.
- The Principal then formed a core committee consisting of various faculties of the institute for implementation of ISO systems. This way the participation of the stakeholders was ensured.
- The Governing body and Principal frequently review the progress and the resources needed and ensure participation at all levels.
- The core committee has then planned and executed the objective through various meetings, training, sensitization workshops etc.
- Third party assessment of the implemented QMS was done by the accreditation agency approved by International Accreditation Forum (IAF).

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The Atma Malik Institute of Technology and Research ( AMRIT) was established in 2011 under the Trust -  Vishwatmak Jangli Maharaj Ashram Trust's, Kokamthan local branch at Mohili-Aghai, Shahapur, Thane.

The Board of Governance of the Institute has established and provided various policies, administrative set up, Appointment and service rules, procedures and has sanctioned the strategic perspective plan.

The Institute has established its Vision, Mission and Policy which is approved by the Board of

Governance.

The AMRIT has achieved certification for ISO 21001:2018. The institute has established, implemented, and maintained organization charts, policies, procedures, documents, forms, formats, roles and responsibilities, quality objectives, process monitoring and measurement for all administrative and academic activities.

Regular internal audits and Management Reviews as per defined systems are conducted to monitor the effectiveness. The observations are closed immediately by the respective team.

For administrative, academic monitoring the institute has established various committees for effective and efficient operations. The list of committees is declared at the start of the academic year with roles and responsibilities of each committee and its members. These committees meet at defined intervals to monitor the assigned tasks.

Admissions are monitored through committees by implementing various strategies and by following admission authority rules and regulations.

The academic dean monitors curriculum implementation in the institute.

The ISO coordinator monitors strict adherence of the system in all areas of operation.

The IQAC monitors academic and institutional excellence through various initiatives.

Disciplinary committee, grievance committee and internal complaint committee play their role efficiently.

The policies given by trust and procedures established by the Institute go hand in hand and play a very important role to achieve the intended output and take the team and processes on an improvement path. Appointments are executed in coordination and consultation and necessary approvals from the Board of Governance. The service rules are explained through orientation programs conducted every year. Also, these rules are available on websites for strict adherence.

The prospective plan for five years is established. The plan is deployed with responsibilities and target dates. Necessary budgetary approvals are taken or being taken. The review of perspective plans is taken at a defined interval. The reporting on the achievement of perspective plan is discussed in various meetings.

Thus the functioning of the AMRIT is effective and efficient and visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The Atma Malik Institute of Technology and Research ( AMRIT) has a well established Welfare and performance Appraisal System.

**Welfare Measures**

The true welfare and success of human life is in 'ATMA'(Soul) which is in the heart and the true Lord. The 'ATMA'(Soul) resides in every heart and the art of loving the 'ATMA'(Soul) is through Meditation.

We are inspired by the philosophy of our Gurudev Atma Malik Mauli for creating a generation that has stronger and calmer minds, which will provide our students with enough opportunities of holistic growth and welfare facilities: -.

- Transport facility from Atgaon Railway station to College campus

- Residential facility to staff

- Free food to residential staff throughout the day

- Free Meditation, yoga and sports facility

- Uniforms

- Medical facility

- Marriage Leave, Special Leaves

- Emergency advance payment / salary

- Funding for FDP /STTP

- Fees concession in education to staff wards

- Financial support in case of death

- Faculty training center

The list of beneficiaries are maintained for each type of welfare provided.

**Performance Appraisal System**

The institute follows a well defined performance appraisal system. Being an ISO certified institute this procedure is part of its quality management system.

In the Month of June of every year, handover Appraisal form to all staff members.

Dean Academics and respective HOD's review the information furnished by the individual, give recommendations. Individual remarks of the observations are recorded during January to December of the preceding year.

Principal Reviews the recommendations of HOD's.

Appraisal sheets are prepared and submitted to the management for the appraisals with recommendations. Put all the forms to management for the appraisals.

The appraisal results are communicated by the Management to all staff in coordination with Principal and HOD's.

The objective is to evaluate the performance as per established norms and also to identify potential qualities for improvement that can eventually lead to further progress and growth of the employee as well as the institute.

The salient features of the performance appraisal system for teaching staff are as follows:

- Academic Performance Index (API) which includes students' result, attendance, feedback, teaching practices and efforts, exposure to the building industry, examination duties and Principal appraisal.

- Institutional Development Index (IDI) which includes the coordination of various assigned Portfolio work.

- Research and Professional contribution Index (RPCI) which includes journal publication / conference publication, conference /seminars / workshops attended and organized, Teachers Training Program (COA-TTP) / any other Faculty Development Program (FDP), Thesis / Project guidance, Professional Membership of Professional Bodies, Professional Practice contribution / Social work contribution.

- The performance is measured based upon giving due weightage for API, IDI and RPCI which is reviewed by API Coordinator and further by Principal.

The salient features of the performance appraisal system for non teaching staff are as follows:

The various parameters for staff members are assessed under different categories i.e.

- Key Result Area's (KRA) which includes  performance is measured upon job descriptions, roles and responsibilities, contribution for betterment of the institute.

- Self-Assessment Form

- Critical behavioural attributes to be filled by assessing officer

- Remarks of reviewing officer

| File Description | Document |
| --- | --- |
| Provide Link for Additional information | [View Document](#) |

**6.3.2**

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

**Response:** 2.34

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

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

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

**6.3.3**

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

**Response:** 32.25

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41 | 23 | 09 | 11 | 5 |

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

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

| File Description | Document |
|------------------|----------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the certificates of the program attended by teachers. | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

In general, the salaries of teaching, non-teaching and administrative staff are determined by their qualifications and experience and are notified independently by the management of the institution. Also, the examinations are conducted as per the examination policy of the university and the examination fees are charged separately by the students.

The fees sanctioned by the Tuition Fee Committee (Fee Regulatory Body) of the Directorate of Technical Education (DTE), Government of Maharashtra, which students pay are the main source of funding for operational purposes.

The college organizes industry sponsored and paid conferences and seminars etc. These are self-help programs and the surplus created is re-organized to organize such events. Keeping in view the academic calendar of the organization, we allow various agencies to use our well-equipped laboratories, classrooms and all other basic facilities to conduct various examinations, conferences & seminars through which the college generates additional funds.

The organization has a policy for the budget and it is mentioned in the faculty and staff handbook. Below are some of the key points of the budget for optimal use of funds:

The process of preparing the budget and approving the funds every year is as follows.

The process of preparing the budget and approving the funds every year is as follows.

1. Each department provides various procurement requirements to HOD / Librarian / IT Heads along with their faculty members.

2. HoDs present a consolidated departmental budget to principals. Once the budget is received from all the departments, the principal prepares the budget of the organization for approval in consultation with the Finance and Accounts Committee.

3. The institutional budget is sent to the governing body of the college for approval.

4. The Board approves the budget for the academic year. Some budgetary expenditures In some situations, it may be necessary to calculate non-budgetary or unplanned expenditures.

In such cases, the principal and management representative may approve emergency expenses up to Rs. 1000000 / -

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

Atma Malik Institute of Technology & Research (AMRIT) has established IQAC on 1st February 2022.

The IQAC committee is approved by the CDC of the Institute.

The IQAC of AMRIT has taken quality initiatives in the institute and contributed significantly in many ways.

1. ISO 21001 certification has been achieved through the efforts of IQAC in the year 2022.

2. The IQAC committee also reviews the various requirements of accreditation bodies like NAAC/NBA. The processes are then planned and executed.

3. The IQAC Committee ensures the collection and analysis of various stakeholders feedback and reviews the action taken report.

4. The IQAC Committee ensures and reviews that the result analysis is carried out and actions on weak areas are initiated.

5. The IQAC Committee ensures and reviews the academic monitoring is carried out at regular intervals.

6. Quality objectives are defined and monitoring of the parameters against set targets is undertaken

7. Regular internal audits and management reviews are conducted at planned intervals as per the system.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.5.2**

**Quality assurance initiatives of the institution include:**

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

**Response:** B. Any 3 of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**As a leading engineering college, our vision rests on creating a safe space for our students and providing a gender sensitive and empowering education.**

The pedagogy of gender sensitization is not limited to classrooms alone. We pride ourselves in having created a vibrant campus environment that allows students to think critically, and question, act and resist creatively.

The college has organised an impressive number of formal events related to gender each year. The Women's Grievance Cell (WGC) plays a critical role in fostering gender sensitivity on campus.

Programmes in the form of lectures, seminars, and workshops are organised throughout the year that aim to provide an intersectional approach in creating awareness amongst students about the inequalities confronting all genders.

**The focus of the WGC has been to provide adequate space for students to engage in open discussions and think critically on various issues such as:**

1. Women and labour

2. Gender and sexuality

3. Violence at home

4. Influence of media

5. Laws and rights

6. Health and hygiene.

AMRIT has an active Internal cultural committee, to celebrate and organizes national and international commemorative days and festivals like Independence day, Republic Day, Women's day, Literacy Day, Marathi Bhasha Divas, etc and regional festivals like Navratri Utasv, Janmashtami, Holi, etc.

AMRIT has an active Internal Complaints Committee, a statutory body formed to register complaints of

harassment and to undertake formal proceedings to resolve them. The ICC and WGC have also organised various awareness orientation programmes and workshops for all the students, teaching and non-teaching staff on the issue of sexual harassment at the workplace.

AMRIT Shows gender sensitivity through various initiatives and actions for creating a safe, Secure and healthy atmosphere in the campus. Specific initiatives with respect to key areas are as follows:

**Safety and security**

- Hi-Tech Surveillance system: E- Surveillance with high resolution cameras through day and night facility of distributed recording in control room has been set up in the campus; entry of unwanted elements is monitored through these cameras. This system ensures that all Female staff, students can move freely in the campus and feel assured that they are secure at all times in the campus.

- Hostels: Separate hostels for boys and girls students exist on the campus. Behaviour of students is monitored under a set of well-defined rules under the guidance of wardens. All students and staff must wear their ID cards at all times on the campus thus ensuring non entry of any outsiders also unauthorized persons.

- Security personnel: The Institution has strong security personnel deployed all around the campus to create secure enrollment.

- Medical Facilities: Health centre with qualified doctor is available in the campus to provide medical care to the students.

- Counselling: AMRIT has a system of mentoring in each department for inculcating social, Moral and ethical values. All senior officials are available both for boys and girls for solving their problem any time without any appointment.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

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

**7.1.3**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | [View Document](#) |
| Policy document on environment and energy usage Certificate from the auditing agency | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance**

**and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

AMRIT does provide an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different cultural activities are organized inside the college promote harmony towards each other with active participation of all the students and faculties. Many regional festivals like Navratri, Dassehra, and Diwali etc. are celebrated together in the Institute. AMRIT has adopted a good practice of birthday celebrations which establishes positive interaction among people of different racial and cultural backgrounds.

Admission process for students & faculty recruitment process is open for all including other state candidates. As the maximum admitted students in the Institute are Tribal students from different rural areas, special care is given to them in concern with teaching, solving their personal issues, language issues.

Occasionally notices/ instructions are provided in multi-languages. The Institute is promoting Tribal Education by providing a huge amount of financial support to economically challenged students as a non-government scholarship every year.

As per the Vision, AMRIT believes in providing spiritual based holistic education to the students. And sensitizing students on our constitutional rights, values, duties and responsibilities is one of the primary educations given at the institute through various means. In this regard, the institute, apart from imparting professional education, inculcates a feeling of unity among the student community through various practices and programs. The faculties ensure that the students participate in all such activities enthusiastically.

Commemorative days like International Women's day, Yoga day, Youth day, Teachers day, Gurupournima, Constitutional day etc. are celebrated together in the Institute, therefore contributes to the spreading of Constitutional values and principles.

AMRIT has implemented the practice of reciting the National Anthem & Amritwani every morning before start of the day; Institute also celebrates Independence day, Republic day with great enthusiasm thus placing Nation as first priority.

As initiatives of the NSS unit the events like health camp, covid-19 awareness programs, and Vaccination & Mask distribution camp had been organized. Sessions on the importance of Yoga & Meditation as well as training programs for personal growth of students as well as staff are regularly being organized.

Career guidance programs and campus visits for 10th and 12th class students are also being conducted in nearby regions where exposure of different career opportunities is given to students. Outreach programs like Swachha Bharat Abhiyan, Tree plantation drive, Vrudhhashram visit were organized in nearby places to create awareness among students, faculty & villagers, thus contributing to duties & responsibility of citizens.

Institute has a code of ethics for students and faculty which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities. Students are also being guided during orientation programs to follow constitutional values, rights, duties, responsibilities as citizens of India.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice –I**

**1. Title of the Practice- Promoting right to education to Tribal & Economically Weaker students**

AMRIT is situated at Mohili-Aghai village in Shahapur surrounded by utmost rural & adivasi area. Institute provides an inclusive technical education so that a deserving student should not be denied an opportunity for technical education solely on socio economic constraints.

**2. Objectives of the Practice**

- To offer high quality education to needy students by providing financial support.

- To narrow the educational gap.

- Improve the standard of living for rural people.

**3. The Context**

Since the majority of admitted students in AMRIT are from Tribal region, due to poor financial conditions, parents don't allow their children to attend colleges. And those who are willing to take admissions are unable to pay fees. On the ground of this AMRIT provides a huge amount of financial support to these students.

**4.The Practice**

1. Fee concession- In AMRIT based on student's financial background and academic record, fees concessions are being provided to selected students ensuring to get quality education for their future growth thus strengthening the Nations' new generation.

2. Free accommodation facility-

- At AMRIT Free accommodation facility is provided to tribal students with SC/ST category. Thus catering a comfortable & cozy lifestyle to tribal students for acquiring the knowledge.

- Along with this they are also provided & given free facilities like hot water system, on campus emergency medical facility, security system, rectors. Personal counseling was also provided.

1. Free food facility for category students-

- The Institute has its own food facility as "Prasadalaya" for all staff & hostel students where a good quality of vegetarian food is served. Free food is given to all staff members & category hostel students.

- Provision of separate food sections for girls & boys are made.

5. **Evidence of Success**

- AMRIT has provided Rs. 22,19,197/-financial support to students in the last five years.

- Total 157 students have benefited in the last five years.

- AMRIT has provided free food and free hostel facility to 87 students in the last five years

- Total Rs. 47,55,000/- hostel concession has been provided in the last five years.

At AMRIT we have taken up this small step to enhance economic growth of tribal people and improve their standard of living. Thus by promoting education we are trying to bring transformation in the overall condition of tribal/economically weaker people.

6. **Problems encounter and resources required**

- Since the hostel capacity is limited, sometimes it gets difficult to provide accommodation to category and non-category students. Hence provision to increase hostel capacity is being made.

- Sometimes if nonresidential faculty take bhojanalay facilities without prior information it gets difficult for bhojanalay workers to manage food for all. Hence prior intimation regarding the same is required.

**Best Practice –II**

1. **Title of the Practice**

**Mentoring System- A step towards multidimensional development of students**

Mentoring program provides personalized support to students and aids in professional socialization. It serves as a platform to be student centric and ensures the development of students.

## 2. Objectives of the Practice

- To develop self-aware and socially responsible and ethical engineers.

- To minimize dropouts, improve performance and reduce stress of the students through personal counseling.

- To provide life education along with technical education.

- To establish a lively relationship between the teachers and the students that will ensure responsible behavior and discipline.

## 3. The Context

AMRIT has many students admitted from different remote areas. It is imperative for the institution to guide the students from the beginning itself for their all-round development. As the students belong to different socio-cultural and economic backgrounds, it has become necessary for the institution to adopt a mentoring system as one of the best practices. Moreover it is aimed to align with the institutional mission and vision statements aiming to develop students on progressive lines.

## 4. The Practice

1. Mentoring sessions are conducted monthly on a regular basis. This session is compulsory for every student to attend.

2. A group of 20-25 students are allocated to each faculty as a mentee.

3. Mentor has to keep the details of the mentee's performance in terms of academics like Internal Assessments, End semester exam and attendance records. The mentor also keeps the track of mentees personal development such as co-curricular & extra-curricular activities, discipline and career related issues.

4. The issues being discussed in mentor –mentee meet are academic, attendance, career and general.

5. The mode of communication between mentor and mentee can be mainly in person, phone calls or Google meet.

6. Practice of the mentoring system is evaluated by the Head of the department and Principal by monthly so as to ensure quality and efficiency in practice.

### 5. Evidence of Success

1. Improvement in mentees discipline, interaction and communication skills.

2. Improvement in student's attendance and academic performance.

3. Increased student's participation in various co-curricular and extracurricular activities.

4. Increase student satisfaction.

5. Establishment of a healthy relationship between teachers and students which has provided a congenial atmosphere in the classroom as well as in the campus.

Hence this practice of the institute is a step to imbibe in the student's rational positive outlook towards life thereby making them responsible citizens.

### 6. Problems encounter and resources required

1. Problems are encountered in regards to the diversity in language & student's background.

2. Students are reluctant to interact because of the low level of confidence. Sometimes they are unable to share their problems with the mentor.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Distinctive Practice of the Institution: Meditation

Way to satisfy the aspirations of the Youth Force. The Sanskrit word "DHYAN" (Meditation) actually means "union with the divine". Meditation is a practice in which an individual uses a technique, such as mindfulness, or concentrating the mind on a particular object, thought, or activity to train attention and consciousness, and achieve a mentally vibrant and emotionally calm and stable state. Institute practices Meditation program which aids in improving the overall performance, communication, boosting confidence and focused attention, enhancing creativity and learnability that helps in developing student's leadership and team building skills. Most importantly, it helps in creating harmony and a sense of belongingness in the college campus, amongst students, teachers and the management.

Objectives:

- To inculcate Ethics & Moral values in students paving the way for improved academic performance.

- To enhance the ability of the students to handle stressful conditions.

- To improve relationships between teachers & students.

- To develop an attitude of sensitivity & sensibility towards their living environment (i.e., Hostels / Campus).

- To create an opportunity for the students to develop their interpersonal skills, bond with others & learn teamwork.

Context:

Education is to prepare a person for life. To an experienced educationist, it is a well-known fact that the age group of 18-30 years is extremely crucial. This is the age where issues of career, relationships, peer/parental pressures, and anxiety about the future, come to the fore simultaneously. For a youth bogged down by these issues, academic performance and development to their full potential suffers. Educational institutions, thus, have the primary responsibility to not only inspire students towards a higher vision but also create a strong sense of bonding between the institution and the students to nurture a stress free holistic environment. This Institute Yoga program aims to develop a strong value based, stress free & violence free society. The goal is to bring an everlasting change in the mindset of students so that they become competent engineers with the spirit of professionalism and responsible citizenship.

"Human body is the marvellous machine created by Almighty God."

In our institute the faculty members explain to students the subjects by correlating to real life examples. The best innovative tool our institute follows is the practical use of Meditation. Human body is the best engineering example. Every day after lunch break thirty minutes of the curriculum includes meditation. Students are getting huge benefits with this activity initiated by the institute. Daily practice connects students head and heart through the bridge of meditation which makes them enthusiastic and energetic throughout the day. Students have been more responsible, more focused, improved memory retention and most of all have a calming impact for stress management and anger management. The implementation of

these meditation practices in our Institute is a testament to the effectiveness of the students participating in State and National level competitions. This type of competition motivates the students to think beyond syllabus learning as they are able to reduce conflict, stress and anxiety and improve focus and learning.

The Practice of Meditation

Meditation is an age-old art but is relevant in present times more than ever before. When it comes to the benefits of meditation, this is just the tip of the iceberg. It has multiple gross and fine rewards which can help you live a healthy and joyful life. In AMRIT Campus, students are first made aware of meditation activity through introductory sessions every year. A full-time yoga master is also available on campus. In our institute, a slot of meditation is added in the daily curriculum. Every day after lunch break 30 minutes of the curriculum includes meditation. Experienced faculties teach meditation to the students the right way. Students are getting huge benefits with this activity initiated by the institute. Through meditation students build strength, endurance, confidence as well as the mind-body connection. Yoga has stress-relieving powers on students with the practice of asana, meditation and breathing exercises. There are numerous forms of meditation and each has its unique style, goals and set of exercises and discipline required to achieve both mental and physical benefits.

Evidence of Success:

Apart from studies, the implementation of this best practice has made students begin other activities too which is good for their well-being and for society too. It has empowered our institution to lay the foundation for future professional success of our students to create leaders of tomorrow.

1. Improvement in understanding concepts:

The students practiced meditation, understood the concepts even more deeply and performed better in academics. Students have talked of decreased stress levels and being more at peace to study, resulting in an increase in percentage.

1. Boosting Memory:

Along with stress, anxiety and negative thoughts are side lined through meditation, bringing thoughts that you need to be focusing on for boosting memory.

1. Longer Attention Span:

Active students might have a tough time sitting down to focus on studies. With regular meditation sessions of 30 minutes a day, students have been shown to be able to focus longer on study. The yogic environment and principles encourage the mind to focus and concentrate on one thought while gently setting aside distractions.

1. Increases Self-Confidence and Self-Esteem

Students have been able to self-assess the changes and they feel positivity. Meditation brought clarity of thoughts and effective decision making which has helped students for cracking aptitude tests and group discussions successfully. Students have been found very effective in handling stressful conditions during personal interviews. This confidence attained is then carried into the real world as well along with strength, compassion and acceptance.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

We are an organisation that is trying to pass on Indian values and traditions to the next generations. We recently have started practicing chanting of Omkar every morning and evening for 6 minutes. We do practice of organic farming in the campus and also have a polyhouse farming. To fecilitate sports facility we do have a full scale cricket and football field where we host inter school competitions. We also have a Goshala with 131 cows.

## Concluding Remarks :

To conclude we are an organisation that is imparting the modern education in engineering while blending it with the spirituality by ensuring holistic development of our students to ensure that they become not only good engineers but also socially responsible and ethical human beings.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :2<br>Remark : DVV has excluded repeated courses. |
| 1.2.2 | *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*<br><br>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>369</td><td>368</td><td>131</td><td>398</td><td>381</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>90</td><td>80</td><td>95</td><td>80</td><td>80</td></tr></table><br>Remark : DVV has made the changes as per shared clarification. |
| 1.4.1 | *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*<br><br>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website<br>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies<br>Remark : DVV has made the changes as per shared clarification. |
| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**<br><br>3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**<br>Answer before DVV Verification: |

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

| 3.4.3 | *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*<br><br>    3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---------|---------|---------|---------|---------|<br>| 32 | 29 | 0 | 0 | 0 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---------|---------|---------|---------|---------|<br>| 20 | 16 | 0 | 0 | 0 |<br><br>Remark : DVV has made the changes as per shared clarification. |
|-------|----------|
| 3.5.1 | *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*<br><br>    Answer before DVV Verification :<br>    Answer After DVV Verification :14<br>  Remark : DVV has made the changes as per shared clarification. |
| 5.1.4 | *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*<br><br>    1. **Implementation of guidelines of statutory/regulatory bodies**<br>    2. **Organisation wide awareness and undertakings on policies with zero tolerance**<br>    3. **Mechanisms for submission of online/offline students' grievances**<br>    4. **Timely redressal of the grievances through appropriate committees**<br><br>    Answer before DVV Verification : A. All of the above<br>    Answer After DVV Verification: B. 3 of the above |

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| | Remark : DVV has made the changes as per shared clarification. |
| 6.3.2 | **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**<br><br>6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>20</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>5</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Remark : DVV has made the changes as per shared clarification. |
| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*<br><br>6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>60</td><td>52</td><td>13</td><td>14</td><td>5</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>41</td><td>23</td><td>09</td><td>11</td><td>5</td></tr></table><br>6.3.3.2. **Number of non-teaching staff year wise during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>20</td><td>11</td><td>11</td><td>10</td><td>10</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>20</td><td>11</td><td>11</td><td>10</td><td>10</td></tr></table> |

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| | Remark : DVV has made the changes as per shared clarification. |
| 6.5.2 | **Quality assurance initiatives of the institution include:**<br><br>1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**<br>2. **Academic and Administrative Audit (AAA) and follow-up action taken**<br>3. **Collaborative quality initiatives with other institution(s)**<br>4. **Participation in NIRF and other recognized rankings**<br>5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**<br><br>Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: B. Any 3 of the above<br>Remark : DVV has made the changes as per shared clarification. |
| 7.1.2 | **The Institution has facilities and initiatives for**<br><br>1. **Alternate sources of energy and energy conservation measures**<br>2. **Management of the various types of degradable and nondegradable waste**<br>3. **Water conservation**<br>4. **Green campus initiatives**<br>5. **Disabled-friendly, barrier free environment**<br><br>Answer before DVV Verification : A. 4 or All of the above<br>Answer After DVV Verification: B. 3 of the above<br>Remark : DVV has made the changes as per shared clarification. |

## 2.Extended Profile Deviations

| Extended Profile Deviations |
|---|
| No Deviations |