



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

MIT Academy of Engineering

- Name of the Head of the institution

Dr. Mahesh D. Goudar

- Designation

Director

- Does the institution function from its own campus?

Yes

- Phone No. of the Principal

02030253500

- Alternate phone No.

02030253600

- Mobile No. (Principal)

+919689907476

- Registered e-mail ID (Principal)

director@mitaoe.ac.in

- Address

Dehu Phata, Alandi (D), Tal:
Khed, Dist: Pune

- City/Town

Pune

- State/UT

Maharashtra

- Pin Code

412105

2. Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy)

13/10/2015

- Type of Institution

Co-education

- Location

Urban

- Financial Status **Self-financing**
- Name of the IQAC Co-ordinator/Director **Dr. Suyogkumar V. Taralkar**
- Phone No. **02030253500**
- Mobile No: **+919011332500**
- IQAC e-mail ID **iqaccoordinator@mitaoe.ac.in**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://mitaoe.ac.in/assets/images/pdf/AQAR-2021-22.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://mitaoe.ac.in/assets/images/pdf/Academic-Calendar-2022-23-Term-1.pdf>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A | 3.13 | 2014 | 24/09/2014 | 31/12/2021 |
| Cycle 2 | A | 3.15 | 2023 | 23/11/2023 | 22/11/2028 |

6. Date of Establishment of IQAC **20/03/2014**

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

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|--|------------|----------------|-----------------------------|------------|
| Nil | Nil | Nil | Nil | Nil |

8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

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

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

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

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

- If yes, mention the amount

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

More focus on courses on employability /entrepreneurship/ skill development to foster the global competencies of students.

Value-added courses in all programs, examination reform, and innovative technology-enabled pedagogical and assessment practices.

Scopus, SCI, and Web of Science indexed journal and conference publications, extension activities through NSS for contributing to regional and national development.

Infrastructure and Learning Resources: Subscription of e-journals to all faculty and students, high-end computer facilities.

Revision in the vision and mission of the institute. Review of the strategic plan for every quarter during IQAC meetings with a quest for excellence.

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| Academic and administrative audit | Enhancement in outcome based practices |
| Quality System Audits | Uniformity in quality documents in all programs |
| Implementation of ERP | Digitalization of processes |
| Establishment of Center for excellence in Teaching & Learning | Faculty training for outcome based education |
| Organization of workshop on research methodology and IPR | Enhancement in quality publications and IPR |
| Quality System Audits (ISO 9001: 2015) | Process enabled ISO compliant systems |

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

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|-------------------------------|--------------------|
| College Development Committee | 27/02/2024 |

14. Was the institutional data submitted to AISHE ? Yes

- Year

Part A**Data of the Institution**

| | |
|--|---|
| 1.Name of the Institution | MIT Academy of Engineering |
| • Name of the Head of the institution | Dr. Mahesh D. Goudar |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 02030253500 |
| • Alternate phone No. | 02030253600 |
| • Mobile No. (Principal) | +919689907476 |
| • Registered e-mail ID (Principal) | director@mitaoe.ac.in |
| • Address | Dehu Phata, Alandi (D), Tal: Khed, Dist: Pune |
| • City/Town | Pune |
| • State/UT | Maharashtra |
| • Pin Code | 412105 |
| 2.Institutional status | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 13/10/2015 |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Self-financing |
| • Name of the IQAC Co-ordinator/Director | Dr. Suyogkumar V. Taralkar |
| | |

| • Phone No. | 02030253500 | | | | | | | | | | | | | | | | | | |
|---|---|--|-----------------------------|----------------|-----------------------------|---------------|-------------|---------|-----|------|------|------------|------------|---------|---|------|------|------------|------------|
| • Mobile No: | +919011332500 | | | | | | | | | | | | | | | | | | |
| • IQAC e-mail ID | iqacordinator@mitaoe.ac.in | | | | | | | | | | | | | | | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://mitaoe.ac.in/assets/images/pdf/AQAR-2021-22.pdf | | | | | | | | | | | | | | | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | | | | | | | | | | | | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://mitaoe.ac.in/assets/images/pdf/Academic-Calendar-2022-23-Term-1.pdf | | | | | | | | | | | | | | | | | | |
| 5.Accreditation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>A</td> <td>3.13</td> <td>2014</td> <td>24/09/2014</td> <td>31/12/2021</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.15</td> <td>2023</td> <td>23/11/2023</td> <td>22/11/2028</td> </tr> </tbody> </table> | | Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | Cycle 1 | A | 3.13 | 2014 | 24/09/2014 | 31/12/2021 | Cycle 2 | A | 3.15 | 2023 | 23/11/2023 | 22/11/2028 |
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| 8.Provide details regarding the composition of the IQAC: | | | | | | | | | | | | | | | | | | | |
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| • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | | | | | | | | | | | | | | | | | | |

| | | |
|---|------------------|--|
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10. Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>More focus on courses on employability /entrepreneurship/ skill development to foster the global competencies of students.</p> | | |
| <p>Value-added courses in all programs, examination reform, and innovative technology-enabled pedagogical and assessment practices.</p> | | |
| <p>Scopus, SCI, and Web of Science indexed journal and conference publications, extension activities through NSS for contributing to regional and national development.</p> | | |
| <p>Infrastructure and Learning Resources: Subscription of e-journals to all faculty and students, high-end computer facilities.</p> | | |
| <p>Revision in the vision and mission of the institute. Review of the strategic plan for every quarter during IQAC meetings with a quest for excellence.</p> | | |
| 12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | | |
| | | |

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|---|---|
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| Academic and administrative audit | Enhancement in outcome based practices |
| Quality System Audits | Uniformity in quality documents in all programs |
| Implementation of ERP | Digitalization of processes |
| Establishment of Center for excellence in Teaching & Learning | Faculty training for outcome based education |
| Organization of workshop on research methodology and IPR | Enhancement in quality publications and IPR |
| Quality System Audits (ISO 9001: 2015) | Process enabled ISO compliant systems |
| 13. Was the AQAR placed before the statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| College Development Committee | 27/02/2024 |
| 14. Was the institutional data submitted to AISHE ? | Yes |
| <ul style="list-style-type: none"> Year | |
| Year | Date of Submission |
| 2022-23 | 16/02/2024 |
| 15. Multidisciplinary / interdisciplinary | |
| <p>The MIT Academy of Engineering's (MITAOE) vision encompasses evolving into a holistic, multidisciplinary institution. The institute aims to achieve seamless integration of the arts, humanities, and STEAM disciplines, fostering a comprehensive and inter/multidisciplinary approach to education and research.</p> | |

The institute is actively engaged in implementing the National Education Policy (NEP). The Credit-based Flexible, Innovative, and Multidisciplinary Curricular Framework at MIT Academy of Engineering is designed on the lines of the National Credit Framework, AICTE Approval Process Handbook, and Government of Maharashtra Directives. Major Highlights of the same are as follows:

Flexible and Innovative Curriculum: At MITAOE, we offer flexible (30%), innovative but rigorous academic programs and opportunities for participating in a wide range of professional and extracurricular activities. The curriculum is designed to empower our students with five important and necessary skills of the 21st century, Critical thinking, Creativity, Collaboration, Communication, and Career-life skills.

Credit Distribution: 160 Credits of Revision 2019 are distributed among Basic Science Courses (BSC), Engineering Science Courses (ESC), Program Core Courses (PCC), Program Elective Courses (PEC), Vocational & Skill Enhancement courses (VSEC), Emerging Area/MultiDisciplinary Specialization, Open Elective (OE), Humanities and Social Science (HSS), Experiential Learning_Projects and Internships.

Curriculum Enrichment with Integration of Cross-Cutting Issues: Credit-based courses covering cross-cutting issues like Environment, Sustainability, Human Values, Professional Ethics, and Gender Equality are enriching curricula. Universal Human Values and Various Value Addition Courses at MITAOE play a vital role in preparing students for success in both their professional careers and personal lives. Audit Courses on Indian Constitution and Environment Science are also important highlights of the Curriculum at MITAOE.

Field and real-world Projects: Almost 14 Credits(Mini/Major/Capstone) for field/real-world projects offer students a rich learning experience that complements classroom education and prepares them for the challenges of the professional world.

Internships: Credit-based Summer and Semester-long Internships offer hands-on experience in real-world settings, enhancing skills and providing valuable networking opportunities, ultimately boosting career prospects and personal growth.

Multi/Interdisciplinary Education: Multidisciplinary Courses like

Product Design, Design Thinking, Liberal Learning, Entrepreneurship, Economics, Psychology etc. foster collaboration across diverse fields, promoting holistic learning and innovative problem-solving approaches, enriching students' academic experience, and preparing them for complex real-world challenges. Almost 14 Emerging Area Specialization Tracks at MITAOE integrates knowledge and methodologies from multiple disciplines, encouraging holistic understanding, innovative thinking, and the ability to tackle complex real-world problems through diverse perspectives, fostering well-rounded and adaptable learners.

16.Academic bank of credits (ABC):

A centralized digital repository DigiLocker registration of all students of MITAOE is carried out for accumulating and storing academic credits earned by students in various courses. This will facilitate seamless credit transfer, accumulation, and exchange across educational institutions and multiple Entry/Exit thereby promoting flexibility, mobility, and lifelong learning opportunities.

17.Skill development:

Professional and Technical Skill Courses: 12 Credits for Technical and Professional skills, encompass improving domain-specific abilities and broader competencies essential for success across various professions.

Co-curricular Courses: Liberal Learning Courses and various Technical/Non-Technical Student Clubs Activities enhance student's learning experience. It has choices among Chess, Dance, Singing, Creative Writing, Guitar, Arts and Craft, Robotics, Introduction to photography, Drama, Yoga and Meditation, Automotive Skills, Empathy & Compassion, RC Plane, and Drone Making. Student clubs like Language Club, Art and Crafts, Drama, etc.

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

MITAOE proactively started efforts to start program-specific Indian Knowledge System courses such as Ancient Indian Architecture & township, Indian Heritage Textiles, Vedic Mathematics, and Indian Metallurgy. Every IKS Course is designed to encompass a rich tapestry of ancient wisdom, philosophical insights, scientific discoveries, and cultural heritage, which offer valuable perspectives and solutions to contemporary

challenges while nurturing a deep connection to India's diverse cultural identity and fostering innovation and holistic development. Program Specific Field visits, exhibitions, presentations, and discussion forums are integral parts of the IKS Course

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

Every academic activity and course emphasizes defining clear learning outcomes and aligning teaching, assessment, and curriculum design to achieve those outcomes, ensuring that students acquire relevant knowledge, skills, and competencies to succeed in their academic and professional endeavors, ultimately enhancing the quality and relevance of education.

20.Distance education/online education:

The institute has implemented the Swayam Credit Transfer scheme for compulsory three credits in the final year. Online education is enriched by Active, Collaborative Learning using coherent ICT tools like GoTo Webinar, Microsoft Teams, and Google Meet. Faculty members are equipped with versatile tools like Pen Tablets, smart boards, Projectors, Cameras, Microphones, Headsets, and other necessary computing tools.

Extended Profile

1.Programme

1.1 11

Number of programmes offered during the year:

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

2.Student

2.1 3188

Total number of students during the year:

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

2.2 709

Number of outgoing / final year students during the year:

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

2.3

3214

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

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

3.Academic

3.1

492

Number of courses in all programmes during the year:

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

3.2

151

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 **11**

Number of programmes offered during the year:

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

2. Student

2.1 **3188**

Total number of students during the year:

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

2.2 **709**

Number of outgoing / final year students during the year:

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

2.3 **3214**

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

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

3. Academic

3.1 **492**

Number of courses in all programmes during the year:

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

3.2 **151**

| Number of full-time teachers during the year: | | |
|--|---------------------------|--|
| File Description | Documents | |
| Institutional Data in Prescribed Format | View File | |
| 3.3 | 165 | |
| Number of sanctioned posts for the year: | | |
| 4.Institution | | |
| 4.1 | 208 | |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | | |
| 4.2 | 47 | |
| Total number of Classrooms and Seminar halls | | |
| 4.3 | 1084 | |
| Total number of computers on campus for academic purposes | | |
| 4.4 | 1345.75 | |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

MIT Academy of Engineering as an autonomous institute, various progressive steps were taken in framing curriculum structure as per the needs and demands of stakeholders; in line with the Mission and Vision to achieve articulated outcomes. The curriculum framework offers credit flexibility and choice of courses to students and keeps given the National Education Policy, more focus was given on skill courses such as design thinking, prototyping, process optimization, data structure and algorithms, Java programming language, Python, AWS cloud

services, ASPEN ONE, Red Hat Linux project. Open elective courses are also offered to widen student's choices, the courses being Process Engineering, Data Sciences, and Computer-aided Engineering. Students are groomed for overall development through courses such as language and communication, psychology, professional skills, sociology, environmental science, professional communication, and liberal learning. The curriculum offers project work at three different levels, minor topics and small ideas in the second year; a major project in the third year, and a capstone project in the final year. Summer Internship Programmes (SIP) and semester-long internship programs (SLIP) facilitating on-job training help to explore industry functioning, teamwork, and application-based learning. Students are encouraged to opt for the NPTEL and Swayam courses to enhance their skills related to industry.

| File Description | Documents |
|---------------------------------------|---|
| Upload additional information, if any | View File |
| Link for additional information | https://mitaoe.ac.in/ |

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

08

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

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

326

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

1.2 - Academic Flexibility

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

326

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

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

9

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

1.3 - Curriculum Enrichment

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

To integrate the cross-cutting issues relevant to

Gender, Environment and Sustainability, Human Values, and Professional Ethics, the College has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general competencies like social and ethical values, human values, environment sensitivity, etc., thereby leading to the holistic development of students. Sociology speaks about the meaning of Gender Sensitization, Discrimination, violence, and abuse to acquire a sociological understanding and to address the issues with appropriate behavior in society. Your DOST- Emotional Wellness Coach for MITAOE organizes various webinars and personal coaching to all students and faculties to address these issues. The course on Environmental Engineering addresses Global Environmental Issues and Sustainable development. Universal Human Values is a compulsory course in curriculum to all UG programs. NSS unit of 100 students is actively participating in various activities throughout the year to address this issue like tree plantation, Ganesh Idol Collection, Swachh Dindi Nirmal Dindi, etc. Skill Development and projects each year focus on Environment and Sustainability, professional ethics to technical content and research. We constantly try to improve the students' behavioral and ethical levels through these cross-cutting issues.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | No File Uploaded |

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

12

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

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

1258

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

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

2087

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

1.4 - Feedback System

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

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://mitaoe.ac.in/assets/images/pdf/Stakeholders-Feedback%20report-and-action-taken-report-on-Curriculum-2022-23.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

1.4.2 - The feedback system of the Institution comprises the following

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

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://mitaoe.ac.in/assets/images/pdf/Analysis-of-Stakeholders-Feedback-on-Curriculum-2022-23.pdf |
| Any additional information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

755

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

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

243

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

2.2 - Catering to Student Diversity

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

The process of identification, strategies to support and effectiveness of action taken for slow and advanced learners is well planned and implemented for all courses.

a. Identification of Slow/Advanced Learners

- Performance in previous academic result, continuous assessment/Pre-requisite Survey/Diagnostic Activity/Quiz/Assignment/Mid Semester Examination.
- Observations in classroom/Laboratory interaction
- Performance in Formative and Summative Assessment activities

b. Strategies to Support Slow/Advanced Learners

Measures to improve performance of slow learners

- Makeup sessions/Problem-Solving Sessions
- Teacher's innovative pedagogy/instructional techniques during theory/tutorial/ practical sessions.
- Conduction of Group/Collaborative Activities with heterogeneous groups of slow and advanced learners.

Measures to nurture advanced learners

- Curriculum contents shall be designed with scope for self-study/further reading/advanced case studies/complex laboratory exercises.
- Design of comparatively high order thinking level assignments/problem-solving exercises/project based activities.

- Support in Participation/presentation/publication related to Research Work/ Consultancy Work/real-time Projects.
- Opportunities for Technical clubs/Participation in National/International events/competitions.
- Provision for Credit Transfer through Professional Certification/Swayam NPTEL Courses.
- Provision for Honor courses
- Guidance for Higher Studies/Entrepreneurship/Competitive Examinations.

c. Effectiveness of action taken for Slow/Advanced Learners

- Improvement in the academic performance of end semester examination
- Improvement in the skill competency level evaluated in practical examination

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1blYkq9k_uM4zHEQ-5oYSXDJ7WYo9anjK/view?usp=sharing |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 30/06/2023 | 3188 | 151 |

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

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Education is not about transferring knowledge; it's about

creating an environment where students can actively engage, learn, and grow. Student-centric methods aim to shift the focus from traditional teacher-centric instruction to student-centric exploration.

Experiential Learning Methodologies: A Dive into Practical Learning

It encourages students to learn through experiences, often involving real-world scenarios/practical applications.

- Problem and Project-based learning,
- Hands-on: Lab-based courses
- Learning by doing: Skill courses
- Minor/Major/Capstone projects - Design, Implementation and Evaluation
- Real-world exposure - Industrial visits/Invited lectures by industry experts
- Internship - Credit based 4-6 weeks and semester-long

Participative Learning: Fostering Student Engagement

In-class and out-class active learning activities transform students from passive recipients into active contributors.

- Crossword/Think-pair-share/Jig Saw
- Flipped classroom
- Seminar/Poster

Problem-solving Methodology: Enhancing Critical Thinking Skills

It equips students with essential life skills and encourages them to analyze, evaluate, and find solutions to challenges.

- Case studies
- Open-ended assignment
- Paper Critic
- Self-study components
- Design Thinking

Joyful Learning: Students' clubs

Students manage themselves to organize various activities under guidance of one teacher mentor. These clubs help in intellectual, technical, physical, social, emotional, and ethical development of students with peer and participative

learning in joyful environment.

- Technical and Non-technical clubs
- Annual Technical event-Equilibrium
- National/International Competitions

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional Information | https://drive.google.com/file/d/1gxjqPWzHC4qMTLW7FRCA4J7WlAMufqfa/view?usp=sharing |

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

In the today's era of technology evolution and to meet the requirements of Z generation students, teachers are competent to use ICT tools for all the dimensions of teaching learning process.

LMS and Software Platforms

- Learning Management System - Moodle
- Microsoft Teams
- MasterSoft ERP
- G. Suite - Google Classroom and Google Meet
- MS Office 365

Software for contents:

- MATLAB, Tableau, Auto CAD Fusion 360, CATIA V6, MULTISIM, Ansys, Cadence, Google Colab, Arduino IDE, Autodesk Tinkercad, Autodesk Eagle, Logisim, Proteus, Graph tool-python, NumPy-Python, AR VRSoftware - Unity etc.

Content Delivery:

- Power point presentation, Virtual labs, Geogebra, PhET interactive Simulation

Students engagement and formative/Summative assessment

- Quizizz, Kahoot, Wooclap, Mentimeter, Moodle, Crossword Puzzle, Preskilet, AMCAT Aspiring Mind Online Platform

E-content development

- Virtual lab - Google Sites
- Recording and editing of videos - ScreenPal(Screencast-O-Matic), OBS(Open Braodcaster Software), Filmora, BB FlashBack Pro 5 recorder, OneNote
- Course Website - Wordpress

ICT Resources:

- Branded IBM Lenovo and Dell Computers with Intel Pentium IV and above configurations - Intel Dual Core, Quadra core, Intel I3, I5, and I7 Processor with LAN
- Secured WIFI Internet Access
- Smart Classrooms equipped with LAN/WIFI, LCD Projector, Digital Screen and PA system.
- 500 MBPS Internet Leased Line with Sonic Firewall Secured Access.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://mitaoe.ac.in/ict-enabled--tools.php |
| Upload any additional information | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues**2.3.3.1 - Number of mentors**

151

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

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution**Procedure for preparation of Academic Calendar (AC):**

- Number of instructional days in every academic term is

decided as per the number of contact hours per week in the curriculum structure and average hours required.

- Guidelines of Savitribai Phule Pune University, UGC, and AICTE are considered.
- AC mentions dates for following:
 - Start and end of term,
 - Theory/practical/project examinations
 - Annual technical/cultural event
 - Project reviews
 - Detention
 - Makeup session
 - Non-instructional days and holidays
- It is released after verification and validation from all Heads/Deans, Controller of Examination, and Director.

Procedure for preparation of Teaching Plan:

- Institutional AC, Teaching/Examination Scheme and Time-Table are used to plan course content delivery and assessment.
- It is planned as per the course outcome, program outcomes, and program-specific outcomes.
- Planning, assessment, and outcomes are declared as Course Description at start of the academic term.

Adherence:

- A report on adherence to the Academic Calendar is created at the end of each term.
- Adherence to Teaching plan is verified by the Class coordinator fortnightly and reviewed by School Deans monthly.
- If found variance, the plan for covering up the syllabus is done by Teachers and verified by School Deans.
- At the end of semester, the teaching plan is reviewed by the Dean Academics.

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

2.4 - Teacher Profile and Quality

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

151

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

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

46

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

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

1180.3

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

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

18

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

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

0

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

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

Examination procedures

- Completely equipped, functional Examination section. All processes from course registration to result declaration are well defined. Question papers are set in-line with course outcomes and their Blooms taxonomy levels, that are audited by internal-external subject experts.
- Processes like paper setting, assessment, examination conduction, result declaration are well established.
- Re-examinations are conducted within ten days of result declaration and remedial examinations conducted at end of academic year provide additional attempts to unsuccessful students.
- Examination reforms implemented. Alternate methods of assessment based on problem-based and project-based learning are explored and implemented.
- Semester results declared within ten days of conclusion of

examinations.

Procedures integrating IT

- Entire examination process automated. In-house developed ERP used for all exam activities- Exam Registration to generation of final results.
- New professional ERP also being developed for examination management and other processes.

Continuous Internal Assessment System(CIA)

- Thirty percent marks are allotted to CIA component on the basis of performance in the various activities throughout the semester.
- Complete transparency in assessment. Students can view all internal assessment marks and assessed answer scripts of every examination conducted in the semester. Students submit requests for re-evaluation after viewing assessed answer scripts.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://drive.google.com/file/d/1_EpeivHMfg1MZuvPR5EF-uNee-cCMlgr/view?usp=sharing |

2.6 - Student Performance and Learning Outcomes

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

Course Outcomes (COs)

The OBE philosophy and Spady's principles are used for framing CO statements. Revised Bloom's taxonomy helps to frame COs. The COs are formulated through interactions of course champions with all stakeholders in-line with vision, mission and PO statements and disseminated among all stakeholders after approval of Chairman of Board of Studies (BoS), Academic council and Board of governance.

Programme Outcomes (POs)

POs describe what students are expected to do and be able to do by the time of graduation. All PO's address three learning domains: Cognitive domain (knowledge), Affective domain(attitude, feelings, emotions),psychomotor domain(skill - physical / kinesthetic).

Programme Specific Outcomes Outcome (PSOs)

PSOs are defined based on the departmental forefront research areas in line with department vision and mission.PSOs describe what the graduates of a specific engineering program will demonstrate an ability to do.

Dissemination of COs, POs and PSOs

The COs, POs and PSOs are informed to different stakeholders through various modes including effective use of electronic sources e.g. institute website. Dissemination of CO's PO's and PSO's to all stakeholders through:

- Mentor- Mentee meetings.
- Teacher-parent meetings.
- Industry-institute interactions.
- Display boards, Curriculum and Syllabi, Laboratory Manuals, Course files, News Letter, and Department Magazines.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://drive.google.com/file/d/1EaypvFv49g2oL7v7E5fn1ne2ZtpRmJ6m/view?usp=sharing |

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

In the Outcome Based Education(OBE), Course outcome attainment is evaluated by direct assessment tools and indirect assessment tools.

The direct methods of assessment include Mid-Semester Examination, End-Semester Examination, Internal Assessment, Demonstration, Practical, etc.

The indirect assessment includes the feedback obtained from various stakeholders like Students, Faculty, Parents, Alumni, etc.

The course articulation matrix and program articulation matrix are used to evaluate the students level of attainment.

Course Articulation Matrix and CO Attainment :

Course Articulation Matrix correlates the individual Course Outcomes of a course with Program Outcomes and Program Specific Outcomes. The strength of correlation of individual CO's of a course with PO's and PSO's is indicated as 1(Low) to 3(High).

Students' results are used to calculate CO attainment, remedial actions are taken to bridge the gaps, if any.

Program Articulation Matrix:

It is formed by the strength of correlation of CO's with PO's and PSO's which is indicated with Level 1(Low) to 3(High). If the course outcomes are attained the PO's correlated to these course outcomes are also attained.

The final PO attainment is a sum of 80% of the direct assessment and 20% of indirect assessment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://drive.google.com/file/d/1PwDAUmBNy6oBi4Qsof7Q5Vkz4k9QF82L/view?usp=sharing |

2.6.3 - Pass Percentage of students

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

709

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://drive.google.com/file/d/1mudVyJzVXIweGLFe7OhGuRRwkhFiXsey/view?usp=sharing |

2.7 - Student Satisfaction Survey

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

<https://mitaoe.ac.in/Student-Satisfaction-Survey.php>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Research is an integral part of the curriculum at MIT Academy of Engineering. The institute envisages innovation and technological development through its R&D activities. The institute cultivates academic and research collaborations with reputed universities, Governments, and Industries to meet the immediate needs of society and industry. The institute also remains committed to long-term research as the foundation for future development.

Research Policies: Institute has well-defined policies, as mentioned below, to motivate faculty members to undertake research activities.

1. R&D Manual
2. Intellectual Property Rights Policy
3. Consultancy Policy
4. Code of Ethics for Research Publications

5. Research and Development Incentive Scheme.

The policies are updated in accordance with the National regulatory bodies such as AICTE, NISP, KAPILA, and UGC.

Seed Money:

Institute biannually calls for proposals to support faculty and students' research work. Faculty and students use this fund to initiate research work so that they can get quality research outcomes in terms of publications /IPR.

Research Facilities:

Research Software:

MATLAB, Java, C++, CCNA and Embedded Linux, LABVIEW, ANSYS, Revit, CATIA, and ASPEN.

Research Labs Equipment:

High-frequency structure simulator, 'HFSS USRP SDR bundle, 'Cadence and Mentor Graphics front end and back design tools, CNC grinding machines, Universal Testing Machine etc.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://mitaoe.ac.in/Research-And-Development-Policies.php |
| Any additional information | No File Uploaded |

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

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

6.3335

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | View File |

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

0

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

3.2 - Resource Mobilization for Research

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

0

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

3.2.2 - Number of teachers having research projects during the year

0

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

7

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

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

0

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | No File Uploaded |

3.3 - Innovation Ecosystem

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

Ecosystem for innovation, creation, and transfer of knowledge:

- 1. Establishment of Entrepreneurship Cell (E-Cell):** The cell provides support systems for delivering sessions related to entrepreneurship and controls all the related

activities.

2. Collaboration with Wadhvani Foundation for all E-Cell related activities: Wadhvani Foundation is a philanthropic trust who supported development and implementation of the courses related to entrepreneurship.
3. Institute Innovation Council (IIC): The council organises various events to benefit the students. The events are creating innovation awareness and motivation for research and innovation.
4. Incubation center at the institute: Provides physical space for the students under incubation and support systems for the incubation process.
5. Collaboration with MS Law Partner firm for guidance on patent drafting, and patent processes (filing, publication, and examination).

E-Cell and IIC:

Under our entrepreneurship (e-Cell) umbrella, the institute has organised workshops, competitions, webinars, and seminars on Innovation, IPR, and start-ups to inspire students for entrepreneurship and start-ups. Programs such as Practice Venture (PV), Institution's Innovation Council (IIC), and participation in competitions such as the National Entrepreneurship Challenge are a part of the functioning of e-Cell.

The Institute has Centres of Excellence for emerging technologies in various departments.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mitaoe.ac.in/Entrepreneurial-Development-Foundation/ |

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

59

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | No File Uploaded |

3.4 - Research Publications and Awards

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

A. All of the above

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

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

3.4.2.1 - Number of PhD students registered during the year

0

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://mitaoe.ac.in/Research.php |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | No File Uploaded |

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

47

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

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

60

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/drive/folders/1Y5pWsef7taViPl911eBpSx9vy96F009A?usp=sharing |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

535

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

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

19

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy

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

0.1

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

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

0

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

3.6 - Extension Activities

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

A number of initiatives like the National Service Scheme (NSS), Unnat Bharat Abhiyan, Swachh Bharat Abhiyan, Robin Hood Army, and Green Club are also given priority to technical education with that intent only.

The extension activities makes the students aware of the social issues and sensitizes them about social debt thereby motivating and encouraging them to take coordinated efforts to ease the life of the community. It serves the purpose of "Education and Service" to the community and by the community.

The initiatives like rainwater management, cleanliness drive, and toilet building create awareness among the villagers to save water and keep hygiene to protect the family members from various diseases. Tree plantation drive, Ganesh Visarjan campaign builds environmental sensitivity among the people. Blood donation camps, different kinds of awareness drives like Government Schemes, and digital literacy on the one hand bring the villagers on an equal platform with the urban people and pave the way for active participation of the students in social life.

To summarise, the institute conducts various activities in the neighbourhood community and sensitises the students on various social and community related issues. This ensures the holistic development of the students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mitaoe.ac.in/nss.php |

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

4

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | View File |

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

16

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

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

893

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | No File Uploaded |

3.7 - Collaboration

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

1159

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

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

26

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

MIT Academy of Engineering (MITAOE), situated in Pune, Maharashtra, is renowned for its commitment to academic excellence and the cultivation of innovation in the engineering field. The campus, reflective of this dedication, boasts state-of-the-art facilities that create an ideal learning environment. The institute has the adequate facilities to meet AICTE requirement, including 47 classrooms, 81 laboratories, 17 tutorial rooms, and an enormous computing facility with 1285 PCs, over 100 printers and scanners and 14 high-end servers. The institute's dedication is further evident in its secured 500 Mbps internet leased line, facilitating seamless online communication, research, and access to a vast repository of information, supporting academic pursuits and encouraging dynamic collaboration within the academic community. MITAOE prioritizes interactive and collaborative learning environments. These areas serve as discussion platforms in addition to being used for frequent lectures, which fosters a culture of shared knowledge. MITAOE is still a shining example of educational quality, forming the leaders of tomorrow in engineering and equipping students to succeed in a rapidly changing technological environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1GTYc_3oIu6ulc1OgAWeWbOwGT4zXkeg0/view?usp=sharing |

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

The MIT Academy of Engineering (MITAOE) stands out as a beacon of holistic education, prioritizing the comprehensive development of students through cultural activities and state-of-the-art sports facilities. Beyond a conventional academic focus, MITAOE creates an environment promoting talent exploration, teamwork, and overall personality enrichment. MITAOE hosts 24 clubs across Technical, Cultural, Recreational, Social, and Sports categories, encouraging interdisciplinary collaboration. An annual student council coordinates college-wide events. The institution celebrates diversity through designated areas like the 3000 sq. feet student activity hall and a 35 x 35 meters Amphitheatre, accommodating up to 400 students for cultural performances. Five Cultural Clubs organize events ranging from dance and singing competitions to dramatic presentations, fostering participation in national-level programs. Promoting holistic well-being, MITAOE's Yoga and Meditation Club conducts year-round events, including Yoga Day celebrations and health awareness initiatives, nurturing physical and mental wellness. On the sporting front, the institute's 53820 sq.ft. sports ground equipped with sports kits encourages participation in various sports and competitions at national, state, and zonal levels. This fosters healthy competition and instills values of discipline, teamwork, and perseverance. MITAOE's wide range of clubs and facilities creates a stage for a complete educational experience, shaping students into academically skilled, culturally aware, physically fit, and socially savvy individuals. Dedicated to providing a supportive atmosphere, MITAOE ensures students flourish intellectually and personally, preparing them for the challenges of the ever-changing outside world

| File Description | Documents |
|---------------------------------------|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1bDIguvsH9j0i0HMe2pHyXV3NPVDy7csk/view?usp=sharing |

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

47

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

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

323.21

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

4.2 - Library as a Learning Resource

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

The central library operates seamlessly through the Library Management Software (LMS) known as "SLIM 21." Crafted with VB as the front end and Posture SQL on Linux as the back end, SLIM 21 stands as an integrated, multiuser, multitasking system catering to in-house library operations. Its diverse modules, including Acquisition, Cataloguing, Circulation Serial control, Utility, Statistics, and Web-OPAC, ensure comprehensive library

management. Books within the Central Library are barcoded to facilitate accurate circulation record-keeping. Complementing this, a digital library has been established, housing project reports, e-books, syllabi, old question banks, and various resource lists. These digital assets are seamlessly linked to the Web-OPAC, enabling users to remotely access the digital library. Central Library users can connect to the library database and digital resources through both internet and intranet. The Digital Library and Multimedia Section, equipped with 10 PCs, allows MITAOE authorized users to access e-resources and the library database. Furthermore, MITAOE users have the flexibility to access the Web-OPAC from any location, at any time, and on any device. To augment user experience and security, the Central Library boasts essential amenities like document scanners, printers, Xerox machines, and a CC camera surveillance system. The software, SLIM-21, currently stands at version 3.9.0, embodying a fully automated system since 2001, with the latest upgrade implemented in June 2022.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1BU3P2r10zqrV9RjLBdWdMnCCOTaH9DXs/view?usp=sharing |

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

A. Any 4 or more of the above

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

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

14.65

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

357.4

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

4.3 - IT Infrastructure

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

MIT AOE Alandi places significant emphasis on establishing a robust Information Technology (IT) infrastructure, supported by a comprehensive IT policy. The campus features a resilient 500 Mbps (1:1 BW) Internet Lease Line distributed via LAN and WIFI, utilizing Fiber Optic Cable Media and RF Media. Security is prioritized with the implementation of the Dell Sonicwall Firewall, ensuring secured internet access through Sonicwall user credentials authenticated by the Radius Server and Sonic Firewall. Symantec Endpoint Protection Antivirus provides an additional layer of defense against potential virus attacks. WIFI access requires device registration, enhancing overall security. Budget allocation follows a decentralized model, ensuring timely procurement of necessary IT equipment. The institute maintains an up-to-date inventory of computer systems, continuously procuring state-of-the-art systems to meet evolving student needs. The networking infrastructure, featuring CISCO Platform or D Link Network Switches, supports seamless connectivity campus-wide. Special facilities include the Language Lab, aiding communication skill development, and internet connectivity is continually upgraded to support the latest Learning Management System facilities. Communication is

facilitated through G Suite Server, MS Teams Platform, and CollPoll, offering a comprehensive solution for management and operational needs.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mitaoe.ac.in/assets/images/pdf/431AdditionalInfoITPolicy.pdf |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 3188 | 1084 |

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

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus **A. 750 Mbps**

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

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

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/123sC-acSAWPb0pQTenD1EJRCcLYIbbwp/view?usp=sharing |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

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

1022.54

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

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

The MIT Academy of Engineering implements a robust policy for the maintenance and utilization of its physical, academic, and support facilities. Under this policy, a dedicated facilities management team oversees regular inspections and preventive maintenance tasks to ensure the upkeep of buildings, equipment, and infrastructure. Scheduled maintenance is conducted to address any wear and tear promptly, ensuring the safety and functionality of facilities. Academic facilities are meticulously managed to provide an enriching learning environment. This includes well-equipped classrooms, state-of-the-art laboratories, and comprehensive libraries stocked with relevant resources. Furthermore, specialized areas cater to the unique needs of various academic disciplines, promoting experiential and hands-on learning. Support facilities, such as administrative offices, student services centers, and recreational spaces, are maintained to facilitate the overall well-being and satisfaction of students, faculty, and staff. Clear procedures are in place for the reservation and allocation of spaces to ensure efficient utilization. Regular assessments

and feedback mechanisms are utilized to continuously improve the effectiveness and efficiency of facility management processes, aligning with the institution's commitment to excellence in education and support services.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

2065

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

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

16

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

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://mitaoe.ac.in/NAAC-5-1-3.php |
| Details of capability development and schemes | View File |
| Any additional information | View File |

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

3076

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

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

A. All of the above

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

| 5.2 - Student Progression | |
|--|---------------------------|
| 5.2.1 - Number of outgoing students who got placement during the year | |
| 611 | |
| File Description | Documents |
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| 5.2.2 - Number of outgoing students progressing to higher education | |
| 7 | |
| File Description | Documents |
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |
| 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year | |
| 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year | |
| 19 | |
| File Description | Documents |
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |
| 5.3 - Student Participation and Activities | |
| 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year | |
| 19 | |

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

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

The student council at MITAOE is formed to inculcate leadership and team-building qualities among students. The class representatives of all classes are members of the student council.

Class representatives, Student council members are selected by the rules and norms stated by the Government of Maharashtra Gazette part 8, dated 11/01/2017.

Thus Student Council is a group of elected students working together with the guidance of the dean, student affairs within the framework of a constitution or bylaws to provide a means for student expression and assistance in college affairs and activities. The major objectives of the MITAOE student council are as follows:

1. To initiate, implement, and complete projects and activities which will be of help to the school, the students, the faculty, the administration, the Board of Trustees and the community.
2. To develop and provide opportunities for leadership and service in the local school and in the community.

The President Secretary and Ladies representative of the Student Council is part of the College Development Committee (CDC). They put students' perspectives in the meeting and contribute to the development of the college. President, Ladies Representatives are part of student welfare and extra-curricular and co-curricular committee. IQAC of college also has student council representation.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1dKFB8JNvW4q149bcJIv37_sqZwcqOMOc/view?usp=sharing |

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

12

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

5.4 - Alumni Engagement

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

The institution has registered for Alumni association.

Reg No: MAHA / 1106 / 2019 / Pune, Date: 01 / 08 / 2019

The Objective of MITAOE alumni Association is to provide alumni with resources, relationships and opportunities that help them make contributions of immediate and enduring value.

The Alumni website serves as a powerful communication tool for enhancing the ties between the Alumni, its members and students. The launching of the website was the first step of a series of communications between MITAOE and the extended family of alumni and friends.

The Alumni always contribute in the development of students by extending support in terms of providing expert talks, placements and internships supports. Many of the Alumni have supported economically needy students. In this pandemic situation support of Rs. 58000/- was given to one of students.

The web portal developed for Alumni Engagement and platform for career opportunities for all connected alumni, They get a chance to know about better opportunities available across the globe. The Placement cell of MITAOE also extends support to alumni for their career opportunities.

Hope the bond of alumni gets strengthened over the period of time and results for the betterment of Institute.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://drive.google.com/file/d/1F2uRzDi0ovRfWFwgFtEH8JzE63jvoix8/view?usp=sharing |

5.4.2 - Alumni’s financial contribution during the year

B. 10 Lakhs - 15 Lakhs

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision and Mission of MIT Academy of Engineering are framed and appraised as per the goal of technical education. To achieve the stated vision and mission the leadership is effectively designed as per the guidelines given by Apex bodies / statutory regulatory authorities and by-laws of the institute. The Governance/Management of the institution is robust, transparent, hierarchical, decentralized, and participatory. The management has delegated the power and authority to the Director to make decisions and execute them. The Governing Body and the Director jointly work towards designing and implementing quality policies.

VISION

To develop MITAOE to be a new-age learning center for the holistic development of students into professional engineers, to

cater to the changing needs of techno-society.

MISSION

- To provide new-age infrastructural facilities blended with skill-based curriculum and activity-based pedagogical approaches to develop competitive engineering professionals to solve real-world problems.
- To prepare students for lifelong learning by transforming educational practices.
- To promote ethical and moral values by involving students into community services.
- To promote entrepreneurship and managerial skills by strengthening industry-institute interaction.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mitaoe.ac.in/about-mitaoe.php |

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

The Governing Body and Director jointly work towards designing and implementing a Committee system to implement a decentralized approach with all types of members effectively. Every committee has responsibilities to carry on. There are various well-defined Statutory assisting in ensuring effective governance.

Following operational level committees are working together in an institute;

1.High-level committee: Responsible for decision-making and developing future planning and vision setting.

- The Governing Body
- Statutory committees

2. Middle-level committee: Responsible for proper planning to

achieve higher-level management. By setting the milestones step by step objectives (like decentralization) are achieved.

- Director
- Deputy director
- School Deans
- Section heads
- Student activity dean

3. Lower level committee: Various committees have been formed to work at the lower level. These are members who work at-sight to achieve the set goal and objective Decentralization is adopted at every section in the institute, financesection, admission section, store and purchase section, human resources, and academics section.

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

6.2 - Strategy Development and Deployment

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

Being an autonomous institute we have a strategic plan based on a Vision plan that is implementable, realizable, and need-based. The following are highly successfully implemented:-

1. Teaching Learning Process
2. Research and Consultancy
3. Student Support and Success
4. Enhanced Students' Experience
5. Enhanced Alumni Engagement
6. People & Welfare

7. Social Media Connect

8. Entrepreneurial & Innovation Ecosystem

9. Campus & Services

10. Sustainability.

Corporate Relations and Placement Cell (CRPC):

- The CRPC has a legacy of providing quality placements to students.
- The CRPC provides an excellent corporate interface by arranging interns in the industry.
- The CRPC endeavors to provide excellent job opportunities to the students.
- The department works on aptitude test preparation and personality development interactions.

Activity details:

- Provide employability-based training through different curricular and Communication skills, professional skills, and employability skills relevant to mandatory courses in the curriculum.
- Provide the necessary training and assessment platforms for the personal students from the employability perspective.
- Organize various expert sessions, technical series, webinars, and seminars on current trends in technology or industry requirements in collaboration with various industry professionals.

The impact of various employability activities has been observed on overall campus placement.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://mitaoe.ac.in/assets/images/pdf/MITAOE_Startegic_Plan_and_Deployment_5_Years.pdf |
| Upload any additional information | View File |

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

MIT Academy of Engineering is a multi-disciplinary autonomous engineering institute. The salient features of the organogram exhibit following:

- The Director is the executive head of the institute. He chairs the position which is the authority on all academic matters. He is also a member secretary of the Governing Body and Chairman of the Academic Council.
- Two Deputy Directors (Academics and Corporate) and Deans/In charges (Research and Development, Dean Students Affairs and CELT coordinator, Librarian, ED Cell, External Relations) assist the Director in his executive roles.
- The Registrar and senior officials in specific areas (Academic Affairs, Estate Management, Materials Management, Human Resource Management, Finance and Accounts, Administration, Students and Autonomy, Personnel Training and Development, Research Publications and Public Relations, etc.) perform other administrative functions.
- There are seven heads of the department (viz., Chemical, Civil, Computer, Electronics, and Electronics & Telecommunication & Mechanical). Heads of the departments decentralize the responsibilities for the design of the curriculum, conduct BoS meetings, smooth planning of the Teaching Learning activities, Research and students co-curricular and extra-curricular activities.

There are several statutory and other committees in placeto administer various activities related to academics,

administration and extension activities.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://mitaoe.ac.in/assets/images/pdf/Organizational_Chart.pdf |
| Upload any additional information | View File |
| Paste link for additional Information | https://mitaoe.ac.in/mitaoe-committees.php |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

The faculty and staff welfare measures at the institute include various benefits such as Employees Provident Fund (EPF), gratuity for non-teaching staff, partial reimbursement for medical insurance, and accidental and health insurance for specific roles like drivers and electricians. Employees are entitled to various types of leave including casual, earned, maternity, vacation, and medical leave, with special considerations during the COVID-19 pandemic and for emergencies. The institute also offers compassionate appointments for family members in the event of an employee's death and reimbursement for professional membership fees. Promotions and increments are based on annual performance appraisals, with additional benefits

like study leave for PhD and post-doc studies and increments upon completion of a PhD. The institute acknowledges outstanding academic, research, and administrative contributions through felicitations and awards, including cash prizes and citations. Additional benefits include professional development leaves, loan facilities, Diwali bonuses, adherence to 6th Pay Commission recommendations, and availability of a medical officer on campus, ensuring a comprehensive support system for faculty and staff.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mitaoe.ac.in/assets/images/pdf/HR-Manual-2022-23.pdf |

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

40

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

20

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

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development

Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

102

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institution conducts regular internal and external audits. Qualified external auditors are appointed to conduct the audit on a regular basis. Expenditures incurred by the college are maintained by the college account section and submitted to the trust from time to time for review. Utilization of funds is in the procurement of resources, facilities, and services provided by the institution.

The internal auditor conducts the audit of accounts in which they verify journal vouchers, cash books, ledger accounts, bank accounts, etc. The audit is separate from an external audit. So far, there have been no major objections. Minor errors are corrected, and precautionary steps are taken by the institution to avoid them in the future. The accounts department prepares the balance sheet, and depreciation is verified and signed by the auditor.

PMSS (Prime Minister Special Scholarship Scheme) Scholarships and Grants are audited separately by the auditor and uploaded on authorized portals. The audited financial statements are published on the college website and provided to regulatory bodies.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1mQ10MkWKNOGrnn6rOb15YihuV86cl13o/view?usp=sharing |

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

NIL

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

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

The school deans and section heads prepare and submit a budget to the Director's Office, considering their academic requirements. A summary of the budget is then discussed, prepared by the accounting section, and presented at the finance committee meeting. Final approval of the budget is provided by the committee. The approved budget is then allocated to the respective schools and departments. Section heads have the authority to spend within the budgetary limits set by the finance committee, and appropriate actions are taken accordingly.

As per the guidelines specified by the management and the director, records of both planned and actual expenses are periodically maintained. The fund is optimally utilized for development activities, research and development, training and placement, procurement of library books and journals, repair and maintenance, as well as printing and stationary needs, and acquiring furniture and fixtures.

The mobilization and utilization of the fund are reflected in the balance sheets. The management never compromises on providing high-quality engineering education to the students, in

accordance with the directives of the regulating bodies.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://drive.google.com/file/d/19gM1kvO8jLck_tmPKyqjIVRdtvFhCOER/view?usp=sharing |

6.5 - Internal Quality Assurance System

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

- Establishment of Internal Quality Assurance Cell (IQAC) at MIT Academy of Engineering (MITAOE) on 20/03/2014.
- Role of IQAC in ensuring quality assurance in academics and administration.
- Contribution of IQAC towards NBA accreditation:
 - Accreditation of various undergraduate programs in Electronics Engineering, Electronics & Telecommunication Engineering, Computer Engineering, Chemical Engineering, Information Technology, and Mechanical Engineering by NBA in tier-II mode for specific academic periods.
 - Accreditation of certain programs in tier-I mode for specific academic periods.
- NAAC accreditation with 'A' grade (CGPA 3.13 on a four-point scale) from September 24, 2014, to September 23, 2019, extended until December 31, 2021.
- Academic autonomy conferred by UGC from the academic year 2016-17.
- ISO 9001:2015 certification for quality standards until October 25, 2025.
- Participation in the National Institute Ranking Framework (NIRF) from 2017.
- Key initiatives by IQAC:
 - Transition from online to offline teaching-learning systems.
 - Assessment reforms.
 - Enhancing students' compatibility with the external world through programs like B Tech Guru and AMCAT.
 - Encouraging quality research publications and

startup activities.

- Facilitating student participation in technical and non-technical activities.
- Organizing seminars/workshops for faculty and students on research, IPR, consultancy, etc.
- Curriculum revisions and fostering industry-institute interaction through MOUs and stakeholders' feedback.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mitaoe.ac.in/mitaoe-quality-assurance.php |

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

1. **Quality Assurance:** IQAC ensures quality in the teaching-learning process with consistent follow-up.
2. **Curriculum Implementation:** MITAOE adopts CBCS and AICTE's 160-credit model, with faculty designing courses based on stakeholder input.
3. **Faculty Development:** Members undergo various programs via IUCEE, NITTTTR etc. to enhance teaching skills.
4. **Blended Learning:** Mix of online and offline teaching, increased during the pandemic, using tools like Moodle and Kahoot.
5. **Academic Flexibility:** Students choose courses of interest, with 28% curriculum flexibility.
6. **Skill Development:** 36% of courses focus on skill enhancement.
7. **Critical Thinking:** Students engage in projects and prototypes to foster creative and critical thinking.
8. **Internship Programs:** Mandatory summer internships and semester-long internships for practical experience.
9. **Certification Programs:** Honors and minor certifications offer additional credits.
10. **Project Work:** Minor projects in the second year, major projects spanning three semesters, and capstone projects in the final year.
11. **Entrepreneurship Development:** Encouragement for startups with 15 initiated by the Entrepreneurship Development Cell.

12. Assessment: Regular assessment of Course Outcomes (CO) and Program Outcomes (PO) using direct and indirect tools.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mitaoe.ac.in/mitaoe-quality-assurance.php |

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

A. Any 4 or all of the above

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The campus prioritizes gender equity through a multifaceted approach encompassing curricular and extracurricular initiatives. Curricular activities include induction programs on human values for gender sensitization, embedding gender equity principles within the academic curriculum. Furthermore, student council committee elections ensure equal representation by

allocating seats to girls, fostering a balanced leadership landscape. Co- and extra-curricular activities actively promote gender equity and sensitization. These include self-defense programs empowering women with essential skills for personal safety. Additionally, the campus celebrates Women's Day to recognize and honor the contributions of women in society.

To ensure the safety and well-being of women on campus, numerous facilities are available. Security measures encompass the presence of cameras, lady guards, and 24/7 access to the Your Dost counseling app, providing support and guidance. Moreover, dedicated facilities such as vending machines cater to the specific needs of women. Flexible working arrangements accommodate mothers, with provisions for feeding newborns and transport assistance for employees working extra hours. Overall, the campus ecosystem is designed to foster gender equity, providing equal opportunities, support, and resources for all its members.

Overall, these initiatives and facilities collectively contribute to creating a campus culture that promotes gender equity, sensitization, and ensures the well-being and empowerment of women.

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

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

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

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

The institution employs various methods for managing different types of waste effectively. For solid waste management, vermicomposting and biogas technologies are utilized. Vermicomposting involves the use of earthworms to decompose organic waste, producing nutrient-rich compost. Vermicomposting involves using worms to break down organic waste into nutrient-rich compost, while biogas production converts organic waste into energy. These methods not only reduce the volume of solid waste but also produce valuable resources for the institution. Biogas technology utilizes organic waste to produce biogas for energy generation, reducing dependence on fossil fuels.

In liquid waste management, the institution utilizes reverse osmosis (RO) plant exhaust water for multiple purposes. This water is repurposed for toilet cleaning and irrigation in agriculture, reducing water wastage and promoting sustainability.

For e-waste management, the institution has signed a Memorandum of Understanding (MOU) with SWaCH Pune Seva Sahkari Sanstha Maryadit, collaborating to responsibly collect and recycle electronic waste. This partnership ensures proper disposal of electronic devices to prevent environmental pollution.

Regarding hazardous chemicals and radioactive waste management, the institution provides separate racks and dustbins designated for handling and storing such materials safely. This segregation prevents accidental mixing and ensures proper disposal according to regulations, minimizing environmental and health risks.

Overall, these comprehensive waste management practices demonstrate the institution's commitment to environmental sustainability and safety.

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

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

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

| | |
|--|-------------------------------------|
| <p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | <p>A. Any 4 or All of the above</p> |
|--|-------------------------------------|

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

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

| | |
|--|-------------------------------------|
| <p>7.1.6.1 - The institution’s initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus | <p>A. Any 4 or all of the above</p> |
|--|-------------------------------------|

recognitions/awards
5. Beyond the campus environmental promotional activities

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

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

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

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

The institution endeavors to foster an inclusive environment

that celebrates diversity in all its forms. Efforts towards cultural inclusivity include participation in events like the Firodiya cultural competition at SPPU, which provides a platform for showcasing diverse cultural talents. The annual Nakshatra social gathering further promotes social cohesion among students, encouraging interaction across cultural, regional, and linguistic boundaries.

Various clubs such as the dance and singing clubs offer spaces for students to express their cultural identities and talents. Sports activities not only promote physical well-being but also foster camaraderie among students from different backgrounds.

The institution organizes workshops addressing communal and socio-economic issues, promoting understanding and empathy among students. Activities like NSS initiatives and Unnat Bharat Abhiyan engage students in community service, encouraging inclusivity and social responsibility.

Participation in traditional festivals like Ashadi Kartik Wari reflects respect for cultural heritage and traditions. Overall, these initiatives cultivate a campus culture of tolerance, harmony, and acceptance of diverse backgrounds, contributing to a vibrant and inclusive learning environment.

Overall, through these multifaceted efforts, the institution cultivates an environment of tolerance, harmony, and inclusivity, where individuals from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds feel valued and respected.

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

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

The institution places a strong emphasis on nurturing students to become responsible citizens in alignment with the values

enshrined in the Constitution of India. To achieve this, MITAOE has integrated the Constitution of India as a compulsory course for engineering students, ensuring that all students have a foundational understanding of the principles and rights enunciated in the Constitution.

Additionally, the institution organizes celebrations of national festivals, providing opportunities for students to deepen their sense of patriotism and civic pride. Talks from eminent personalities from defense backgrounds offer insights into the importance of national security and service to the nation.

Furthermore, community engagement activities such as voluntary services, social outreach programs, and awareness campaigns on civic responsibilities instill a sense of duty towards society. Debates, seminars, and workshops on constitutional values, democracy, and governance further enrich students' understanding of their roles as responsible citizens.

Through these varied activities, MITAOE endeavors to instill values such as justice, liberty, equality, and fraternity among its students, preparing them to contribute positively to society and uphold the principles of the Indian Constitution.

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

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

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

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

The institution demonstrates a steadfast commitment to commemorating and organizing a diverse array of national and international events, festivals, and commemorative days throughout the year, showcasing its rich cultural tapestry and fostering a sense of unity and pride among its stakeholders.

Key national events such as Independence Day and Republic Day are marked with grand ceremonies, flag hoisting, and cultural performances, embodying the spirit of patriotism and freedom. Mahatma Gandhi Jayanti and Dr. Ambedkar Jayanti are celebrated with discussions, seminars, and initiatives that reflect on their profound contributions to the nation's socio-political fabric.

Furthermore, the institution pays homage to revered historical figures like Chhatrapati Shivaji Maharaj and Mahatma Phule through lectures, exhibitions, and tributes, highlighting their enduring legacies and ideals.

National Unity Day and Science Day are commemorated through various activities, including seminars, workshops, and awareness campaigns, promoting the values of unity, scientific inquiry, and innovation.

By organizing and celebrating these events, the institution not only strengthens its bond with the national heritage but also fosters a sense of belonging and shared purpose among its community members, contributing to a vibrant and inclusive campus culture.

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

7.2 - Best Practices

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

7.2 - Best Practices 7.2.1 - Describe at least two institutional best practices Best Practice: (A) Integrated Project-Based Learning (PBL) Approach

1. Title of the Practice: Integrated Project-Based Learning (PBL) Approach
 2. Objectives of the Practice: Foster critical thinking, problem-solving, and collaboration skills through interdisciplinary project work, aligning with NAAC's emphasis on holistic student development.
 3. The Context: Addressed challenges in traditional lecture-based teaching, aiming to bridge the gap between theory and real-world application in Indian higher education.
 4. The Practice: Integrate project-based learning into the curriculum, encouraging students to apply theoretical knowledge to solve real-world problems collaboratively. Challenges included faculty training and resource allocation.
 5. Evidence of Success: Improved student engagement, higher retention rates, and enhanced employability skills evidenced through assessments, employer feedback, and alumni success stories.
 6. Problems Encountered and Resources Required: Challenges included faculty resistance, time constraints, and the need for additional infrastructure and technology. Required resources include training workshops, ongoing support, and investment in technology.
 7. Notes: Successful implementation requires institutional support, faculty buy-in, and continuous evaluation to ensure alignment with learning outcomes and industry needs. Collaboration with industry partners can enrich project experiences and enhance employability outcomes.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://drive.google.com/file/d/1k_VtWCLSp7ck8spVZAdbtwCSCxQL113y/view?usp=sharing |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

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

The entrepreneurial spirit thrives at our institution, marked by our Entrepreneur cell's dynamic initiatives, supported by various activities, funds, and alumni contributions. Notably, a recent collaboration with the Wadhvani Foundation exemplifies our commitment to nurturing entrepreneurial talent. The felicitation ceremony on August 12, 2022, not only honoured our institute but also recognized faculty members for their instrumental role in fostering student start-ups. Mr. Swarup Pandya from the Wadhvani Foundation lauded our efforts during an interactive orientation session, emphasizing the significance of our courses and facilities.

Furthermore, our Entrepreneurial Development Foundation organized a session titled "Moving Towards Your Goal" on February 7, 2023, led by Dr. Prafulla Hatte, an academic leader from Cambridge University. Dr. Hatte's insightful session enlightened students on goal-setting strategies, emphasizing the importance of a smart approach and positive mind set. Students were encouraged to delve into quantum physics concepts and metacognition to enhance their thought processes. Dr. Hatte's guidance on overcoming mental barriers and aligning goals with personal values left a profound impact, fostering a culture of perseverance and innovation.

Through such endeavours, our institution cultivates a vibrant entrepreneurial ecosystem, empowering students to realize their aspirations and contribute meaningfully to society.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://drive.google.com/file/d/1EL_welRaRUdGbuBBnjEqYD4hPE729Sxb/view?usp=drive_link |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

1. **Curriculum Enhancement:** Integrating value-based education with universal life skills, professional skills, and sustainability principles into the curriculum.
2. **Research and Innovation Culture:** Providing seed funding for research projects, supporting IPR (Patent Drive for innovative student projects), and motivating faculty and students to engage in consultancy projects and participate in hackathons and internships.
3. **Technology Trends Discourse:** Organizing seminars, webinars, and expert talks to discuss emerging technology trends and faculty conclave.
4. **Career Exposure:** Counseling students to enhance their global career exposure.
5. **Club Activities:** Encouraging club activities and recognizing outstanding contributions through awards.
6. **Alumni Support:** Engaging alumni to support student placements and internships.
7. **Employee Motivation:** Implementing best HR practices for employee motivation and welfare.
8. **Training for ISO 21001:2018 (EOMS).**