YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution　　　　　　　**MIT Academy of Engineering**

- Name of the Head of the institution　　**Dr. Yogesh J. Bhalerao**

- 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-2022-23.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-2023-24.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   `Yes`
  compliance to the decisions taken
  uploaded on the institutional website?

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

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

- If yes, mention the amount

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

`Academic Excellence Initiatives: Introduced value-added courses focusing on employability, entrepreneurship, and skill development. Implemented innovative, technology-enabled pedagogical and assessment practices to enhance learning outcomes. Conducted workshops and seminars on advanced topics to bridge industry-academia gaps.`

`Research and Publications: Encouraged faculty and students to publish in Scopus, SCI, and Web of Science-indexed journals. Supported participation in national and international conferences for knowledge dissemination. Established a research ecosystem promoting interdisciplinary and outcome-based research.`

`Infrastructure and Resources Development: Upgraded computer laboratories and introduced advanced software tools for practical learning. Enhanced physical infrastructure to align with modern teaching-learning requirements.`

`Quality Assurance and Strategic Planning: Revised the institute's vision and mission to align with emerging trends and global standards. Conducted quarterly reviews of the strategic plan during IQAC meetings to ensure continuous improvement. Implemented examination reforms to improve transparency, fairness, and efficiency in assessment processes.`

`Accreditation and Rankings: Facilitated smooth completion of ranking surveys like NIRF, NAAC, NBA, ISO, and GU World rankings, R World Ranking. Monitored and ensured compliance with accreditation requirements.`

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
Integrate value-added courses focused on employability, entrepreneurship, and skill development. Introduce technology-enabled teaching practices to enhance learning.	Successful launch of several skill development and entrepreneurship-focused courses. Integration of innovative, digital tools in pedagogy, resulting in improved student engagement and learning outcomes.
Encourage faculty and students to publish in reputed journals and participate in conferences. Foster interdisciplinary research and collaboration.	Significant increase in publications in Scopus, SCI, and Web of Science-indexed journals. Multiple faculty members presented their research at national and international conferences.
Upgrade infrastructure, including the subscription of e-journals, procurement of high-end computer facilities, and improvement of digital resources.	Successful subscription of e-journals for faculty and students, providing enhanced access to academic resources. Upgraded computer labs with the latest software, facilitating practical and research-oriented learning.
Implement reforms to improve the transparency, fairness, and efficiency of the examination process.	Successful implementation of exam reforms, including online assessments, real-time grading systems, and a more comprehensive evaluation approach, ensuring fairness and reducing administrative burden.
Revise the institute's vision and mission to reflect contemporary educational needs and global trends. Regularly review the strategic plan.	Updated vision and mission statements aligned with modern educational and industry requirements. Quarterly reviews of the strategic plan were conducted, leading to course corrections and targeted improvements.

Focus on achieving high ranks in NIRF, NAAC, NAAC, ISO and GU subject rankings. Ensure continuous quality improvements to meet accreditation criteria.	Successful submission of ranking surveys and improved performance in national rankings. Positive feedback from NAAC and NBA accreditation visits, highlighting improvements in infrastructure, teaching quality, and student outcomes.
Strengthen feedback mechanisms from students, alumni, and industry experts to inform curriculum development and quality enhancement.	Enhanced feedback collection and analysis, leading to curriculum adjustments based on industry needs and student preferences. Improved stakeholder engagement contributed to a more dynamic academic environment.

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	24/12/2024

14.Was the institutional data submitted to AISHE ? **Yes**

- Year

Part A	
Data of the Institution	
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• Name of the Head of the institution	**Dr. Yogesh J. Bhalerao**
• Designation	**Director**
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Name of the statutory body	Date of meeting(s)
College Development Committee	24/12/2024

14.Was the institutional data submitted to AISHE ?	**Yes**

- Year

Year	Date of Submission
2023	30/11/2023

15.Multidisciplinary / interdisciplinary

MIT Academy of Engineering (MITAOE) is committed to evolving into a holistic, multidisciplinary institution by integrating arts, humanities, and STEM disciplines. This transformative initiative fosters a comprehensive approach to education and research, addressing the diminishing boundaries between traditional disciplines. To prepare students for today's dynamic and interconnected world, MITAOE emphasizes cross-disciplinary learning through academic flexibility. The curriculum offers a

range of elective courses, including discipline-specific, multidisciplinary, and open electives, along with professional skills development. This structure enables students to acquire interdisciplinary knowledge while specializing in their chosen fields. Courses such as Design Thinking, Creative Technologies, Prototyping, Product Design, Liberal Learning, Entrepreneurship, Environmental Science, Universal Human Values, Project Management, Economics, and Psychology encourage collaboration across diverse domains. These programs emphasize holistic learning, critical thinking, and sustainable problem-solving, equipping students with the adaptability and diverse perspectives required to tackle real-world challenges effectively. MITAOE's 14 Emerging Area Specialization Tracks reflect its commitment to inter/multidisciplinary excellence, encouraging students to explore courses beyond their core disciplines. These tracks include: Innovation and Entrepreneurship Business Administration Design for Engineers Green Technology and Sustainability Industrial Technology Management Infrastructure and Sustainability Artificial Intelligence and Machine Learning Data Science Cloud Computing Cyber Security Electric Vehicles Healthcare Technologies Blockchain Technologies Computer-Aided Engineering and Automation MITAOE aligns with global trends in engineering education by integrating knowledge from diverse fields to enhance innovation and adaptability. Initiatives such as Honor/Minor programs, Inter/Multidisciplinary Projects, Credit-Based Internships, and Capstone Portfolios exemplify the institute's focus on inter/multidisciplinary learning. MITAOE prepares its students to excel in a rapidly evolving global landscape by adopting collaborative and project-based educational frameworks.

16.Academic bank of credits (ABC):

At MIT Academy of Engineering (MITAOE), the Academic Bank of Credits (ABC) initiative is a key feature designed to enhance the flexibility and mobility of students in their academic journeys. The ABC system serves as a centralized digital repository that enables the seamless storage, transfer, and exchange of academic credits earned by students across various courses. DigiLocker Registration: All students of MITAOE are registered through DigiLocker and have an APAAR ID. IT is a secure platform where academic credits earned in different courses are accumulated and stored. APAAR ID empowers students to accumulate and store their academic accomplishments, facilitating seamless transitions between institutions for the pursuit of further education. The APAAR ID simplifies the processes of credit recognition and

transfer This digital repository provides a streamlined and efficient process for tracking academic progress. Credit Transfer and Accumulation: The ABC system facilitates credit transfer, accumulation, and exchange across educational institutions, allowing students to accumulate credits from different courses and institutions. This feature ensures a smooth transition in cases of multiple entry/exit points in academic programs, enabling students to take breaks or switch institutions without losing academic progress. Flexibility and Lifelong Learning: By enabling flexible credit accumulation and exchange, the ABC system promotes lifelong learning opportunities. It allows students to personalize their academic path, enhancing their ability to access a variety of learning experiences and continually develop their skills, regardless of their educational institution. MITAOE's adoption of the Academic Bank of Credits system supports a more dynamic, student-centered educational framework, promoting mobility, flexibility, and enhanced learning opportunities for all students.

17.Skill development:

MIT Academy of Engineering (MITAOE) is dedicated to developing Foundational Cognitive Skills, Social and Emotional Skills, Technical and Digital Literacy, Leadership and Entrepreneurial Skills, and Personal and Ethical Development to ensure students are well-prepared for successful careers in their respective fields. The institute offers a comprehensive approach to skill development through Technical Skill Courses, Co-curricular Activities, and Student-Led Initiatives, all designed to promote holistic learning. 1.Technical Skill Courses: MITAOE offers 12 credits for Technical Skill Courses, which are designed to enhance domain-specific expertise and essential competencies like problem-solving, critical thinking, and teamwork. These courses ensure students develop a well-rounded set of skills necessary to meet the demands of various industries and professions. List of Vocational Skill Enhancement Course (VSEC): 6 Courses and 12 Credit Program Name VSEC Course 1 VSEC Course 2 VSEC Course 3 VSEC Course 4 VSEC Course 5 VSEC   Course 6 Chemical Computer Aided Engineering Drawing Computer Aided Chemical Engineering Computer Application for Chemical Engineers (L) Data Analytics in Chemical Engineering (L) Practicum for Chemical Engineers I / Professional Certification Courses (L) Practicum for Chemical Engineers-II / Professional Certification Course (L) Civil Computer Aided Engineering Drawing Surveying and Geomatics Building Information Modeling-I (L) Data Analysis (L) Analysis & Design of Building Systems/ Building Information Modeling-II (L)

Drone Surveying/ Hydraulic Modeling (L) Computer Engg,, Software Engg. and Information Technology Linux Fundamentals and Programming Data Visualization Problem Solving Using Object Oriented Programming (C++) / (Java) Object Oriented Programming (Core Java)/ Enterprise Application Development (Advance Java) Linux Administration-I / Web Technology/ Mobile App Development / UI/UX Design Linux Administration-II Cloud Services /Web and Desktop Application Development Computer Science Engineering (AIML) and (DS) Data-Driven Modeling Data Visualization Problem Solving Using Object Oriented Programming (C++) / (Java) Object Oriented Programming (Core Java)/ Enterprise Application Development (Advance Java) Linux Administration-I/ Web Technology/ Mobile App Development / UI/UX Design Linux Administration-II Cloud Services /Web and Desktop Application Development Electronics & Telecomm and Electronics Engineering Electronics Workshop Integrating Sensors and Actuators Problem Solving Using Object Oriented Programming (C++) / (Java) Data Structures /   DBMS/DS - Data Base Management System / Embedded Linux RTOS/ Advance Data Science Mechanical Computer Aided Engineering Drawing Fab Lab Problem Solving Using Object Oriented Programming (C++) / (Java) Data Structures / Digital Twin Computer-Aided Product Design Professional Certification Mechanical Simulations

2.Co-Curricular Activities: The institute recognizes the importance of co-curricular activities in enriching students' learning experiences and overall development. Liberal Learning and Creative Technology courses provide opportunities for students to explore their creative, intellectual, and physical skills, fostering well-rounded personal growth. a.Liberal Learning (offered in the first semester): provides diverse options such as Chess, Kabbadi, Drama, Dance, Singing, Painting, Sculpture Design, Digital Marketing, Content Writing, Guitar, Art and Craft, Photography, Yoga, Meditation, Spiritual Minds, Social Work, and Indian Food Wisdom. b.Creative Technology (offered in the second semester): introduces students to Sustainable Technology Development, the United Nations' Sustainable Development Goals, Digital Engineering, Personal Portfolio Design, and Emerging Technologies. 3.Student Clubs and Activities: MITAOE offers a wide range of student clubs that encourage active participation in both technical and non-technical pursuits. These clubs allow students to showcase their talents, engage in hands-on projects, and contribute to their personal growth. Notable clubs include: a.Language Club, Art and Craft Club, Drama Club, and others that provide platforms for creative and artistic expression. b.Robotics Club and Automotive Skills Club, where students apply theoretical knowledge in

practical, real-world projects. By integrating Technical Skill Courses and Co-curricular Activities, MITAOE ensures Comprehensive Development, that students develop both specialized knowledge and well-rounded personalities. The combination of academic, creative, and hands-on experiences promotes mental well-being and enhances technical and soft skills, offering a balanced and holistic educational journey.

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

MIT Academy of Engineering (MITAOE) is dedicated to integrating the Indian Knowledge System (IKS) into its educational framework, combining India's ancient wisdom with contemporary academic practices. This initiative aims to deepen students' understanding of India's rich cultural, scientific, and philosophical heritage while addressing modern global challenges through the unique perspectives offered by traditional knowledge systems. Starting from the 2023-2024 academic year, MITAOE has implemented IKS as a curricular subject in alignment with the National Education Policy. Given its focus as an engineering institute, IKS is taught both as a generic subject and in branch-specific contexts, enriching students with knowledge that spans beyond conventional engineering education. Program-Specific IKS Courses MITAOE offers a range of IKS-focused courses that provide students with an in-depth understanding of India's historical and intellectual legacy. These courses explore topics that integrate ancient wisdom with modern applications, allowing students to apply traditional knowledge to contemporary issues. Some of the IKS courses offered include: Ancient Indian Architecture & Township: This course explores traditional Indian architectural designs and urban planning systems, emphasizing sustainable design principles that continue to influence modern urban development. Indian Heritage Textiles: Students delve into the history and cultural significance of India's diverse textile arts, exploring how these ancient crafts have shaped and continue to impact modern design and craftsmanship. Vedic Mathematics: This course introduces students to the mathematical techniques found in ancient Indian texts, fostering logical reasoning, problem-solving skills, and innovation. Indian Metallurgy: A study of the metallurgical techniques practiced in ancient India, focusing on advanced alloys and their relevance in today's technology. Learning Approach and Course Content The IKS courses at MITAOE are designed to provide a comprehensive blend of philosophical, scientific, and cultural insights, allowing students to connect with the intellectual depth of India's heritage. These courses

not only impart theoretical knowledge but also encourage the practical application of ancient wisdom to tackle current global challenges. By promoting interdisciplinary thinking, the courses aim to inspire critical thinking, creativity, and innovation in students. Hands-On Engagement: Field Visits, Exhibitions, and Presentations MITAOE emphasizes experiential learning, encouraging students to engage directly with the Indian Knowledge System through various field visits, exhibitions, and interactive presentations. These hands-on activities help students connect theory with practice and deepen their understanding of IKS: MoU with Devrai Metal Art Village: This collaboration promotes internships and project work related to IKS, offering students opportunities to explore traditional craftsmanship and its modern applications. Visit to Heritage Sites and Centers: Students gain firsthand exposure to ancient Indian techniques and practices by visiting historical sites and cultural heritage centers. Participate in Exhibitions: Students present their research and findings, engaging with experts and practitioners from the IKS field. Video Making, Product Making, and Model Making: These activities help students interpret and communicate ancient knowledge through creative methods, including videos, prototypes, and models. Engage in Discussions and Presentations: Critical thinking and knowledge exchange are promoted through forums and presentations, enabling students to engage deeply with India's cultural and scientific legacy. Fostering Innovation and Holistic Development MITAOE's integration of IKS bridges the gap between ancient wisdom and contemporary needs, fostering innovation, sustainability, and holistic development. By combining traditional knowledge with modern engineering, design, and technology, these courses equip students with a well-rounded, interdisciplinary approach to solving global challenges. The inclusion of IKS encourages students to draw from India's intellectual heritage to develop innovative solutions, preparing them to become culturally aware leaders who can effectively address complex, real-world issues.

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

At MIT Academy of Engineering (MITAOE), Outcome-Based Education (OBE) is at the core of the academic philosophy, ensuring that every course, academic activity, and program is designed with specific, measurable learning outcomes. This student-centered approach prioritizes the development of students' knowledge, skills, and competencies, enabling them to succeed in their academic and professional pursuits. The OBE framework fosters the alignment of educational activities with the practical needs of

students and the evolving demands of industries, thus enhancing the quality and relevance of education. 1.Clear Learning Outcomes At MITAOE, each course, program, and academic activity is designed with well-defined learning outcomes. These outcomes outline the specific knowledge, skills, and competencies students are expected to acquire by the end of the course or program. The learning outcomes are tailored to ensure students master both theoretical concepts and practical applications. By focusing on the desired achievements, MITAOE ensures that students develop competencies directly applicable to real-world challenges. Course design is enriched with various Case-studies, Applications, and Real-world problems. Knowledge Acquisition: Students gain foundational knowledge that prepares them for specialized learning in their field. Skill Development: Emphasis is placed on developing practical skills that students can use immediately in professional contexts. Competency Mastery: Students are equipped with key competencies, such as problem-solving, critical thinking, and technical expertise, necessary for future success. 2.Alignment of Teaching, Assessment, and Curriculum MITAOE ensures that teaching methods, assessment techniques, and curriculum content are all aligned with the learning outcomes of each course. The Comprehensive Course Design Process at MITAOE ensures a cohesive approach to education that maximizes student success. Teaching Methods: The pedagogy employed at MITAOE is student-centered, engaging, and focused on active learning. It includes practical learning, case studies, project-based assignments, and real-world applications, all designed to support students in achieving the defined learning outcomes. Assessment Strategies: Assessment at MITAOE goes beyond theoretical exams to include practical evaluations such as project work, presentations, internships, and industry-oriented tasks. These assessments are designed to measure the mastery of both theoretical knowledge and practical skills, ensuring that students are well-prepared to apply what they've learned in real-world situations. Curriculum Design: The curriculum at MITAOE is continuously updated to meet the evolving demands of academia and industry. This dynamic approach ensures that the content remains relevant and aligned with current trends and emerging technologies, providing students with a contemporary, industry-relevant education. 3.Emphasis on Competency Development In line with OBE principles, MITAOE focuses on competency development, which encompasses both technical expertise and soft skills. Students are expected to acquire a comprehensive set of competencies, including communication, teamwork, leadership, problem-solving, and analytical thinking. These competencies are fostered through a combination of: Practical Exercises: Hands-on

activities, such as lab work, field projects, and engineering design challenges, allow students to apply their learning in real-life scenarios. Industry Internships: MITAOE offers students opportunities to gain practical experience in industry settings, ensuring that they can apply classroom knowledge in professional environments. Co-Curricular Activities: Extracurricular initiatives, including technical clubs, leadership programs, and social responsibility internships/projects, allow students to develop leadership skills, communication abilities, and teamwork capacities outside the classroom. 4.Continuous Improvement of OBE Framework The OBE framework at MITAOE is continuously evolving, ensuring that learning outcomes stay relevant and adaptable to changing industry and global trends. The process of continuous improvement is driven by feedback from multiple stakeholders, including: Students: Regular assessments, surveys, and feedback sessions from students provide insight into the effectiveness of teaching methods, course content, and the learning environment. Faculty: Faculty regularly review and update teaching strategies and content to maintain alignment with industry expectations and best practices. Industry Stakeholders: Collaboration with industry partners helps MITAOE align its curriculum with emerging trends and skills in the job market. This feedback loop enables MITAOE to refine its educational practices, ensuring that the learning outcomes stay current and that students are adequately prepared for the demands of the job market. 5.Enhancing the Quality and Relevance of Education By emphasizing Outcome-Based Education (OBE), MITAOE ensures that students not only acquire deep theoretical knowledge but also develop the practical skills necessary for career success. The OBE framework: Promotes Practical Learning: Students engage in project-based, real-world learning activities, ensuring that their education is highly relevant to current industry practices. Fosters Transferable Skills: Through an integrated approach to skill development, students acquire transferable competencies, including communication, problem-solving, and leadership, which are essential in any professional setting. Ensures Industry Readiness: MITAOE's OBE-driven programs are structured to equip students with the knowledge and skills demanded by global industries, making them highly competitive in the job market. In conclusion, MITAOE's commitment to Outcome-Based Education ensures that students not only excel academically but are also equipped with the competencies and experiences needed to succeed in their professional careers. This holistic approach to education enables students to develop into well-rounded, capable, and industry-ready professionals.

20.Distance education/online education:

MIT Academy of Engineering (MITAOE) has embraced modern educational technologies to offer a comprehensive distance education and online learning framework. This initiative is designed to provide high-quality education to students in flexible formats, catering to their academic needs while leveraging advanced digital tools for an effective learning experience. The institution ensures that students have access to dynamic, engaging, and rigorous educational opportunities, irrespective of their geographical location or schedules. 1.Swayam Credit Transfer Scheme As part of its commitment to enhancing learning opportunities, MITAOE has implemented the Swayam Credit Transfer Scheme. This initiative enables students, particularly in their final year, to earn compulsory academic credits through online courses offered by national platforms. By participating in this scheme, students gain the flexibility to explore a wide range of learning resources, deepen their knowledge in specific areas, and complete additional coursework that complements their primary academic program. This allows for a more holistic educational experience while meeting the required academic standards for graduation. 2.Active and Collaborative Learning At MITAOE, active and collaborative learning is at the heart of its online education strategy. The institution uses various Information and Communication Technology (ICT) tools to foster dynamic, interactive learning environments that promote student engagement. Incorporating Moodle as a Learning Management System (LMS) and Mastersoft as a Student Management Information System (MIS), MITAOE provides a seamless platform for course management, resource sharing, and performance tracking, ensuring an integrated and user-friendly learning experience for students. This approach encourages students to actively participate in discussions, activities, problem-solving exercises, and knowledge-sharing sessions with their peers and faculty. Platforms such as GoTo Webinar, Microsoft Teams, and Google Meet are utilized to conduct live sessions, webinars, and virtual classrooms, ensuring real-time collaboration and interaction. These tools provide an engaging way for students to learn and interact with instructors and peers, fostering a sense of community and active participation in the learning process. 3.Technology-Enhanced Teaching Tools MITAOE invests in cutting-edge teaching tools to support the online learning experience and enhance instructional delivery. Faculty members are equipped with a variety of digital tools that facilitate effective content delivery, interaction with students, and monitoring of their academic progress. Key tools include: Pen Tablets: These are used for digital writing

and annotation during live sessions, enabling instructors to create interactive and visually engaging lessons. Smart Boards: These interactive boards allow faculty to present lessons in a more engaging and collaborative manner, promoting a deeper understanding of the subject matter. Projectors, Cameras, Microphones, and Headsets: These ensure clear and high-quality audiovisual communication, essential for creating an immersive learning environment. Computing Tools: Additional computing tools are available to support seamless content delivery and collaboration, enabling smooth operation of virtual classrooms and discussions. Media and Recording Room: providing a dedicated space for creating high-quality video lectures, tutorials, and other multimedia content to support online and blended learning. 4.Flexible and Accessible Learning MITAOE's online education system is designed to be flexible and accessible, allowing students to engage with course materials and participate in classes according to their own schedules. This flexibility is particularly beneficial for students who need to balance their academic commitments with personal or professional responsibilities. Whether attending live virtual classes or accessing recorded lectures, students have the freedom to manage their learning in a way that suits their individual needs. The asynchronous learning options also ensure that students can revisit material as needed, reinforcing their understanding of the content at their own pace. MITAOE's distance and online education initiatives provide students with an opportunity to access high-quality, flexible learning experiences that meet the needs of a diverse, tech-savvy student body. Through a combination of the Swayam Credit Transfer Scheme, active learning methods, technology-enhanced teaching tools, and flexible learning options, MITAOE ensures that students can gain the knowledge, skills, and competencies necessary for success in today's fast-paced, ever-changing world. The institution's online education framework offers an inclusive, engaging, and practical approach to learning that supports both academic and professional growth.

Extended Profile

1.Programme

1.1   **12**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1   **3382**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2   **783**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3   **3124**

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   **480**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2   **171**

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**12**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1 Total number of students during the year:	**3382**

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2 Number of outgoing / final year students during the year:	**783**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	**3124**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Academic

3.1 Number of courses in all programmes during the year:	**480**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.2 Number of full-time teachers during the year:	**171**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.3 Number of sanctioned posts for the year:	**159**

4.Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**288**
4.2 Total number of Classrooms and Seminar halls	**44**
4.3 Total number of computers on campus for academic purposes	**1374**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**2068.64**

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 (MITAOE) has developed a forward-looking curriculum aligned with local, national, regional, and global developmental needs, using the Outcome-Based Education (OBE) framework:

- **Local, National, and Regional Development:**

- Courses like Design Thinking, Prototyping, and Green Technology empower students to create innovative solutions for community challenges.

- Environmental Science, Infrastructure, and Sustainability courses address industrial and ecological concerns, promoting regional growth.

- Real-world projects and internships foster practical experience, equipping students to tackle regional issues.

- National Development:

  - Integration of courses like Indian Constitution, Entrepreneurship, Economics, and Project Management cultivates civic awareness, ethical responsibility, and an entrepreneurial mindset.

  - Aligns with national initiatives like 'Make in India', fostering leadership, technological innovation, and self-reliance.

- Global Development:

  - Emerging multidisciplinary tracks such as Artificial Intelligence, Data Science, and Blockchain prepare students for industries driving the global economy.

  - Focus on Sustainable Development Goals (SDGs) through electives like Creative Technology, promoting a global perspective.

  - Comprehensive computing literacy across disciplines ensures students acquire essential digital skills.

- Outcome-Based Education (OBE) Framework:

  - Curriculum, teaching, and assessments are aligned with measurable Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).

  - Emphasis on problem-solving, leadership, and teamwork through multidisciplinary learning, internships, and capstone projects.

- **Prepares students to contribute to sustainable development at local, national, and global levels.**

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

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

11

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

328

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

328

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
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

12

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

MIT Academy of Engineering (MITAOE) integrates the cross-cutting issues of Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum through a variety of courses that promote both professional and general competencies:

1. **Professional Ethics: Courses in projects and internships emphasize ethical decision-making and responsible practices, providing students with hands-on experience in real-world scenarios.**

2. **Gender Sensitivity: The Indian Constitution course highlights gender equality, human rights, and ethical responsibilities, empowering students with a deep understanding of legal frameworks to address societal issues.**

3. **Human Values: The Universal Human Values (UHV) course is**

compulsory for all undergraduates, focusing on values essential for lifelong well-being, helping students build a strong moral foundation.

4. Environment and Sustainability: The Environmental Science course addresses global environmental issues and sustainable development, while Sustainable Prototyping and Design Thinking courses encourage the creation of innovative, environmentally responsible solutions. The Indian Knowledge System course connects traditional wisdom with modern scientific approaches, fostering appreciation for India's heritage in problem-solving.

5. Holistic Development: The Liberal Learning course offers, Yoga, Meditation, Mindfulness and Stress Management to focus on nurturing not only technical skills but also emotional, social, and intellectual growth. Emotional wellnes support through YOUR DOST offers webinars and personal coaching to help students and faculty address these issues.

These courses foster well-rounded individuals, equipping them to navigate both professional and personal challenges with integrity and compassion, preparing them to become responsible, empathetic global citizens.

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

19

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

1865

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

4206

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://drive.google.com/file/d/1hxtq4rcO glxuVUi-8HhI8fVr- NL40Gp8/view?usp=drive_link
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	**No File Uploaded**

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://drive.google.com/file/d/1hxtq4rcO glxuVUi-8HhI8fVr- NL40Gp8/view?usp=drive_link
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

740

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)

362

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.

To address the students' diverse learning needs, course teachers assess learning levels and implement tailored programs for slow and advanced learners.

Identification of Slow and Advanced Learners at the beginning of the semester:

I. Evaluation based on performance in entrance exams, academic performance, assessments, surveys, diagnostic activities, quizzes, assignments etc.

II. Lack of motivation or interest in academic activities.

III. Limited engagement in higher-order thinking skills.

IV. Difficulty in solving complex problems or slow reaction time.

V. Classroom/laboratory observations reveal gaps in applying core knowledge.

Strategies for Slow Learners:

I. Conduct makeup/problem-solving sessions to bridge academic gaps.

II. Offer counselling through one-to-one mentoring to boost performance.

III. Facilitate group activities with diverse learners for peer tutoring.

IV. Provide additional learning materials via accessible platforms.

Strategies for Advanced Learners:

I. Encourage self-learning via professional societies and beyond syllabus activities.

II. Motivate and support technical papers, research publications, and competitive exams.

III. Provision of honours courses.

IV. Guidance for higher studies, entrepreneurship, and competitive exams.

V. Recognize and reward excellence through competitions participated.

Effectiveness of action taken for Slow/Advanced Learners:

I. Improved academic performance in end-semester exams.

II. Enhanced skill competency in practical exams.

III. Increased publications, hackathon performance, and competition success.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://drive.google.com/file/d/1T-H3tmrC19DjsAGn3uKRzqNKDmM9WKs4/view?usp=sharing

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2024	3382	171

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:

Student centric approaches are used to empower the students for enhancing learning experiences to build their knowledge and skills. Teaching-learning approaches followed are experiential-based learning, participative learning, problem solving sessions, joyful-learning to ensure students develop both technical and creative skills . Students can actively participate to gain knowledge and apply in solving various real life problem statements. Our approach focuses on student-centric methods to improve educational outcomes to foster holistic and engaging learning experience for students.

1. Experiential-Learning: This approach emphasizes hands-on, real-world experiences beyond traditional classroom settings. To encourage students to practice various technical skills through project development, student-seminars, student development programs, internships and industrial visits. Students work on

• Minor/major/capstone projects

• Industry internships

• Fieldwork

• SLIP

• Problem & Project-Based-Learning: Through case studies and real-life challenges, students develop critical thinking, creativity, and problem-solving abilities.

• Case-studies

• Assignment/Activity

• Self-study

• Design-Thinking

2. Participative & Collaborative Learning: Students actively engage in discussions, group projects, and interactive learning activities.

• Quizes

• Think-pair-share/Jigsaw

- **Flipped-classroom**

- **Seminar/Poster/Paper-Presentation**

3. Joyful Learning: Student-run clubs,extracurricular activities, guided by faculty mentors, help nurture intellectual, technical, social, and emotional growth.

- **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/14NO0qgVIcUWJ6Zah8Qe_Rt8hH7DMajHJ/view?usp=sharing

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

In education, ICT empowers transformative learning experiences. ICT has become an integral part of modern society too. ICT can be a powerful tool for transforming education, enhancing student learning, and preparing students for success in the digital age. The primary objectives ICT-enabled tools and online resources into teaching are to enhance the overall quality of education, promote active and engaging learning experiences, and facilitate access to a diverse range of educational materials ICT offers numerous benefits for students, revolutionizing the learning experiences.

Key Objectives:

- **Enhance overall education quality.**
- **Promote active and engaging learning.**
- **Facilitate access to diverse educational resources.**

ICT Tools in Education:

- **Learning Management Systems: Moodle, Google Classroom, Microsoft Teams.**

- **Content Delivery: Microsoft Teams, Google Meet, Zoom.**
- **Student Engagement: Google Forms, Mentimeter, Kahoot!, YouTube, Android Apps, Virtual Labs, eBooks.**
- **Assessment Tools: Google Forms, Kahoot!, Quizlet, Mentimeter, Moodle.**
- **Summative Assessment: AMCAT.**
- **Software: MATLAB, Tableau, AutoCAD, Python, AR/VR software, Autodesk Tinkercad.**

ICT Resources:

- **High-performance computers (Intel Core processors).**
- **Secured Wi-Fi internet access.**
- **Smart classrooms with LCD projectors, digital screens, and PA systems.**
- **High-speed internet leased line with robust security.**

By effectively integrating ICT, education can become more engaging, personalized, and accessible, preparing students for success in the digital age.

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

171

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 number of contact hours per week in curriculum structure and average hours required.**
- **Guidelines of Savitribai Phule Pune University, UGC, and AICTE are considered.**
- **Dates for the following are mentioned in Academic Calendar:**
  - **Start and end of theterm,**
  - **Theory, practical and project examinations**
  - **Annual technical and cultural event**
  - **Project reviews**
  - **Detention**
  - **Makeup session**
  - **Non-instructional days / holidays**
- **It is released after authentication from all the Heads / Deans,Controller of Examination, and Director.**

Procedure for preparation of Teaching Plan:

- **Institutional Academic Calendar, Teaching / Examination Scheme and Time -Table are referred to plan course content delivery and assessment.**
- **It is planned as per the course-outcome, program-outcomes, and program-specific outcomes.**
- **Assessment details are included in the Course Description.**

Adherence:

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

171

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

69

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)

1287

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

14

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

- **The Examination Section, established since autonomy in 2016, manages all processes from course registration to result declaration. Two exams per semester align with course outcomes and Bloom's taxonomy, audited by the subject experts.**
- **Standardized guidelines exist for paper setting, assessment, exam conduct, and result declaration.**
- **Results are moderated by Examination Moderation Committee before being declared within ten days of exams.**
- **Re-exams and remedial exams are offered for slow learners and unsuccessful students within set timelines.**
- **Exams shifted online during COVID but are now offline, with ongoing reforms exploring alternative assessment methods.**

Processes / Procedures Integrating IT

- **Continuous internal assessment contributes 30% of course**

marks through activities like assignments, quizzes, collaborative tasks, and open-ended assignments.
- Transparent assessment processes allow students to view marks after activities and request re-evaluation.
- Mid-semester answer scripts are shown for review, enabling students to request re-evaluation or verification.
- Digital evaluation supports end-semester script re-evaluation requests, ensuring fairness and student involvement.

Continuous Internal Assessment System

- Continuous assessment activities contribute 30% of course marks, focusing on assignments, quizzes, collaborative learning, and open-ended tasks.
- Transparency ensures students can view marks after activities and request re-evaluation.
- Students review mid-semester answer scripts, while digital re-evaluation is available for end-semester scripts.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional Information	https://drive.google.com/file/d/1xM5M5OoI-rm9PznYhVOwnXqlTKscz4_H/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 taxonomyhelps 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

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/1bnqrYW3jP49HKpStZnoRdouvkmYbnThv/view?usp=sharing

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

Course Outcomes (COs)

COs define what students can achieve after completing a course, guided by Revised Bloom's taxonomy for identifying learning levels. Each course typically has 3 to 6 COs. COs are formulated

through interactions with stakeholders and approved by Chairman of the Board of Studies (BoS). They are Specific, Measurable, Achievable, Relevant, and Time-bound, with action verbs for clarity.

Programme Outcomes (POs)

The NBA specifies 12 POs categorized into Knowledge (PO1-PO5), Attitude (PO6-PO9), and Skills (PO10-PO12). These outcomes represent what students are expected to achieve in these domains.

Programme Specific Outcomes (PSOs)

Programs may define 2 to 4 PSOs based on their domain's forefront research areas. PSOs specify the skills and abilities graduates of specific programs should possess.

Attainment of COs, POs, and PSOs

Attainment is evaluated using Direct tools (e.g., assessments, practical, projects) and Indirect tools (e.g., surveys, alumni, and employer feedback). The results of each course of every batch of passing out students have been considered. Faculty assess CO contributions using weighted tools, calculate CO scores, and compare them with targets. Percent attainment is determined, and results are documented in Excel. CO-PO articulation matrices determine PO attainment, and the same process applies to PSOs.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://drive.google.com/file/d/1idTycjyyQUkOnG66t6AQT5E9b5Bj1fKK/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

698

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/15I6wT5VLiUusgQAvmksJzPaszY_2_hT8/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

Institute envisages research through its R&D activities. The institute cultivates academic and research collaborations with reputed universities, Governments, and Industries.

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. All the polices are updated.

Research Sensitization: To enhance research awareness by organizing national and international conferences, symposia, workshops on research methodology, IPR and patents, talks, and discussions with eminent researchers.

Seed Money:

Institute provides seed money every year for the student projects.

Research Publications:

Institute provides research incentives on publication ofresearch papers in Scopus/Web of Science-indexed journals.

Research Facilities:

Research Software:

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

Research Labs Equipment:

State-of-the-art equipment like high-frequency structure simulator, 'HFSS USRP SDR bundle' , 'Cadence and Mentor Graphics front end and back design tools' in , equipment such as CNC grinding machines, Universal Testing Machine, and Wind Tunnel are a few to be mentioned.

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)

527847

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	**No File Uploaded**

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	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	View File
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.

The Entrepreneurship Development (ED) cell contributes to cultivating, fostering and stimulating entrepreneurial aspirations and provides an ecosystem to create innovative, sustainable, profitable and job-creating Startups. MITAoE Entrepreneurial Development Foundation (Section 8 company that emerged from ED cell) was incepted in 2018-19 to support innovation and entrepreneurship culture amongst students. MITAoE was recognized as a Host Institute in 2020 for the implementation of the scheme 'Support for Entrepreneurial and Managerial development of MSMEs through Incubator'.

Some of our proud achievements include 4-Star performance in the year 2019-20 at Institute Innovation Council (IIC) MHRD-GOI and grant of Rs. 2 crores through the Startup India seed Fund Scheme followed by 4-star performance in the implementation of the scheme in 2023.Since inception, 39 startups have graduated, 17 are in the pipeline and 12 startups have been onboarded through the Startup India Seed fund scheme.

Entrepreneurship education is provided to around 2000+ students and 10+ faculties have been trained as entrepreneurship educators till date. A Multidisciplinary minor track in Innovation and Entrepreneurship in association with Wadhwani foundation is provided through the curriculum.There is an active team of students and faculty members who coordinate IIC activities and NISP policy implementation at the institute.

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

9

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	[View File](#)

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

65

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

117

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/drive/folders/1R1f0pLTxutYHTvM8ivUw9xM8m3VHWu5J?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

212

File Description	Documents
Any additional information	View File
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

23

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

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

4.18

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	**No File Uploaded**
Any additional information	View File

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

466829

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	View File
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

MIT Academy of Engineering create an environment for holistic development. National Service Scheme (NSS), Unnat Bharat Abhiyan, Swachh Bharat Abhiyan, Robin Hood Army, and Green Club are some of the key social initiatives.

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. Blood donation camps, different kinds of awareness drives, Government Schemes, and digital literacy on the one hand bring the villagers on equal platform with the urban people and pave the way for active participation of the students in social life.

We have also conducted drives for various initiatives like "Meri Mati Mera Desh", Tree Plantation, "Swachchata Hi Sewa", Traffic Awareness, Health Camps etc.

The extension activities, on the one hand, bridge the gap between community, academics establishing a lost connection, and more importantly, it makes the students aware of the social issues and sensitizes them about social debt.

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	[View File](#)
Paste link for additional information	**Nil**

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

1

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	**No File Uploaded**

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)

18

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

1148

File Description	Documents
Reports of the events	[View File](#)
Any additional information	[View File](#)

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

1113

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)

50

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), located in Pune, Maharashtra,renowned for its academic excellence and dedication to holistic student development. The institution offers state-of-the-art infrastructure designed to elevate the teaching-learning experience and foster innovation.

The campus features 44modern classrooms & seminar halland 16 tutorial rooms, meticulously designed to promote interactive and collaborative learning. With 76 advanced laboratories spanning various engineering disciplines, MITAOE ensures that students gain hands-on practical experience, seamlessly integrating it

with theoretical knowledge.

The institute is at the forefront of technological advancement, providing cutting-edge computing facilities. The campus is equipped with 1,374 computers, over 100 printers and scanners, 14 high-end servers, and an array of licensed software, all supporting academic and research excellence. A robust 500 Mbps internet leased line ensures uninterrupted online access, enabling efficient research, communication, and collaboration.

MITAOE's infrastructure reflects its commitment to fostering a comprehensive educational environment. By combining advanced classrooms, well-equipped laboratories, state-of-the-art IT facilities, and high-speed internet, the institution prepares students to meet industry demands and drive innovation. This forward-thinking approach positions MITAOE as a premier institution shaping the future of engineering leaders in an increasingly digital era.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1j7FCRdu7dgzj_FUMseb749Mmncc21iCz/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.)

MIT Academy of Engineering (MITAOE) is committed to providing a holistic educational experience, emphasizing cultural activities, sports, and teamwork to nurture student development and personal growth.

The institute offers 24 student clubs categorized into Technical, Cultural, Recreational, Social, and Sports. These clubs foster interdisciplinary collaboration and active student participation. A dedicated student council coordinates various events, ensuring an enriching campus experience.

MITAOE celebrates diversity and provides designated spaces for cultural events and gatherings. The campus features a 3,000 sq. ft. student activity hall, a 35 x 35 meter amphitheater, five vibrant cultural clubs, and hosts national-level multi-talent programs, giving students a platform to showcase their skills

and creativity.

Promoting holistic well-being, the Yoga and Meditation Club organizes events like International Yoga Day celebrations and health awareness initiatives. These activities encourage a balance of physical and mental wellness among students.

The institute also boasts a sprawling 53,820 sq. ft. sports ground, supporting a variety of sports and physical activities. Students are encouraged to participate in national, state, and zonal tournaments, fostering sportsmanship, discipline, and competitive spirit.

Through its diverse range of clubs, facilities, and initiatives, MITAOE offers a comprehensive educational environment. The institute aims to shape students into well-rounded individuals—intellectually, physically, and personally equipped to excel in a dynamic and evolving 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/1JwAFPYbD jQdnBK1fXP173DOwXyNvwlZP/view?usp=sharing

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

44

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)

2068.64

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The Central Library at MIT Academy of Engineering operates efficiently using the Library Management Software (LMS) "SLIM 21." This robust system, developed with VB as the front-end and PostgreSQL on Linux as the back-end, is a multiuser, multitasking solution designed to streamline in-house library operations. SLIM 21 integrates various modules such as Acquisition, Cataloguing, Circulation, Serial Control, Utilities, Statistics, and Web-OPAC, ensuring seamless library management.

All books in the library are barcoded to maintain accurate circulation records. In addition, the library offers a well-established digital library containing project reports, e-books, syllabi, old question banks, and other resources. These digital assets are conveniently linked to the Web-OPAC, enabling users to remotely access the digital library anytime.

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, provides MITAOE authorized users with access to e-resources and the library database. Additionally, the Web-OPAC is accessible from any location, on any device, offering unparalleled flexibility.

To enhance user convenience and security, the Central Library is equipped with modern amenities such as document scanners, printers, photocopy machines, and a CC camera surveillance system. Currently operating on SLIM-21 version 4.0, the library is fully automated, ensuring an optimized and user-friendly experience for all patrons.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1Vmh-YWPm pxlqWeUtq-E6i6iglJHykShm/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)

53.64

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

359

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	**No File Uploaded**

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 Academy of Engineering (MITAOE) in Alandi is committed to maintaining a robust IT infrastructure, guided by a comprehensive IT policy. The campus operates on a 500 Mbps (1:1 BW) Internet Lease Line, delivered through LAN and Wi-Fi using Fiber Optic and RF Media. Network security is ensured by a Dell SonicWall Firewall, with internet access authenticated via SonicWall credentials supported by a Radius Server. Symantec Endpoint Protection Antivirus provides an additional layer of virus protection.

To enhance Wi-Fi security, faculty and students register their device MAC addresses through a dedicated URL. A decentralized budget model empowers departments to independently procure computers, software, and IT equipment, ensuring timely updates to an inventory that includes systems from IBM, Lenovo, and Dell. Networking infrastructure is powered by CISCO and D-Link switches, access points, and Wi-Fi controllers, facilitating seamless connectivity across the campus.

The Language Lab is a specialized facility designed to develop students' communication skills, particularly benefiting those from rural backgrounds. It is equipped with multimedia desktops, headsets, internet access, and an LCD projector. Proficient English speakers can also opt to learn German or French. The 500 Mbps internet connection, provided by Gazon Communications, supports Learning Management System (LMS) tools, fostering research and development initiatives.

Institutional communication is streamlined through the G Suite Server and Microsoft Teams, while administrative and academic processes are efficiently managed by the CollPoll ERP system. This platform oversees admissions, academic records, human resources, and IT services, ensuring smooth and effective operations across the institution.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://mitaoe.ac.in/assets/images/pdf/4_3_1_Additional_Info_IT_Policy.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
3382	1374

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://drive.google.com/file/d/1ihN8loB8Q4qkh_kYLT0mqusGF8rsnXw-/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)

1389.88

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	No File Uploaded

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.

- MIT Academy of Engineering (MITAOE) is committed to maintaining its physical, academic, and support facilities through a dedicated budget and well-established systems and procedures. These facilities include laboratories, libraries, sports complexes, computers, and classrooms, all managed to ensure optimal functionality and student satisfaction.

  Designated staff are responsible for maintaining cleanliness and infrastructure in classrooms, laboratories, and ICT facilities. Additionally, the institute employs external housekeeping services to ensure campus-wide cleanliness, supported by regular pest control measures.

  To ensure uninterrupted academic activities, the campus is equipped with a standby DG set for power backup and UPS systems for class and laboratory sessions. ICT infrastructure, books, furniture, and fixtures are diligently maintained by assigned personnel, while the Central Library performs an annual AMC (Annual Maintenance Contract) for its library management software.

  The System Department is tasked with addressing technical issues related to ICT infrastructure. Maintenance and upgrades of sports fields and facilities are handled by dedicated staff to promote physical activity and student engagement.

> **Specialized staff oversee the maintenance of civil, mechanical, and electrical systems, ensuring the smooth operation of campus facilities.**
>
> **For the health and well-being of students and staff, the institute has an on-site medical doctor and an MOU with a nearby hospital to provide medical support as needed.**
>
> **These comprehensive maintenance protocols reflect MITAOE's commitment to providing a conducive and well-functioning environment for learning and growth.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://drive.google.com/file/d/1JrK1hWGfk-DnWFOWoFFBZvrOas2HKsLr/view?usp=sharing

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

2025

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

32

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/5_1_3/Capacity-Development-and-Skill-Enhancement-Activities.pdf
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

1883

File Description	Documents
Any additional information	View File
Number of students benefited 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	**A. All of the above**

submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	

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

488

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

25

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

74

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

03

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 MITAOE Student Council sounds like an excellent initiative to empower students and cultivate essential skills like leadership and teamwork. Having class representatives involved ensures that diverse perspectives are considered in the decision-making process, which is vital for fostering a supportive and inclusive environment.

Class representatives, Student council members are selected by the rules and norms stated by the Government of Maharashtra Gazette part 8, dated11/01/2018.

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 objectives of the Student Council are commendable. By initiating and implementing projects, students gain practical experience that benefits the entire student community. Additionally, The President Secretary and Ladies representative

of the Student Council involvement in the College Development Committee (CDC) and other committees allows them to voice students' concerns and contribute to the overall development of the college. 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 cocurricular committee. There is also student council representation in College IQAC.

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

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

06

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 MITAOE alumni community seems incredibly supportive and dedicated to fostering growth and opportunities for both current students and fellow alumni. The initiative to launch a communication platform via the Alumni website is a significant step in strengthening these ties. It's heartwarming to see the contributions and support extended by the alumni, especially during challenging times like the pandemic.

Such acts of kindness and support play a vital role in building a strong and connected community. It's inspiring to see alumni

giving back in terms of expert talks, placements, internships, and financial aid. The impact they have on students' lives is truly invaluable.

It's truly heartening to see how dedicated the MITAOE alumni are in supporting the development of students. By providing expert talks, placements, and internships, they are significantly enhancing the educational and professional experiences of current students. Additionally, their financial support for economically needy students demonstrates a deep commitment to fostering an inclusive and supportive community.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

5.4.2 - Alumni's financial contribution during the year	C. 5 Lakhs - 10 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 be a new age learning centre for holistic development ofstudents into professional engineers, to cater to the changing needsof techno-society.

MISSION

- To provide new age infrastructural facilities blended with skill based curriculum and activity based pedagogical approaches to develop competitiveengineering 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 committee

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, finance, section, admission section, store and purchase section, and human resources 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/assets/images/pdf/Organization_Chart.pdf

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: To

- 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.

- **MITAOE 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 authorityon 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.**

File Description	Documents
Paste link to Organogram on the institution webpage	https://mitaoe.ac.in/assets/images/pdf/Organization_Chart.pdf
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/1CbZWPbi7ZWR-MsgjZ_hjQVTdtE6Yt-DZ/view?usp=drive_link

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) Documen	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 institute offers a comprehensive range of welfare measures for its faculty and staff, including benefits such as the Employees Provident Fund (EPF), gratuity for non-teaching staff, partial reimbursement of medical insurance, and specialized accidental and health insurance for roles such as drivers and electricians. Employees are entitled to various leave types, including casual, earned, maternity, vacation, and medical leave.

In the event of an employee's demise, the institute provides compassionate appointments for family members. Additionally, professional membership fees are reimbursed. Promotions and salary increments are determined based on annual performance

appraisals, with further benefits such as study leave for PhD and post-doctoral studies, as well as salary increments upon completion of a PhD.

The institute recognizes exceptional contributions in academic, research, and administrative areas through awards and felicitations, which include cash prizes and citations. Further employee benefits encompass professional development leaves, loan facilities, Diwali bonuses, adherence to the 7th Pay Commission guidelines, and access to an on-campus medical officer, ensuring a robust and supportive environment for all 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-Mannual-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

53

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

17

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.)

475

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](View%20File)
Paste link for additional information	https://drive.google.com/file/d/1O1Uijncy Iwk6qGJkClMubq4YQt_YFsKL/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)

0

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	**Nil**

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)

The Internal Quality Assurance Cell (IQAC) at MIT Academy of Engineering (MITAOE) has played a pivotal role in driving quality assurance and fostering excellence in academics and administration. Here's a detailed overview:

Establishment of IQAC

- **Date: 20 March 2014**
- **Objective: To enhance and sustain quality across all academic and administrative processes.**

Role of IQAC in Quality Assurance

- **Academics: Ensures curriculum relevance, implements assessment reforms, and aligns teaching-learning practices with global standards, including NEP 2020.**
- **Administration: Maintains systematic documentation, process improvement, and compliance with statutory and accreditation bodies.**

Key Contributions by IQAC

1. NBA Accreditation

- **Tier-I Accreditation (aligned with Washington Accord):**

- **2022-2025: Chemical Engineering, Computer Engineering, Electronics & Telecommunication Engineering, and Mechanical Engineering.**
- **2023-2026: Civil Engineering.**

2. NAAC Accreditation

- **Cycle-2: Achieved 'A' Grade with CGPA 3.15 (valid from 23 November 2023 to 22 November 2028).**

3. Academic Autonomy

- **UGC Extension: Academic autonomy extended for 2024-25 to 2033-34.**
- **Empowered Autonomy Status: Granted by Savitribai Phule Pune University for the same period.**

4. Quality Certifications

- **ISO 9001:2015 Certification: Valid until 25 October 2025.**

5. Rankings

- **Participated in NIRF Rankings since 2017.**
- **Achievements in 2024:**
    - **Diamond Band: OBE Ranking.**
    - **Gold Band: Green Ranking.**
    - **Top 250 Institutions in India: Digital Institutional Index and Smart Campus Rankings (Global University Rankings, London).**
    - **India Today Rankings 2024:**
        - **114th among top engineering colleges in India.**
        - **86th among private engineering colleges in India.**

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

Key Academic and Institutional Practices at MITAOE

1. **Quality Assurance**
   - The IQAC ensures the highest standards in the teaching-learning process through consistent monitoring, feedback, and implementation of quality measures.
2. **Curriculum Implementation**
   - Integration of NEP 2020 guidelines in curriculum design promotes holistic and multidisciplinary education.
3. **Faculty Development**
   - Faculty members enhance their skills through programs offered by IUCEE, NITTTR, NPTEL, Swayam, and other platforms to keep teaching methodologies innovative and effective.
4. **Academic Flexibility**
   - Students can choose courses aligning with their interests, with 32% curriculum flexibility, encouraging personalized learning paths.
5. **Skill Development**
   - Around 36% of courses focus on practical skills to enhance employability and hands-on expertise.
6. **Critical Thinking**
   - Emphasis on projects and prototypes fosters creativity and critical thinking, preparing students for complex real-world challenges.
7. **Internship Programs**
   - Mandatory summer internships and semester-long internships bridge academic knowledge with industry practices, offering valuable practical experience.
8. **Certification Programs**
   - Students can earn Honors and Minor certifications, gaining additional credits and diverse competencies.
9. **Project Work**
   - Minor Projects: Introduced in the second year to build foundational project skills.
   - Major Projects: Spanning three semesters, these projects allow in-depth exploration of topics.
   - Capstone Projects: Final-year projects emphasize innovation and practical application.
10. **Entrepreneurship Development**
    - The Entrepreneurship Development Cell (EDC) has successfully nurtured 48 startups, encouraging entrepreneurial spirit among students.

11. **Assessment Mechanisms**
    - Regular assessment of Course Outcomes (CO) and Program Outcomes (PO) is conducted using a combination of direct and indirect tools, ensuring alignment with academic objectives.

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://drive.google.com/file/d/1ojfi3bCuqwPBUzOHXcipR44B6FziSfGF/view?usp=sharing
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 Institute has established the Internal Complaints Committee (ICC) to ensure a safe and respectful environment for all members. The ICC aims to create a permanent mechanism to prevent

and address sexual harassment and gender-based violence, upholding the Institute's commitment to a gender-equal environment.

The Institute regularly conducts gender sensitization programs to raise awareness of gender equality issues. These include expert talks and counseling sessions by Dr. Bapat, who addresses student concerns. Additionally, gender sensitization is part of the Universal Human Values program during the First Year B.Tech induction.

To maintain privacy and safety, the Institute has partnered with the 'Yourdost' app, enabling students to lodge complaints confidentially, with trained counselors offering support. The Student Council elections ensure equal representation by reserving equal seats for male and female students, with female representatives elected for each department.

MITAOE celebrates International Women's Day annually to honor the achievements of women and highlight critical issues like gender equality and violence against women. The campus is secured with CCTV, and female staff are provided with transportation if working beyond 6:00 PM. For students, campus timings are from 8:30 AM to 5:00 PM.

The Institute fosters gender sensitization to challenge societal norms, promote mutual respect, and create an inclusive, equitable environment.

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)

MIT Academy of Engineering (MITAOE) employs various techniques for managing degradable and non-degradable waste, while also creating awareness among students and staff about effective waste management. Through academic courses like Environmental Science and programs such as Universal Value Addition, students are continuously motivated to reduce plastic usage and adopt sustainable practices.

The Institute ensures solid waste segregation by providing separate bins in different departments, enabling waste to be sorted at the source. MITAOE promotes the 3Rs principle—Reduce, Reuse, and Recycle. Waste generation is minimized by preventing waste with toxic constituents (Reduce), maximizing resource recovery (Reuse), and processing recyclable materials into usable products (Recycle).

The Institute also utilizes a Vermi Composting plant for waste management and has implemented strategies for bio-degradable kitchen waste and organic solid waste. Vermiculture and biogas plants generate clean energy, promoting sustainability. Sewage management is carried out with the Alandi Municipal Counciltreatment for irrigation and washing.

Additionally, personal protective measures like masks, gloves, and boots are advised when handling waste. The Institute also organized Swachh Bharat Abhiyaan to educate people about waste recycling, its NSS volunteers demonstrated proper waste disposal methods in the local community. Water from the RO plant is used for agriculture and cleaning.

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**

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	**A. Any 4 or all of the above**

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	A. Any 4 or all of the above

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	[View File](#)
Any other relevant information	[View File](#)

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.	A. Any 4 or all of the above

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).

MITAOE is dedicated to promoting an inclusive environment that fosters tolerance and harmony across cultural, regional, linguistic, communal, socioeconomic, and other diversities. The institution celebrates the equality of all cultures, ensuringstudents from different castes, religions, and regions study together without discrimination. Through various clubs and committees,college organizes activities that reflect its commitment to diversity.

The Dance Club conducts programs and workshops that include both Indian and international dance forms, celebrating diverse traditions. Events like Nakshatra, held annually in March, provide a platform for students and faculty to showcasetalents, reinforcing the spirit of unity. The institution also celebrates national festivals andbirth anniversaries of prominent figures like Mahatma Gandhi, Dr. Bhimrao Ambedkar, and Sarvepalli Radhakrishnan, further promoting cultural awareness.

MITAOE organizes an international-level peace and religious harmony program on 2nd October under World Peace Dome. Courses like Constitution of India, Environmental Science, and Soft Skills are mandatory for all students, promoting ethical, cultural, and spiritual values.

The college actively engages in social initiatives, including cleanliness drives, traffic awareness programs, and donation camps. Students volunteer for events likeAlandi-Pandharpur Palkhi Wari and visit local schools to interact with children. The annual convocation ceremony inspires students to

pursuefuture goals.

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:

MITAOE is committed to sensitizing students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens. The institution emphasizes the importance of these principles in fostering responsible citizens who contribute positively to society. In India, which is characterized by cultural, social, economic, linguistic, and ethnic diversity, the Constitution serves as a guiding force, ensuring equality regardless of caste, religion, or gender.

To further instill constitutional values, MITAOE has introduced the Constitution of India as an audit course and conducts awareness programs on topics like Human Rights, Fundamental Rights, Legal Awareness, Traffic Awareness, Civil Safety, and Ethics. These initiatives help students balance their academic pursuits with their duties as responsible citizens.

The college also engages in community service by organizing food, book, and clothing distribution programs to local Ashrams, and hosting awareness campaigns on plastic reduction, cleanliness, and Swachh Bharat. Through NSS and Unnat Bharat Abhiyaan, students participate in rural development and Swachhta Abhiyaan programs. Guest lectures on ethics, values, and environmental responsibility further promote these ideals. The institute's Code of Conduct and mandatory courses like Professional Ethics and Human Values help embed these principles into the college community's value system.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

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	**B. Any 3 of the above**

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

MITAOE is deeply committed to promoting ethics and values among both students and faculty, fostering a spirit of unity and inclusivity. The institution encourages students to break boundaries of caste and religion, embodying the vision of a better, more harmonious India. To inspire these ideals, the thoughts of great Indian leaders are shared through exhibitions and programs, helping instill a sense of nationalism and unity.

The college actively celebrates national and international

commemorative days, which play a crucial role in nurturing patriotism and honoring the contributions of great leaders. Key events include:

- Teachers' Day (5th September) to honor Dr. Sarvapalli Radhakrishnan.
- Engineers' Day (15th September) in memory of Sir M. Visvesvaraya.
- Independence Day (15th August) and Republic Day (26th January), focusing on the adoption of India's Constitution and its democratic values.
- International Women's Day (8th March), International Yoga Day (21st June), and World Environment Day (5th June).
- Mahatma Gandhi Jayanti (2nd October) and Shivaji Maharaj Jayanti (19th February) to honor the leaders' ideologies of truth, non-violence, and leadership.

These events, including the flag hoisting ceremonies, pledge-taking, and inspirational speeches, help instill respect for national values and encourage students to contribute to the nation's growth and unity.

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

Experiential learning is an engaging, hands-on approach where learners actively participate in real-world experiences to acquire knowledge, skills, and values. Rooted in reflection, it emphasizes learning through doing, fostering critical thinking, creativity, and problem-solving. By immersing themselves in practical tasks such as projects, simulations, or fieldwork, students connect theoretical concepts to tangible applications, enhancing retention and understanding. Experiential learning encourages collaboration, adaptability, and self-discovery,

empowering individuals to navigate complex challenges effectively. This dynamic method transcends traditional classroom boundaries, promoting personal and professional growth while cultivating a deeper appreciation for diverse perspectives, ultimately preparing learners for lifelong success in a rapidly evolving world.

Synergy represents the harmonious integration of diverse co-curricular activities, blending technical, non-technical, and cultural events into a vibrant platform for holistic development. It serves as a dynamic arena where innovation meets creativity, enabling students to explore their potential beyond academics. Technical events foster analytical skills and problem-solving, while non-technical activities enhance communication, teamwork, and leadership. Cultural events celebrate diversity and creativity, nurturing emotional intelligence and artistic expression. Together, these elements create an inclusive environment that encourages collaboration, fosters lifelong learning, and builds a strong sense of community. Synergy symbolizes the perfect balance of skills, passion, and collective growth.

File Description	Documents
Best practices in the Institutional website	https://drive.google.com/file/d/1CgqgehHGxxVrslaEY3N0ubBG0Ya9Pdlc/view?usp=drive_linkhttps://drive.google.com/file/d/1CgqgehHGxxVrslaEY3N0ubBG0Ya9Pdlc/view?usp=drive_link
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 Entrepreneurship Development (ED) cell contributes to cultivating, fostering and stimulating entrepreneurial aspirations and provides an ecosystem to create innovative, sustainable, profitable and job-creating Startups. MITAoE Entrepreneurial Development Foundation (Section 8 company that emerged from ED cell) was incepted in 2018-19 to support innovation and entrepreneurship culture amongst students. MITAoE was recognized as a Host Institute in 2020 for the

implementation of the scheme 'Support for Entrepreneurial and Managerial development of MSMEs through Incubator'.

Some of our proud achievements include 4-star performance in the year 2019-20 at Institute Innovation Council (IIC) MHRD-GOI and grant of Rs. 2 crores through the Startup India seed Fund Scheme followed by 4-star performance in the implementation of the scheme in 2023.Since inception, 39 startups have graduated and 17 are in the preincubation phase. Additionally, 12 startups have been onboarded through the Startup India Seed fund scheme in 2023-24.

A few other achievements in the year include Startup India Seed funding to 2 alumni startups Presckilet and OYD Auto accessories Pvt. Ltd.; award of Rs. 5 Lakh to Oxy Power filter through Yukti innovation challenge and an Award of Rs. 2 Lakh and incubation support to Course-Khoj in Maharashtra state innovation challenge.

File Description	Documents
Appropriate link in the institutional website	https://mitaoe.ac.in/Entrepreneurial-Development-Foundation/
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Plan of Action for Engineering Institutes in View of AQAR NAAC

In alignment with the AQAR (Annual Quality Assurance Report) for NAAC accreditation, the following plan of action has been outlined for the engineering institute to enhance quality standards and meet the prescribed criteria:

1. Curriculum Development and Delivery

   ○ Continuously update the curriculum in line with industry trends, technological advancements, and feedback from stakeholders.
   ○ Incorporate project-based learning, research opportunities, and inter-disciplinary courses.
   ○ Ensure that faculty undergo regular training in innovative teaching methods and digital tools.

2. Student Support Systems

   - Strengthen academic and career counseling services.
   - Provide mentorship programs for academic and personal development.
   - Expand student participation in internships, workshops, and industry interactions to enhance practical exposure.

3. Research and Innovation

   - Foster a culture of research through faculty and student involvement in national and international conferences, publications, and patent filing.
   - Encourage collaborative research with industry and academic partners.
   - Establish dedicated innovation hubs and incubators for entrepreneurial initiatives.

4. Infrastructure and Learning Resources

   - Upgrade laboratory facilities, library resources, and digital learning tools.
   - Expand e-learning platforms to facilitate remote and hybrid learning environments.

5. Continuous Assessment and Feedback

   - Implement an effective feedback system for students, faculty, and stakeholders to ensure continuous improvement.
   - Regular internal assessments and reviews to monitor academic progress and infrastructure needs.

This plan aims to align with NAAC's key criteria and foster a holistic and sustainable academic environment.