SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ANJUMAN-I-ISLAM'S KALSEKAR TECHNICAL CAMPUS

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PANVEL
410206
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anjuman-I-Islam's Kalsekar Technical Campus (AIKTC) was established in 2011 as a Muslim Minority Institute by Anjuman-I-Islam, a 150-year-old charitable organization. The Technical Campus is located at New Panvel, Navi Mumbai, Maharashtra, and is approved by the All India Council of Technical Education (AICTE), New Delhi, the Pharmacy Council of India, and the Council of Architecture. It is recognized by the Directorate of Technical Education (DTE) Maharashtra and affiliated with the University of Mumbai. The institute is spread over an area of around 11 acres of land. AIKTC has state-of-the-art infrastructure and instructional facilities for undergraduate, postgraduate, and research students in various functional areas of specialization, viz., School of Engineering & Technology (Civil, Computer, Electrical, Electronics & Telecommunication, Mechanical, Computer Science Engineering (AIML), Computer Science Engineering (Data Science), School of Pharmacy, and School of Architecture. AIKTC started with a total student intake of 400 and eventually grew to a current intake of 688. The institute has commenced with the students strength of 397 along with faculty strength of 36. In the current year (2022–23), it has total student strength of 2150 along with a faculty strength of 132. In a very short time, the institute has started its postgraduate program in Construction Engineering & Management in the year 2014, and Ph.D. Research Centre in Civil Engineering in the year 2017 and is recognized as a well-known campus in the Mumbai region. It provides an integrated learning environment to enable students to grow towards their full potential and meet the high expectations of Industry and Society.

Vision

To be the most sought after Technical Campus that others would wish to emulate.

Mission

Creating Exuberant Technical Professionals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institute belongs to the Anjuman-I-Islam charitable trust, which has a history of working in the field of education since 1874.

Well-qualified and experienced faculty members with an excellent faculty retention rate.

The institute has state-of-the art infrastructure facilities to support exuberant learning.

State-of-the art and automated central library.

An effective academic audit and system in place.

Implementation of outcome-based education (OBE).

Progressive adoption of innovative teaching-learning methods.

Effective mentoring system.

Financial assistance for the students from government and non-government agencies.

Institutional Weakness

The poor academic quality of incoming students.

The response of students towards value-adding programs is poor.

Placement is not encouraging.

Weak connection to the Industry

Limited industry-sponsored projects and collaborations

Limited research and development activities

Institutional Opportunity

Scope for interdisciplinary research.

The strategic location of the Institute for establishing Industry institute interaction.

Establishing research centers for all programs.

Establishment of students' chapter membership of various bodies.

Exploring support from alumni for training, institutional development, and placements.

Enhancement of Startups and entrepreneurship development cell.

Institutional Challenge

To ensure sustainability in light of increasing regulatory/statutory oversight

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To strengthen relations with alumni and all other stakeholders.

The inclination of faculty members towards research, consultancy, and practice.

To inculcate appropriate soft as well as technical skills among the students as per evolving industry requirements.

Liaising with industry to improve students' placements.

To attract academically good students and increase the admission rate in core branches

Improving e-governance to increase focus on academics, research and practice.

Focus on industry-based training of faculty members and students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Anjuman–I-Islam's Kalsekar Technical Campus (AIKTC) in New Panvel, recognized by the Directorate of Technical Education (Maharashtra), approved by the All India Council of Technical Education (AICTE), and affiliated to the University of Mumbai, strictly adheres to the university's curriculum to impart quality education. The institution develops an academic calendar for each program based on the university's schedule, featuring well-defined activities like term commencement and end dates, unit tests, sports and cultural week, technical events, academic audit events, and examination schedules. To strengthen the teaching-learning process, the institute employs strategies such as course allotment based on specialization and experience, skill development sessions, and outcome-based education (OBE) philosophy. The institution maintains course files in the form of Course Attainment Google Sheets (CAGS). The institution also has an effective student mentoring program, organizes workshops, and industrial visits, and encourages student participation in national and international conferences, project competitions, technical festivals, and MOOC courses. The Academic Audit, a qualitative audit process conducted three times per semester, further ensures the quality of education.

The university curriculum at the institution incorporates professional ethics, human values, gender sensitivity, and environmental sustainability. It helps students understand ethical solutions for the workplace and society, inculcates moral and social values, and fosters a sense of social responsibility. The institution follows a reservation policy for female students and has established dedicated centers like the Internal Complaints Committee (ICC), Discipline and Anti-Ragging Squad (DARS), and Women Disciplined, Development & Welfare Centre (WDDWC) to promote a safe and respectful environment. The institution organizes various activities like tree plantations, public awareness campaigns, and industrial visits to educate students on environmental issues. The commitment to environmental consciousness is evident through courses addressing energy and waste management, and centers like the Centre for Green and Clean Campus (CGCC) focus on sustainable practices. The Food Hygiene and Canteen Affairs Committee (FHCA) ensures overall hygiene and waste management on the canteen premises. The quantitative summary is given as:

- The students have enrolled in and completed **63** certificate/value-added/online MOOC courses.
- A total of **26.18%** of students have enrolled in the said courses during the last five years.
- **520** students have undertaken internships/project work/field work during the academic year 2022–23,

resulting in **24.2%** of the total student strength.
- The institution has collected academic performance and ambiance feedback from students, teachers, alumni, and employers. The feedback has been analyzed, communicated with the concerned bodies, and is being hosted on the institutional website.

Teaching-learning and Evaluation

The institute is implementing student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies. The institute is affiliated with the University of Mumbai and strictly abides by all the rules, regulations, and policies devised and implemented by the university. The institute ensures that all its programs have well-defined learning outcomes, including Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). The institute adheres to a student-centric education system, ensuring it through the implementation of Outcome-Based Education (OBE). Each course owner aligns course outcomes with those provided by the University of Mumbai. These defined course outcomes are then mapped to Program outcomes and/or Program-specific outcomes, which are established in accordance with the graduate attributes outlined by NBA and the specific requirements of each program. The summary for quantitative and qualitative metrics is provided as follows:

- Average enrolment percentage of the students is **60.06%.**
- The average percentage of seats filled as per the reservation policy is **60.61%.**
- Students' learning levels are assessed as per the defined procedure and special programs arranged for advanced learners and slow learners.
- Student to full-time teacher ratio is **16.28:1**
- Effective student-centric methods are implemented to enhance the learning experiences of students.
- The average percentage of teachers using ICT for effective teaching with LMS, e-learning resources etc., is **100%**. Amongst the sanctioned posts, **99.28 %** are full-time teachers.
- The average percentage of full-time teachers with Ph.D. is **11.39%.**
- Continuous Internal Evaluation System has been effectively implemented and reformed.
- Mechanism of internal assessment is transparent and robust.
- Mechanism to deal with examination-related grievances is transparent, time-bound and efficient.
- Teachers and students are made well aware of program outcomes and course outcomes through orientation programmes and information dissemination.
- The Institution evaluates the attainment of these outcomes.
- The average pass percentage of students is **92.06%.**

Research, Innovations and Extension

The institution has created an ecosystem for innovation. The Business Incubation Centre (BIC) is established at our institute to facilitate innovation, entrepreneurial development. 1000 sq. ft. of floor space is provided with state-of-the-art infrastructure with air conditioning and Wi-Fi facilities. A total of 50+ incubated and registered. The Institutional Innovation Council (IIC) was established on October 22, 2020, in collaboration with AICTE as per the norms. The institute has been registered with a local chapter of SWAYAM NPTEL (LC-1802) since 2018, the status of which is active. The Institute has been at the forefront of community engagement and social responsibility through various Extension activities. The institute has demonstrated a deep commitment to

community service, social responsibility, and holistic education through its extension activities. The institute has established a centre named as Centre for Innovative Teaching and Exuberant Learning (CiTel) with the vision to implement innovative teaching pedagogies, tools, and techniques in teaching and learning. The summary for quantitative metrics is as follows:

1: Grants for research projects to the extent of Rs **30000/-** sponsored by government and nongovernment sources were obtained.

2: The institution has an Incubation cell for innovation and other initiatives for the creation and transfer of knowledge.

3: **74** workshops/seminars on intellectual property rights and industry-academia innovative practices.

4: The institution has a stated code of ethics to check for malpractices and plagiarism in research.

5: The number of research paper published in UGC Care / Scopus indexed journal / SCI Journal for last five years are **71**.

6: The number of books and chapters in edited volumes of books published and papers in national and international conferences, proceedings published with ISSN/ISBN numbers are **53**.

7: **85** different extension activities were conducted, leading to a notable impact on the community as well as participating students regarding social issues.

8: **25** Awards and recognition received for extension activities from government-recognized bodies.

9: A total of **36** functional MOUs are in place for on-going activities with institutions of national and international importance for linkages for faculty exchange, student-exchange, internships, on-the-job training, and research.

Infrastructure and Learning Resources

The institute follows AICTE norms to develop modern infrastructure, enhancing teaching and learning experiences across various programs to meet student needs effectively. The website offers up-to-date information on library operations, resources, and services, including access to eResources. The institutional repository and WebOPAC ensure easy and efficient information retrieval. The Institute's Web Portal & IT Administration (WPIA), which is responsible for overseeing all software and hardware resources, including desktops, laptops, internet services, printers, projectors, and software installations,. The summary for quantitative and qualitative metrics is given as below

1. **The following facilities are available for teaching and learning:**
   - **36** ICT-enabled classrooms are available
   - **78** laboratories and studios with modern machinery, providing ample space and a wide array of equipment.
   - A computer center and Stand-alone Language Laboratory

- **5** seminar halls and a state-of-the-art auditorium.
- **10** tutorial rooms.
- **2** multipurpose halls, **1** art court, and a hall.
- **475** computers are available. (student-computer ratio of **4.52:1**).
- All classrooms and seminar halls are ICT-enabled.
- The Institute is registered with the "Committee for the Purpose of Control and Supervision of Experiments on Animals (CPCSEA)".
- Licensed software such as Primavera P6, ANSYS, Netsim, and Microwind are available.

2. **Following facilities for sports and cultural activities:**
- There are adequate facilities for sports, gymkhana, indoor, outdoor games, a yoga center, and cultural activities.

3. **Budget Utilization:**
- **15.07%** of the budget is utilized for infrastructure.
- **20.6%** of the budget is utilized for infrastructure maintenance.

4. **Library Facilities:**
- The library is automated using KOHA software and spans an area of 895 sq. m., comprising a stacking area, reference section, reading hall, digital library, and issuing section.
- A sufficient number of academic and reference resources are available in both physical and digital formats, with remote access. NDLI membership provides vast e-resource access for academic and research excellence.
- Along with routine services, the library provides ICT enabled services like Web OPAC, QR Code Service, and Digital Library.
- **Rs. 15.17 lakh** is the average annual expenditure on the purchase of books and journals.

5. **IT Facilities:**
- The Institute's Web Portal & IT Administration (WPIA) committee oversees IT facilities.
- All computers are interconnected through LAN, with Wi-Fi access points strategically installed, and the institute has an Internet bandwidth of **500 Mbps.**
- Google Suite accounts provide **100 TB** of Google Educational Storage.
- Facilities for e-content development are available.
- Established systems and procedures exist for maintaining and utilizing physical, academic, and support facilities.

Student Support and Progression

The Institute has active Alumni Associations, registered under numbers MH/577/2018, MH/578/2018 and MH/579/2018, all established in 2018. These associations are robust and regularly conduct expert sessions on the latest technology, provide guidance to students, regarding current Industry requirements, and organize capacity development and skill enhancement activities to improve student progress.

1: **79.18%** of students benefit from scholarships and freeships from the government

organizations and non-government institutions.

2: There are a sufficient number of capability enhancement and development schemes in-place.

3: On average, **66.73%** of students benefitted from guidance for competitive examinations and career counselling.

4. The institution adopted the redressal of student grievances, including sexual harassment and ragging cases, along with regulatory bodies with policies and mechanisms.

5: **22.9%** of student placed and progressed to higher education.

6. **1.02%** of students qualified in state, national, or international examinations.

7: **Seven** awards/medals are received for outstanding performance in sports/cultural activities at the national level

8: **53.4** numbers of sports and cultural activities/competitions organized at the institution level, on average.

9: Alumni Association registered and functional.

Governance, Leadership and Management

The management at the institution ensures that the administrative team aligns with its mission and vision. Regular meetings by the Governing Council are held to monitor progress and develop strategic plans. The Director, Deans, and Heads of Departments also convene periodically to make key academic decisions, ensuring that the institution stays on course. A structured delegation mechanism supports both administrative and academic activities, promoting efficiency and clarity in operations. The Strategic Plan document, which outlines these efforts, is readily available on the website. Additionally, the governing body, comprising the General Council Committee (GCC), Executive Council (EC), Board of Governors, and College Development Committee (CDC), oversees the institution's governance.

To enhance efficiency, e-governance software is utilized across various areas, including planning, development, administration, finance, student support, and examinations. The institution prioritizes the well-being of its community by appointing professional counselors. It also invests in faculty development, sponsoring teachers to attend national and international conferences, workshops, STTPs, and FDPs. On average, **8.03%** of teachers received financial support for these activities, and **49.08%** of teachers participated in professional development programs annually. A scientific appraisal system is in place to evaluate faculty and staff, ensuring continuous improvement in their performance. External financial audits are conducted by Merchant & Babaria Chartered Accountant LLP to maintain financial transparency and accountability.

The institution optimally utilizes mobilized funds from various sources, ensuring they are used efficiently to support its goals. The Internal Quality Assurance Cell (IQAC) plays a significant role in enhancing academic and administrative processes. Regular reviews of teaching-learning practices and continuous improvements in areas such as OBE implementation, academic audits, and mentoring demonstrate the institution's commitment to quality education. Quality initiatives led by the IQAC contribute to incremental improvements, reflecting the institution's dedication to maintaining high standards and fostering an environment of continuous growth and excellence.

Institutional Values and Best Practices

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The institute has established the Internal Complaints Committee (ICC) and the Centre for Green & Clean Campus (CGCC) to promote gender equality and environmental sustainability. These centres organize gender equity programs and maintain 24/7 safety and security. Professional counsellors provide support through a dedicated counselling cell. Female students and staff are given equal opportunities, empowering them significantly.

The CGCC, along with the campus maintenance section, addresses climate change and environmental issues. It adopts eco-friendly practices such as energy conservation, rainwater harvesting, waste recycling (solid, liquid, and e-waste management), and more. Initiatives include paperless administration, plastic ban, no-vehicle days, energy conservation, and environmental audits including ISO-9000 and ISO-14000 certifications. Facilities for differently-abled individuals include ramps, wheelchairs, modified washrooms, and signboards.

The institute promotes an inclusive environment by conducting awareness programs on road safety, mandatory helmet use, internet de-addiction, COVID-19 awareness, food distribution, free career guidance, and the distribution of stationery items to needy students. These efforts contribute to the institution's best practices, such as inter-departmental academic audits and mentoring, which help in the growth and development of students and faculties.

A distinct attribute of the institution is its support for students' holistic development through academic, financial, and social assistance. This commitment is evident in all activities, focusing on the comprehensive development of students.

Efforts include:

Gender Equity Promotion and Sensitization: 14 programs, including seminars, workshops, talks, community support, and poster-making competitions.

Facilities for Women and Differently Abled Persons: 140 CCTVs, **8** security personnel (including **2** women), gender audits, zero-tolerance policies, grievance redressal systems, complaint boxes, female faculty mentors, girls' common rooms, professional counsellors, and an on-campus doctor.

Green Initiatives: Green policy, rainwater harvesting, waste management, paperless administration, tree plantation, plastic ban, green audits, energy audits and environment audits. These efforts have been awarded and certified.

Inclusive Environment & Community Outreach: Blood donation camps, Fit India Movement, Yoga for Humanity, Vaccination drives, Entrepreneur training, Voter card registration, talks on constitutional obligations, duties, and responsibilities etc is organized for community development.

Best Practices: Transforming students into better individuals through faculty and professional mentorship and inter-departmental academic audits.

Institutional Distinctiveness: Holistic development of students, preparing them to become exuberant technical professionals is our key motto.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANJUMAN-I-ISLAM'S KALSEKAR TECHNICAL CAMPUS
Address	Plot Nos. 2 and 3, Sector 16, Near Thana Naka, Khandagaon, New Panvel
City	Navi Mumbai
State	Maharashtra
Pin	410206
Website	www.aiktc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ramjan A Khatik	022-27481247	9967329285	-	contact@aiktc.ac.in
IQAC / CIQA coordinator	Rajendra B. Magar	022-27481248	9137123439	-	rajendramagar69@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes MINORITY CERTIFICATE 1 - converted.pdf
If Yes, Specify minority status	
Religious	Religious Muslim Minority
Linguistic	No
Any Other	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	
PCI	View Document	26-07-2021	48	
COA	View Document	08-06-2023	12	
AICTE	View Document	02-06-2023	12	
PCI	View Document	26-07-2021	48	
COA	View Document	08-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot Nos. 2 and 3, Sector 16, Near Thana Naka, Khandagaon, New Panvel	Urban	10.58	22386

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,	48	HSC & CET or Diploma	English	60	14
UG	BE,Computer Engineering,	48	HSC & CET or Diploma	English	60	60
UG	BE,Electrical Engineering,	48	HSC & CET or Diploma	English	60	17
UG	BE,Electronics And Computer Science,	48	HSC & CET or Diploma	English	60	60
UG	BE,Mechanical Engineering,	48	HSC & CET or Diploma	English	60	42
UG	BPharm,Pharmacy,	48	HSC CET	English	100	100
UG	BArch,Archit	80	HSC NATA	English	80	28

	ecture,					
UG	BE,Computer Science And Engineering,Artificial Intelligence and Machine Learning	48	HSC & CET or Diploma	English	60	60
UG	BE,Computer Science And Engineering,Data Science	48	HSC & CET or Diploma	English	60	60
UG	BSc,Bachelor Of Science, Information Technology	36	HSC Sci	English	60	60
PG	ME,Masters In Civil Engineering,CONSTRUCTION ENGINEERING AND MANAGEMENT	24	B.E. and GATE	English	18	18
Doctoral (Ph.D)	PhD or DPhil,Phd In Civil Engineering,CIVIL ENGINEERING	36	M.E. and PET	English	10	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	14				25				99			
Recruited	1	0	0	1	0	0	0	0	20	4	0	24
Yet to Recruit	13				25				75			
Sanctioned by the Management/Society or Other Authorized Bodies	5				15				88			
Recruited	4	1	0	5	11	4	0	15	50	38	0	88
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				100
Recruited	91	9	0	100
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				39
Recruited	34	5	0	39
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	10	1	0	5	6	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	2	3	0	65	32	0	104
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	3	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	378	10	0	0	388
	Female	129	3	0	0	132
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	32	0	0	0	32
	Female	31	0	0	0	31
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	173	111	104	127
	Female	45	40	42	33
	Others	0	0	0	0
Others	Male	187	117	104	128
	Female	71	40	56	35
	Others	0	0	0	0
Total		476	308	306	323

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is currently affiliated to the University of Mumbai (UoM). The Institute offers multidisciplinary courses like Cyber Security and Laws, Operation Research, Environmental Management, Project Management, Management Information System, Finance Management, etc. as an institute-level optional course. The university has implemented Honours and Minor degree program from the academic year 2022–23. Interdisciplinary Honours and Minor degree programs like AIML, Cyber Securities, Infrastructure Engineering, Electric Vehicles, Block Chains, etc are introduced by the Institute. This facilitates the students choice of specialized courses in the emerging areas of their

	choice and build their competence in such domains. The institute is established as an integrated technical campus with a School of Engineering & Technology, a School of Pharmacy, and a School of Architecture. It offers a diploma program in architecture and pharmacy as well as B.Sc. IT. Human resources and infrastructure are shared wherever and whenever required. The institute implements the curriculum from the University of Mumbai. The syllabus offers courses such as Professional Communication and Ethics, Communication Skills, etc. Students study these subjects to enrich humanity and social connections. In the mentioned courses, students learn and engage with the community. The New Education Policy 2020 will be implemented phase-wise, that is, in the first year of the academic year 2024–25. So, the institute has a good scope to include multidisciplinary courses from various schools. Currently, the University of Mumbai is not offering a multidisciplinary, flexible curriculum in the courses offered. However, as per NEP 2020 policy, multidisciplinary, vocational, and Indian Knowledge System (IKS) open electives will be considered from the academic year 2024–25. The institute runs a PG and PhD research centre, hence, faculty and students are pursuing research in multidisciplinary areas.
2. Academic bank of credits (ABC):	As the institution is affiliated to the University of Mumbai, it follows the curriculum prescribed by Mumbai University, which is a choice and credit-based system. As per the guidelines of the statutory body, students have registered on the National Academic Bank of Credits (ABC) portal (Meri Pehchan). However, as per NEP 2020, from academic year 2024–25, students can accumulate credits as per their choices within the rules and regulations of the various regulatory bodies. This will ensure effective implementation of multiple entry and multiple exit as envisioned in NEP 2020. We are regularly updating the ABC details as per the guidelines given by the University of Mumbai. More than 2000 students have been registered with ABC
3. Skill development:	In order to impart soft skills and professional skills among the students, a one-week campus recruitment training (CRT) is organised by the training and placement cell for all second, third and final-year students. Since this CRT is useful for getting placed in the companies, the training has been made

	mandatory for all the students. The institute has a centre called the Center for Value-Added and Add-On Courses (CVAC), through which various skill-based value-added courses in diversified domains are offered to the students during the semester. Skill-based value-added courses are also offered to the students during the winter and summer breaks. For making the student industry ready, stakeholders like alumni are always called for expert talks by various schools and departments. The institute celebrates national festivals like Independence Day and Republic Day. The institute also celebrates various programmes like Environment Day, Teachers Day, Engineer's Day, Pharmacist's Day, and the deaths and birth anniversary of our national leaders like Gandhi Jayanti, Ambedkar Jayanti, etc., which helps in imbibing values and good qualities among the students. During the first year of the Students Induction Program (SIP), expert sessions are organised consisting of Universal Human Values and awareness of the Indian Constitution.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Even though the institute carries out the teaching and learning process in English, for better understanding, of course, a mixed-language approach is followed. The institute celebrates various programs related to Indian culture and tradition. The Bonhomie is a sports and cultural annual event of the institution, comprising different cultural activities such as Rangoli, Mehandi Design Competition, Extempore, Skit, Vernacular speech, calligraphy, etc. Yoga is also introduced to the students through demonstrations by experts during the first-year student induction program. The implementation of the integration of Indian knowledge systems will be effectively done after NEP 2020 implementation, i.e., from the academic year 2024–25.
5. Focus on Outcome based education (OBE):	Focus on outcome-based education (OBE): The institution has started its initiatives since 2015-16 through a centre called the Centre for Quality Accreditation and Administration (CQAA). The Program Assessment Committee, Department Advisory Board, etc. were formed to look into the OBE implementation. Course outcomes are formed strictly following the Blooms taxonomy, and then mapping is done with program outcomes. We effectively implement curriculum delivery and assessment in such a way as to ensure that all the

	graduate attributes are attained while completing the program. In addition, the academic audit is effectively implemented in line with NBA and NAAC criteria, three times a semester.
6. Distance education/online education:	At present, the institution doesn't have distance education facility. But the institution is continuously improving its teaching and learning facilities by blended learning. The institution has a center named the Centre for Innovative Teaching and Exuberant Learning, and the objective of this centre is to train the faculty members on teaching pedagogies, develop learning materials with different tools and techniques and enrich the learning repository. These materials are shared to the students by teachers via google classrooms and YouTube channels. Also, students are encouraged to participate in MOOCs by NPTEL local chapter

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) was established at the institute level in 2023 on the eve of National Voters' Day (25th January) and is functioning along with Unnat Bharat Abhiyan through the Students Council of the institute.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Director is the Chairperson of the ELC, with Unnat Bharat Abhiyan Controller as the faculty coordinator. Students Council members are also appointed as student members. The club organizes various awareness activities for the students, staff, and faculty members of the college related to voter registration, the election process, and other matters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club organized an awareness program called Mera Pehla Vote—Desh Ke Liye at our institute on 6 March 2024, and took the pledge of exercising ones' democratic right through poster competition. All the students took the pledge, filled this google form https://pledge.mygov.in/mera-pehla-vote/ and received a certificate from MyGov.in.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution acts as a nodal center for training and distribution centre of EVM for Lok Sabha and State Assembly elections. The auditorium and seminar hall of the institute are used for training the polling officials. Also, playground of the institute is used for collection and transportation of EVM machines. So, the institute's infra structure is used by election commission from time-to-time to conduct the elections.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Awareness programs are organized on National Voters' Day, i.e. January 25, 2023, for all the students, including those above 18 years age through pledges and activities like poster competitions. The program sensitizes the students about their democratic rights.

03-09-2024 09:33:43

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2149	2200	2279	2157	2359

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 175

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	138	128	145	142

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
402.73	241.11	288.63	568.53	594.77

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Anjuman–I-Islam's Kalsekar Technical Campus (AIKTC), which has three degree-level schools located at New Panvel, is recognized by the Directorate of Technical Education (Maharashtra), approved by AICTE, Pharmacy Council of India, Council of Architecture, and affiliated to the University of Mumbai. The curriculum prescribed by the University of Mumbai is strictly adhered to impart quality education. Each program develops a program-wise academic calendar based on the academic schedule of the University of Mumbai to implement the curriculum effectively.

Apart from this prescribed curriculum, the Institute has a plan of action and means to strengthen the teaching-learning process in the following ways:

1. Course allotment based on specialization, experience, course preference, and teaching performance in previous years.

2. The time table is framed with provisions for Skill Development sessions.

3. Teaching and academic plans are prepared based on the Outcome-based Education (OBE) philosophy for better implementations.

4. Course Presentations are delivered by course owners for effective planning of the course(s) allotted to them before the respective Course Domain committee.

5. The curriculum delivery process involves a blend of traditional teaching methods and modern pedagogical tools such as activity-based learning (ABL), gamification, peer learning, group discussion, role play, etc. Lectures, practical sessions, workshops, and hands-on projects are seamlessly integrated to provide a holistic learning experience.

6. The institution employs various teaching aids, such as multimedia presentations, simulation software, and cutting-edge laboratory equipment, fostering an environment that promotes both theoretical understanding and practical application. Examples include Google Classrooms, MOODLE, Kahoot, Mindmap, Doodly, Poll Everywhere, Padlet, etc.

7. Course files in the form of Course Attainment Google Sheet (CAGS) which contain the Teaching plan, Practical plan, Course Outcomes (CO) review, CO-PO mapping, Notes, Question bank and Continuous Assessment, CO Attainment, PO Attainment, etc are maintained.

8. The institution exhibits a commitment to academic rigor by meticulously adhering to the academic calendar, ensuring a well-organized and structured learning environment. The institution's adherence to the academic calendar is evident in the seamless planning and execution of various academic activities, including lectures, laboratory sessions, examinations, and Continuous Internal Evaluation (CIE).

9. Transparent communication channels are established to keep students informed about the schedule and academic calendar through orientation programs, and the institution's website, so to plan and prepare adequately. The schedule of examination-related activities is communicated to the students through the exam blog: https://aiktcsoet.blogspot.com/ This adherence to the academic calendar fosters a disciplined and focused academic environment, contributing to the overall success and academic excellence of students within the engineering institution affiliated to the University of Mumbai.

10. Effective in-place student mentoring program with the objectives of fostering academic support, financial guidance, and strong parent connect.

11. Organizing required expert lectures, workshops, Campus Recruitment training (CRT), and industrial visits.

12. Encouraging Students' participation in National and International Conferences and Journals, Project Competitions and Technical festivals, and MOOC courses (SWAYAM-NPTEL, etc).

13. The Academic Audit is a qualitative audit process with an audit frequency of three (03) per semester. The process is inter-departmental and the auditees are appreciated or reprimanded as per the defined process. The effective implementation of the Academic Audit process ensures effective curriculum planning and delivery.

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

1.2 Academic Flexibility

1.2.1

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

Response: 45

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 20.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
391	661	713	247	246

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics:

- The university curriculum incorporates issues relevant to professional ethics.
- Professional ethics and principles of management help the students understand and find an ethical solution for the workplace and society.
- This also enables the students to create awareness about business ethics and human values, which inculcate moral and social values in them.

Gender:

- The institution follows a reservation policy for female students.
- Gender sensitivity and inclusivity are embedded across the curriculum.
- The institution has established dedicated centers like the Internal Complaints Committee (ICC) (erstwhile Women Development and Grievance Cell (WDGC)) and the Discipline and Anti-Ragging Squad (DARS), promoting a safe and respectful environment for all.
- The ICC is active in the college to create confidence and better awareness about gender equity and to reinforce the rights of women in society.
- The college supports women faculty and girl students to become members of WDDWC, and encourages them to participate in events focusing on women empowerment and promoting leadership qualities in women.
- The institute gives equal opportunities to the students (girls and boys) to receive financial assistance in the form of scholarships from government and private organizations to support their educational requirements.
- All classrooms, labs and other infrastructural facilities are equal for both genders.
- Separate girls and boys' common rooms are provided.
- Institute supports equal environment for curricular, co-curricular, and extra-curricular activities for both boys and girl's students.
- Equal job opportunities are provided for all the students through the institute placement cell. Job allocation is purely based on the expertise of the students, irrespective of their gender.
- Workshops on topics like Self Defence techniques were organized by ICC for women development towards self protection and safety.

Human Values:

- The University Curriculum incorporates issues relevant to human values.
- This also enables the students to create awareness of business ethics and human values which inculcate moral and social values in them.
- Students actively participate in community service through the Center for NSS and Extension Activities (CNEA), fostering a sense of social responsibility.

Environment and Sustainability:

- The University Curriculum incorporates issues relevant to the environment and sustainability.
- Through specialized courses such as Environmental Science, Energy Audit and Management, Solid Waste Management, Industrial Waste Treatment, Disaster Management and Mitigation, students gain a comprehensive understanding of the ethical and sustainable dimensions of

engineering practices.
- The institute organizes various activities like tree plantation (GREEN-Drive), public awareness with the help of students, e.g. importance of blood donation and blood donation camps, importance of hygiene and individual responsibilities.
- Students are taken for industrial visits to effluent and water treatment plants and places that educate them on environmental issues.
- The Institutional commitment to environmental consciousness is evident through courses addressing energy and waste management.
- Furthermore, centers like the Centre for Green and Clean Campus (CGCC) focus on sustainable practices.
- Food hygiene and canteen affairs committee (FHCA) takes care of the overall hygiene maintained in the canteen premises, its complete waste management, banning plastic bags, etc.
- The institution is ISO 9001:2015 and ISO 4001:2015 certified for its environmental management system.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 23.08

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

Response: 496

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
476	308	306	323	515

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

2022-23	2021-22	2020-21	2019-20	2018-19
738	618	618	618	618

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

2.1.2

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

Response: 60.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
262	157	160	163	255

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

2022-23	2021-22	2020-21	2019-20	2018-19
378	316	317	317	317

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.28

2.3 Teaching- Learning Process

2.3.1

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

Response:

1. Experiential Learning:

- Project Based Learning: The students are guided in conducting experiments relevant to their projects, fostering hands-on learning experiences. Students are motivated to undertake mini and major projects to practically apply engineering principles and refine their implementation skills.

- Industrial visit, field trip, and internship: In addition to conventional classroom instruction, we prioritize experiential learning by organizing field trips, study tours, field surveys, industrial visits, and internships. These activities are thoughtfully integrated into the academic calendar.

- Swayam and Value-added courses: Swayam and value-added courses complement experiential learning by providing theoretical knowledge applicable to real-world scenarios, enhancing skill acquisition and understanding.

- Peer-to-peer learning: We foster a culture of peer-to-peer learning, wherein students take the lead in conducting workshops for their peers.

- Extension projects and outreach activities: Extension projects involve students in experiential learning by participating in projects that tackle societal needs and raise social awareness, providing opportunity for personal development through community involvement.

1. Participative learning

- Case Studies and Models: We utilize case studies and models to illustrate complex concepts, such as using prototypes in Engineering and models in Engineering Drawing, providing students with tangible examples for better comprehension.

- Soft skills training sessions and language labs: are integrated into the curriculum timetable, including Communication & Language laboratory sessions focused on improving English proficiency, led by expert faculty members.

- Participation in Conferences: Participation in National and International Conferences and competitions is encouraged, fostering students' exposure to broader academic and professional networks.

- Flipped classrooms are utilized for selected courses, offering an alternative learning approach.

- In the School of Architecture, a participatory pedagogy known as studio learning and model making is adopted. Here, student groups are mentored by 2-3 teachers, each specializing in distinct design concepts, fostering a comprehensive understanding of various aspects of architectural and technical design.

3. Problem solving methodologies

- An annual technical event called Mashup, Algorithm, Fuerza and Technoscope is conducted to provide the solutions for various problems. Students receive guidance and training to participate in national-level model-making competitions at premier institutions like IIT's, NIT's, nurturing their creativity and innovation.

1. Use of ICT Tools

Utilizing state-of-the-art ICT resources, including LCD projectors, overhead projectors, audiovisual aids, and interactive digital boards, our educators deliver interactive sessions comprising animations, PowerPoint presentations, videos, and other multimedia content. Our faculty members utilize a variety of ICT tools, such as COGGLE, Google Classroom, Gamma AI, quizziz, ChatGPT, Google Sketchup Pro, and AutoCAD. Recorded lectures are provided to facilitate e-learning. To augment practical learning, our laboratories are equipped with high-speed Internet connections, and access to various virtual laboratory software's, such as Ex-Pharm, virtual lab government of India.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	139	138	138	145

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

2.4.2

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

Response: 11.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	16	12	15	14

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our institute is affiliated with the University of Mumbai and strictly abides by all the rules, regulations, and policies devised and implemented by the university. Significant reforms have been made in the system of continuous internal evaluation by the university, which are as follows:

I. Internal unit test exams:

- As per the curriculum frameworks outlined in R-2012 (CBSGS), R-2016 (choice-based), and R-2019 C-Scheme, it is mandatory to conduct two-unit tests during each semester: one held halfway through the semester and the other towards its conclusion.

- The internal assessments are assigned 20 marks, though in certain programmes it is 15 marks. The final grade is determined by averaging the scores of these two tests. Our assessment procedure prioritizes transparency by openly sharing the marking criteria and the marks assigned in the answer sheets with students. Furthermore, subject instructors are readily available to clarify any queries or concerns students may have regarding their evaluations.

II. Term work evaluation: Term Work encompasses practical sessions, assignments, and attendance. Distinct rubrics are employed for assessing practical's and assignments, and these criteria are communicated to students for clarity and understanding.

- Assignments are given in the form of activities such as poster making & presentation, mini-projects, peer learning, etc.

- Each component of continuous internal evaluation follows specific rubrics. For instance, the breakdown of the 10 marks allocated to assignments is as follows:

- Timely completion of assignment: 3 marks

- Content (based on reference to 3-4 books): 4 marks

- Viva (questioning) conducted at the time of submission: 3 marks

- The entire process is meticulously overseen, with teachers receiving ongoing training and counseling as needed. Every effort is made to uphold fairness and clarity within the Continuous Internal Evaluation System

- III. External Assessment: -

Practical Examination: At the conclusion of each semester, both odd and even, of the academic year, following the completion of term work submissions, students are required to undergo practical/viva examinations for certain subjects. These examinations entail evaluations conducted by both an internal examiner (the subject teacher) and an external examiner (a teacher from another college who is part of the university-approved panel for the subject). The purpose of these examinations is to assess and monitor students' performance comprehensively.

End Semester Theory Examination:

After practical/viva exams, students take theory exams as per university regulations. Subject teachers assess answer books, some of which are moderated. Results consider term work, internal assessment, practical/viva, and theory exams. These results are then submitted to the University for approval. Upon receiving the approved results from the University, they are declared and made available for students to view.

IV. Academic Monitoring:

The inter-departmental academic audit is a comprehensive process involving the systematic review of academics and relevant activities across different schools and departments within the institution. It is conducted three times in the academic semester and employs rubric-based marking for evaluating various parameters related to the teaching-learning process.By assessing these aspects against predefined standards and benchmarks, the audit helps identify areas that require improvement and provides insights for enhancing the overall quality of education.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Statement of POs, PSOs, and COs:

The institution ensures that all its programs have well-defined learning outcomes, including Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). PSOs specify the skills and abilities expected out of students upon graduation from their respective program. COs are precise statements outlining what students should demonstrate by the end of a course, focusing on assessable and measurable knowledge, skills, and abilities. These COs are initially provided by the University of Mumbai as part of the curriculum and are customized by the Course owner as needed. POs articulate the knowledge and skills students should possess by the conclusion of their program, aligning with the graduate attributes outlined by the National Board of Accreditation. These are measured and attained upon graduating.

Display of POs, PSOs and COs:

- POs, PSOs, and COs are published on the website under department/school heads.

- All outcomes are displayed in prominent places like the departmental administrative lounge, notice boards, laboratories, drawing halls, and library.

- Students are made aware of outcomes during orientation programs, course presentations, course exit surveys, and through teaching and practical plans.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution adheres to a learner-centric teaching-learning process, ensuring it through the implementation of Outcome-Based Education (OBE). Each course owner redefines course outcomes based on bloom's taxonomy. These redefined course outcomes are then mapped to Program outcomes and/or Program-specific outcomes, which are established in accordance with the graduate attributes outlined by NBA and the specific requirements of the respective program.

Evaluation of Attainment of POs, PSOs and COs:

- To facilitate the evaluation of attainment of COs, POs and PSOs, the institution has meticulously developed an in-house system using Google Suites. It is referred to as Course Attainment Google Sheet (CAGS).

- The redefined COs and their mapping with the POs/PSOs are reviewed by the respective Course Domain Committee for their corrections and approval.

- The Course owners define various assessment occasions, such as unit tests, term work, oral, practical, and term end examinations, to capture students' performance effectively.

- Each course owner sets a target percentage based on last three years average marks in the same course and defines attainment levels as per the well-defined rubrics. These attainment levels are categorized as low, medium, and high.

- Targets and attainment levels are defined for both continuous internal assessment (CIA) and term-end evaluation (TEE), with weightages determined as per the examination scheme of the curriculum.

- The students' performances are captured for the defined occasions, directly in terms of marks and indirectly in terms of surveys. This data is entered in the appropriate sheets of CAGS.

- The CO Attainment sheet of CAGS pulls the data from defined occasions data sheets and based on set target and attainment levels, it calculates the Direct and Indirect attainments for all the defined COs. Finally, Direct Attainment (80%) and Indirect Attainment (20%), gives final attainment of all COs.

- The PO Attainment sheet of CAGS pulls the CO-PO articulation matrix data from the CO-PO mapping sheet and the above calculated COs attainment, to calculate the PO attainment of all the mapped POs.

- These evaluated COs, POs and PSOs attainments are properly documented for further continual quality improvements.

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

2.6.3

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

Response: 92.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
456	504	475	455	431

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

2022-23	2021-22	2020-21	2019-20	2018-19
581	523	477	456	478

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.4

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.3

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Incubation Centre: The Business Incubation Centre (BIC) was established at our institute to facilitate innovation, entrepreneurial development, and business success that foster sustainable economic growth with the aim of nurturing innovation through a collaborative community of entrepreneurs. Resources provided: 1000 sq. ft. of floor space. State-of-the-art infrastructure with air conditioning and Wi-Fi facilities, collaboration of external mentors from industry, and seed funding sanctioned to the start-up 50+ incubated and registered. Number of MoUS of BIC for handholding support from industry for the new start-up. Start-up ARBA accelerator and technical advisor helps in fundraising and product development.

The institute has participated in the World Trade Center Mumbai Franchise Dealership Expo 2023 and the Bangalore Franchise Dealership EXPO 2023. The Institute organized the Best Startup Idea Award 2022 and 2023, MAHA60 by Cornell University, and the Maharashtra State Innovation Society

(MSINS)-based District Level Student Innovator Challenge 2023 (Raigad District, Govt. of Maharashtra). Four start-ups got preincubation support from RIDDL and MU Ideas. institute start-up has received one lakh rupees each for four different startups by MSINS

Institutional Innovation Council (IIC): The Institutional Innovation Council, established on October 22, 2020, in collaboration with AICTE as per the norms of the Innovation Cell, Ministry of Education, aims to foster innovation and startup ecosystems in educational institutions. The primary goal of IICs is to engage faculty, students, and staff in various innovation and entrepreneurship activities, including brainstorming, problem-solving, prototyping, design thinking, IP management, project oversight, and pre-incubation processes.

Centre for IPR, R&D Projects, Publications, and IRG (CIRDPI): The CIRDPI catalyses intellectual property and patent submissions by educating faculty and students on intellectual property rights through seminars and workshops. It focuses on scientific and industrial research to foster academia-industry collaboration and support publication and revenue generation. During the last five years, the faculty has published 11 patents, and out of those, one has been granted.

NPTEL Local Chapter: The institute has established a local chapter of SWAYAM NPTEL (LC-1802) since 2018, the status of which is active. More than 150 learners have obtained online certifications so far, of which 15 have been toppers, 3 stars, and 1 domain scholar. As per the institute's policy, the SWAYAM NPTEL exam registration fees have been reimbursed to many learners, and additional benefits were given to those who achieved Elite and FDP certifications.

ISRO Nodal Centre: AIKTC is a network institute with the IIRS-ISRO Outreach Programme Network Institute and Nodal Centre as of October 2022. Faculty are selected as Govt. Sponsored (GS) or Nominated Candidate (NC) candidates for the NNRMS-ISRO Sponsored Certificate Course on RS and GIS Applications in Urban and Regional Studies, organised by IIRS, from May 15, 2023, to July 7, 2023, at the Indian Institute of Remote Sensing (IIRS) in Dehradun.

Skill Development Centre: AIKTC has created a centre named the Centre for Value Added Courses, which conducts and organizes training on campus recruitment training and technical training.

Indian Knowledge System: AIKTC has established a centre named the Centre for Innovative Teaching and Exuberant Learning (CiTel) with the vision to implement innovative teaching pedagogies, tools, and techniques in teaching and learning. The centre conducts training on innovative methods and techniques, ICT tools, etc. for faculty to improve quality and host E-learning platforms for students.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 69

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	15	17	6	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	3	7	1

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

3.3.2

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	3	2	0

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

3.4 Extension Activities

3.4.1

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

Response:

The Institute has been at the forefront of community engagement and social responsibility through various extension activities. These endeavors span various domains, including healthcare, education, environmental sustainability, social welfare, and cultural enrichment, reflecting the institution's holistic approach to societal development. One significant initiative was the village survey and awareness program conducted under the Unnat Bharat Abhiyan Scheme at various villages, involving a collaborative effort of faculties and students. This project aimed to identify local needs and implement targeted interventions for community upliftment. Similarly, the NSS Winter Camp, held with the participation of faculties and students, provided invaluable experiential learning opportunities while addressing socio-economic challenges in rural areas.

Another notable initiative was the first aid awareness program conducted for schools at Zilla Parishad School in Peth village. This initiative equipped participants with life-saving skills and fostered a culture of preparedness in emergency situations. Additionally, a workshop on self-defense techniques for women, attended by faculty and students, empowered women with the knowledge and skills to protect themselves, promoting personal safety and empowerment.

During the COVID-19 lockdown, the institution organized a food distribution camp, initially providing "vadapav" to migrant labourers and later distributing home-cooked meals to needy individuals, along with packaged milk for children. This initiative ensured vulnerable populations had access to nutritious meals during challenging times.

Healthcare initiatives such as the awareness session on World Rare Disease Day, where students interacted with thalassemic pediatric patients, gaining insights into rare diseases and fostering empathy towards those affected,. Additionally, free eye check-up health camps on World Health Day and bone density check-up camps during Pharmacist Week promoted early detection of health issues.

 Initiatives such as sanitation awareness programs in slum areas of Mumbai, save water awareness campaigns, beach clean-up drives, and designing bus stops from waste materials in local communities indicate institutional commitments towards social and environmental issues.These initiatives also help to raise awareness about environmental conservation and promote sustainable practices among community members.

The institution also focused on social welfare and inclusivity through activities conducted at old age homes, orphanages, and centers for the handicapped, as well as social service campaigns in collaboration with organizations like the Khushiyan Foundation. These initiatives aimed to address social isolation, provide support to vulnerable populations, and promote empathy and compassion among students.

Cultural enrichment activities included participation in the UDAAN festival organized by Mumbai University, providing students with opportunities to showcase their talents, enhance their skills. Initiatives like women's empowerment and safety awareness programs, as well as events celebrating national festivals like Independence Day and Shaheed Diwas, help to inculcate values of equality, freedom, and patriotism among students and community members.

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

3.4.2

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

Response:

Anjuman-I-Islam's Kalsekar Technical Campus, in collaboration with its academic departments and NSS units, has organized extension programs aimed at raising awareness and enhancing the quality of life for Panvel residents. These efforts have garnered recognition from both governmental and government-affiliated organizations.

Swachh Bharat Abhiyan, conducted every year, is India's national cleanliness campaign, aiming to achieve a clean and hygienic environment. It focuses on sanitation, waste management, and behavioral change to eliminate open defecation and ensure clean streets and public spaces. After continuous efforts in these extension activities, institutes received recognition from Panvel Mahanagar Palika (PMC).

The School of Pharmacy and NSS Unit organized extension activities aimed at societal betterment, emphasizing awareness programs on health, hygiene, nutrition, literacy, preventing child marriages, empowering women, AIDS awareness, blood donation, eye check-ups, and civic duties. The NSS Unit, selected from various city units, participated in the UDAAN festival, conducting street plays and awareness campaigns during the COVID-19 pandemic, focusing on vulnerable groups. The village residents of Panvel and Uran, through the president of the Rotary Club, expressed gratitude with an appreciation letter to the college. The Department of Lifelong Learning & Extension, University of Mumbai, recognized the NSS Unit's efforts with a Special Contribution Award.

The collaborative effort between J.J. Mahanagar Raktdan and Red Cross Youth in organizing a blood donation camp proved to be immensely beneficial. This initiative not only facilitated the collection of much-needed blood supplies but also raised awareness about the importance of regular blood donation. The event's success was underscored by the recognition it received from both J.J. Mahanagar Raktdan and the Red Cross Youth Organization. This acknowledgement serves as a testament to the dedication and hard work of all involved in orchestrating the camp. It highlights the significance of partnerships in addressing critical healthcare needs and promoting community well-being through acts of altruism.

Under Unnat Bharat Abhiyaan, the campus received an amount of 1,00,000 Rs. to survey 10 villages in the Konkan region. The NSS camp at Barapada village from January 10th to 16th, 2020, saw 29 students and 4 faculty members actively engaging in a variety of impactful activities. These included sessions on financial literacy, health and hygiene awareness, cybercrime prevention, stress management through literature, and career guidance for school students.

Amid the COVID-19 crisis, Anjuman-I-Islam's Kalsekar Technical Campus emerged as a beacon of support for migrant laborers, extending aid in the form of food assistance and facilitating safe journeys back to their villages. These efforts not only alleviated immediate hardships but also restored hope and dignity to many affected individuals. Their compassionate actions did not go unnoticed, as the Mayor of Panvel recognized their unwavering commitment and dedication, honoring the institution as COVID Warriors. This acknowledgement highlights the profound impact of their humanitarian efforts in mitigating the pandemic's adverse effects on vulnerable populations.

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

3.4.3

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

Response: 79

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	02	14	23

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

3.5 Collaboration

3.5.1

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

Response: 0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Adherence to Norms: The institute follows AICTE norms to develop modern infrastructure, enhancing teaching and learning experiences across various programs to meet student needs effectively.

Infrastructure & upgrades: supervised by the Infrastructure Planning & Development Centre (IPDC), the institute consistently enhances its infrastructure to meet future needs. All programs are well-equipped with classrooms, seminar halls, laboratories, incubation cells, and departmental libraries. Instructional areas feature projectors, sound systems, internet access, air conditioning, bag racks, and versatile instructional boards.

- Auditorium: The institute is equipped with a state-of-the-art auditorium boasting modern amenities and a seating capacity of approximately 350 individuals.

- Facilities for Teachers: Faculty members benefit from both individual and group air-conditioned seating arrangements conducive to discussion and work in designated areas. Additionally, they are allocated laptops/desktops for their professional needs.

- Modern Classrooms: Classrooms are equipped with essential amenities, including projectors, sound systems, internet access, discussion areas, individual mentoring spaces, and versatile instructional boards, to foster an optimal teaching-learning environment.

- Well-Equipped Labs: All laboratories are meticulously maintained and well-equipped with modern machinery, offering ample space and a wide array of equipment for student use. Computer labs in all programs feature high-configured desktop computers running open-source operating systems and software, ensuring 24/7 internet connectivity, power backups, and licensed software tailored to program requirements.

- Knowledge Resource (Library): The institution features a well-organized central library with ample space and resources, offering services like book review facilities, an institutional repository, and a book bank. It houses thousands of books by university-prescribed authors, technical and non-technical magazines, and newspapers, catering to diverse interests. A digital library supplements resources, and each department maintains its own library tailored to specific needs.

- Knowledge walls are set up in the Departments of Engineering, Pharmacy, and Architecture, aiding students in learning, sharing information, and accessing quick references. These visual aids effectively support the learning process.

- 3D printer: The Department of Mechanical Engineering acquired a 3D printer to enhance student learning through interactive experiences. This technology facilitates deeper exploration of subjects and is utilized for designing project prototypes, serving as a valuable educational tool within the department.

- Video capturing system: The campus boasts a video capturing system, enhancing flexibility and student-centered learning. Faculty from all schools record lectures and give students access through their respective school or department YouTube channels.

- Sports & Cultural: The institute prioritizes holistic student development, encouraging participation in sports from intra-college to national levels through the Sports and Fitness Center (SFC). Outdoor sports grounds for cricket, and football, are available for student sports activities and athletics, along with indoor courts for volleyball, basketball events. Recreational spaces include indoor sports like carom, table tennis, and chess made available for students. Cultural and wellness activities thrive on sprawling lawns, offering yoga sessions and cultural performances. The canteen facilities also cater to diverse dietary needs, supporting the overall well-being of students, faculty, and community members.

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

4.1.2

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

Response: 14.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
66.5	4.78	7.00	105.18	116.61

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library serves as a crucial learning hub, employing an Integrated Library Management System (ILMS) for efficient automation. Leveraging ICT tools, it sets a benchmark for others to emulate.

LIBRARY WEBSITE (Joomla): The website offers up-to-date information on library operations, resources, and services, including access to eResources, the Institutional Repository, and WebOPAC ensuring easy and efficient information retrieval. Link: http://aiktclibrary.org.

LIBRARY ILMS (KOHA): Since inception, the central library has employed an Integrated Library Management System (ILMS). Initially, eGranthalaya was implemented in 2011 and later upgraded to KOHA (v.16.11), a fully featured and scalable system. KOHA manages various library functions, providing access to bibliographic records of print books, ebooks, journals, CDs, and more. Users receive email alerts on transactions, overdue items, etc. Link: http://opac.aiktclibrary.org:5000/cgi-bin/koha/opac-user.pl.

DIGITAL LOGIN/LOGOUT SYSTEM (KOHA): On January 2nd, 2019, the library introduced a digital In-Out Management System integrated with KOHA. The system offers a user-friendly interface and an admin dashboard for efficient management.

INSTITUTIONAL REPOSITORY (IR): Our library addresses online user needs by developing an Institute Repository (IR) on DSpace opensource software. Since November 2014, it has offered access to university curriculum, question papers, and more. The repository gains visibility through indexing by Google, Google Scholar, and other renowned repositories. AIKTC IR integrates with the National Digital Library of India (NDLI) and receives certificates of content contribution and nodal coordination. Link: http://ir.aiktclibrary.org:8080/xmlui/)

QR CODE SERVICE: Furthermore, the library actively supports QR code initiatives of the National Digital Library of India, under the Government of India. As part of this support, every book in the library is equipped with a QR code link, allowing users to access relevant digital content and resources associated with the book. This integration between physical and digital resources enhances the learning experience and facilitates seamless access to additional information and materials.

ANTI PLAGIARISM TOOL: To ensure academic integrity, the library employs the trusted plagiarism prevention tool, "TURNITIN." Faculty members and students are provided with access to the Turnitin software facility to avoid plagiarism.

OPEN EDUCATIONAL RESOURCES (OERs): During COVID-19, the library introduced OERs, facilitating user access and enhancing academic and research excellence. Link: http://aiktclibrary.org/index.php/resources/oer.

LIBRARY USER ORIENTATION/EVENTS / ACTIVITIES: The library hosts diverse events such as orientations, book exhibitions, thematic displays, and national/international observance day celebrations. It also conducts reading initiatives, seminars, workshops, and faculty development programs to encourage students to engage in literature Link: http://aiktclibrary.org/index.php/events.html

LIBRARY ACTIVE ON SOCIAL NETWORKING SITES:
Library offers Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) services through the following platforms:

- Facebook for Library Updates: https://www.facebook.com/AIKTCCentralLibrary/,

- Blog (https://aiktccentrallibrary.blogspot.com/),

- e-Bulletin Board on Wakelet (https://wakelet.com/@aiktccentrallibrary)

- WhatsApp groups, Google Classroom and Telegram channels to provide CAS & SDI services.

NEW ARRIVALS & LIBRARY BULLETIN:

The library publishes on a regular basis the new arrivals of books, journals, and article abstract databases, which can be accessed online on the library website.*(Add three to four sentences.)*

Link: http://aiktclibrary.org/index.php/services/newarrival

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute's Web Portal & IT Administration (WPIA), under the guidance of the Computer Engineering Department, is responsible for overseeing all software and hardware resources, including desktops, laptops, internet services, printers, projectors, and software installations.

WPIA also organizes online exams conducted by TCS, DTE, and NTA, and maintains the Central Administration Account Server.

The WPIA is overseen by a system administrator who effectively manages the IT facilities for all stakeholders in the institute. Wi-Fi connectivity is available across the campus for faculty, staff, and students. Since its inception in 2011 with a 32 Mbps internet service, the institute has steadily increased its bandwidth to reach 500 Mbps today.

The Institute has continuously improved the IT infrastructure of its central library, enhancing both hardware and software components. All library PCs are interconnected through a LAN, facilitating internet access. Additionally, Wi-Fi access points have been strategically installed at key locations, providing convenient internet access for both students and staff.

The Institute predominantly utilizes open-source software and hardware for the majority of its computer systems deployed campus-wide. Google Suite accounts are maintained for students and faculty, providing internet-accessible storage for files and documents with access to 100 TB of Google Educational Storage. Faculty and students employ various ICT tools.

Additionally, the Institute hosts and manages in-house Linux and open-source application development software. These programs track all events, programs, and activities involving students and staff, both on and off-campus.

The Institute's website (https://www.aiktc.ac.in) is hosted on a local server and is designed, developed, and maintained under WPIA. It serves as a comprehensive source of information about the institute's operations and student-related matters.

Moreover, the Institute employs an outcome-based education (OBE) software platform called Ioncudos, hosted on a local server and accessible via the internet, to institutionalize best practices and deliver outcome-based education. High-speed internet facilities are provided for accessing NPTEL videos.The Internet facility (1:1 contention ratio) upgrade from 2013–14 to date:

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

4.3.2

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

Response: 4.52

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

Response: 475

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.92	28.21	10.79	29.43	36.30

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
1709	1789	1841	1708	1777

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 66.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
643	576	1993	1980	2244

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 20.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	196	126	60	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
405	595	649	603	539

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

5.2.2

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

Response: 1.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	2	7	4

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

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

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

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

5.3.2

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

Response: 8.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	7	10	8

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Institute has registered alumni associations with registration numbers MH/577/2018, MH/578/2018, and MH/579/2018.

Alumni support the institute financially. Alumni also guide students with special talks and mentor them regarding building their careers and improving their skills. Alumni share their industry experiences and success stories to help students learn and grow. Alumni also support students with internships and jobs by using their contacts in the professional world. This helps students start their careers successfully.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our institution's governance and leadership practices are directly aligned with our vision and mission, ensuring effective management and clear delegation of responsibilities. To align with our vision and mission, the institute has established a comprehensive framework of administrative and academic entities, including the General Council, Board of Governors, College Development Committee (formerly known as the Local Managing Committee), and 40 Process Implementation Centers.

Centers such as the Alumni Connect Centre (ACC) and the Institute-Industry Interaction Centre (IIIIC) support practice-based activities, while the Centre for Academic Affairs (CAA) and Center for IPR, R&D, Projects, and IRG (CIRDPI) focus on academic and research initiatives. The institute's strategic plan, encompasses quality assurance, the integration of modern educational technologies, initiatives to foster industry-institute collaboration, the enhancement of research and development facilities, human resource planning and development, academic partnerships, a mentoring system, and the promotion of comprehensive student development activities.

The institute has a well-defined organizational structure to facilitate decision-making at various levels. Management grants autonomy to the director, deans, Heads of departments, section heads, controllers, and all faculty members to develop and implement academic, research, and practice-based processes. Independent controllers and coordinators are appointed to oversee the various centers, cells, and committees, ensuring effective governance and operational excellence.

NEP Implementation:

The institute is fully committed to implementing the National Education Policy (NEP) 2020, aiming to transform our educational approach into a holistic, multidisciplinary model. The principal of the School of Engineering and Technology, as well as the chairman of the Board of Studies at the University of Mumbai, is a key member of the university committee for NEP implementation. Since we are affiliated with the University of Mumbai, NEP syllabus implementation will be done stage-wise. At the first-year level, it will be implemented in AY 2024–25, and subsequently for the second, third, and final years. The institute has appointed NEP coordinators, who are responsible for monitoring progress, providing guidance, implementing strategies, and serving as subject matter experts. 20 faculties have undergone the NEP 2020 Orientation & Sensitization Programme under the Malaviya Mission Teacher Training Programme (MM-TTP) of the University Grants Commission (UGC).

Our institution has implemented a clear and effective system for distributing authority across various administrative and academic areas. We have established several specialized centers and cells that cater to

diverse needs—ranging from academics to co-curricular and extracurricular activities, as well as infrastructure development. Notable among these are the Center for Innovative Teaching and Learning, the Institute Innovation Cell, the Media and Branding Center, the Foreign Collaboration and International Affairs Center, and the Center for Accreditation.

The institute's perspective plan outlines a vision for growth in several key areas: educational excellence, innovation and research, workforce development, institutional advancement, community involvement, and strategic partnerships. Through SWOC analysis, we identify short-term and long-term goals that align with our vision and set clear milestones.

This participative approach is evident in our decision-making processes, where inputs and feedback from Deans, Heads of Departments, Section Heads, and students are integral to the development of effective administrative and academics.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute Perspective Plan for Development is created in alignment with the institute's vision and mission. This plan is developed by the Internal Quality Assurance Cell (IQAC) in collaboration with key stakeholders and is approved by the College Development Committee (CDC) and the Governing Body (GB) of the institute. It is implemented through the effective operation of the institute's various centers.

Strategic plan/perspective plan is a futuristic planning document that lays out core areas of emphasis which shall help in achieving short- and long-term goals of the
institute. The plan looks at both external as well as internal environments with respect to strategic areas of growth and improvement. IQAC along with different stakeholders decided on eight key areas of strategic growth.
1. Innovations in teaching & learning
2. Research & Development
3. Industry-Academic Connect
4. Value Added Training & Placement
5. Strengthening Alumni Connect
6. Human Resource Welfare & Development

7. Societal Impact

8. Towards Institute as Centre of Excellence

9. Startup and incubation

The institute's organogram comprises of General Council of Anjuman-I-Islam, Board of Governors, Director, Head of departments, teaching, non-teaching and administrative staff.

Functions of Governing body:

The General Council (GC) of Anjuman-I-Islam's comprising of 45 members, formulates the policies and manages all institutions. The GC elects its 8 office bearers for day-to-day management of the entire trust. As a de-centralized Management process, GC has created about 16 different boards having clusters of schools/colleges/institutions under each board headed by an Executive Chairperson. All Executive Chairpersons and office bearers constitute the next level committee named Executive Council. The Board for Institutions in Navi Mumbai (BINM) has been exclusively created for governing all the schools and colleges in Navi Mumbai. Thus AIKTC is being governed through BINM along with all statutory Boards and committees such as BoG and CDC (erstwhile Local Managing Committee (LMC)).

Functions of Board of Governors:

To monitor the academic, research and innovation related activities of the college.
To promote start-ups, entrepreneurship, incubation and socially relevant activities.
To consider the important communications, policy decisions received from GC, Staff Selection
Committee, University, Government, AICTE, PCI, COA etc.
To monitor the students and faculty development programmes.
To design and implement QMS and accreditation of programs

Service Rules, Procedure of Recruitments and Promotional Policies:

The institute adheres to well-defined appointment and service regulations in accordance with the Maharashtra University Act of 1994 and the Maharashtra Civil Services Rules of 1981, both of which are publicly accessible. Presently, the revised Maharashtra Public University Act of 2016 is in effect and is being strictly observed. Appointed candidates are required to sign the joining letter and a confirmation of their approval of the institute's rules and regulations. The Service Book is maintained regularly and is available for inspection during committee visits.

Grievance Redressal Mechanism:

The institute has established Grievance and Appeal Redressal Centre (GARC), Anti-ragging Cell, and Internal Complaint Committee (ICC) to look after student and staff grievance issues. The centre makes sure that the grievances are properly dealt with.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

institution has Performance Appraisal System for teaching and non-teaching staff

The Institute adheres strictly to the recruitment and promotional policies as mandated by the All India Council for Technical Education (AICTE), the University of Mumbai, and the Government of

Maharashtra. Every faculty member and non-teaching staff member is required to undergo an annual self-appraisal process through the Performance-Based Appraisal System (PBAS), which evaluates aspects such as teaching performance, results, and feedback.

For teaching staff, self-appraisal encompasses several key areas:

1. Evaluation of the Teaching-Learning Process:

2. Development of Learning Resource:

3. Self-Development: Activities undertaken for personal growth

4. Student Services: Organization of co-curricular activities, participation in student counseling, and career guidance.

5. Internal Administration: laboratories planning, resource mobilization, and fostering public relations.

6. Professional Ethics and Attitude:

For non-teaching staff, the appraisal is based on:

1. Attributes such as intelligence, discipline, punctuality, responsibility, and engagement in assigned tasks.

2. Competencies, including knowledge and skills in administrative tasks, record keeping, supervision, and work management.

The management utilizes these appraisals to make informed decisions on staff regularization post-probation, salary increments, and promotions.

The institute has effective welfare schemes for the benefit of its teaching and non-teaching staff.

1. Retirement Benefit
2. Medical facilities
3. Employees Provident Fund
4. Employee Leaves: The institute offers a comprehensive leave policy for its employees, that includes casual leave, sick leave, earned leave, maternity leave, sabbatical leave, and compensatory leave.
5. Gratuity: All staff are eligible for Gratuity after completing continuous service of minimum 5 years as per Maharashtra Govt. rules of gratuity.
6. Professional Counselor: The institute has a dedicated team of counselors who provides professional counseling services to all students and staff members
7. Early Salary payments on festivals:
8. Recreational Activities, Sports
9. Health Awareness Programs:
10. On-campus Doctor facility is available to all staff members.
11. Faculty induction programme for new staff members is organised each year.

The institute is dedicated to fostering motivation and empowerment among faculty members and staff, across all departments and sections through several initiatives:

1. Research promotion scheme
2. Encouraging faculty members to pursue Ph.D. qualifications by providing ample time for coursework and research activities.
3. Offering sponsorships for participation in various programs, including national and international conferences, workshops, short-term Term Training Programs (STTPs), and Faculty Development Programs (FDPs).
4. Travel and registration expenses incurred while attending national or international research conferences, faculty development programs, short-term training programs, workshops, and for professional membership fees.
5. Promoting a sense of community among faculty members by involving them in diverse committees
6. Enhancing the teaching-learning process and facilitating research and expertise by providing laptops to faculty members.
7. Supporting the pursuit of higher education for non-teaching staff to promote their personal and professional development.
8. Organizing team huddle programs and team-building visits to foster a collaborative environment.

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

6.3.2

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

Response: 6.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	04	02	11	9

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

6.3.3

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

Response: 41.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	78	61	66	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	02	07	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The management of the institute oversees the mobilization and utilization of funds through structured meetings. This governance structure includes a College Development Committee (CDC) at the institute level and a Board for Institutions in Navi Mumbai (BINM) at the regional level, where discussions regarding the allocation of funds take place. The financial needs of each department are consolidated and presented to the director's office, with justifications provided by the relevant dean, head of department, or section head. The approval process is completed through a formalized channel that includes final approval from top management of Anjuman-I-Islam's management.

Mobilization of Funds:

The Institute secures funding through various avenues, including:

1. Tuition fees from students.

2. Minor Research Grants from the University of Mumbai.

3. Assistance to students with financial hardships in securing government scholarships, financial aid, and loans from NGOs, philanthropic organizations, and private trusts, including Anjuman-I-Islam Charities.

4. Contributions from philanthropists for significant development projects.

5. Revenue generated internally through consultancy, resource sharing, fabrication, and maintenance of

software and hardware.

6. In-house design projects for landscaping and gardening.

Optimal Utilization of Resources:

Resources are allocated efficiently across different expenditure categories, ensuring effective budget management. The categories include:

Recurring Expenses: These encompass salaries for teaching, non-teaching, and support staff, academic activities, and miscellaneous expenses, primarily funded through tuition fees.

Capital Expenditure: This includes development of infrastructure, purchasing furniture and equipment, and installing electrical fittings, supported by funds from Anjuman-I-Islam Charities and philanthropic support.

Training and Development: Adequate budgets are allocated for training and development programs for students and staff, including guest lectures, workshops, and placement drives.

Extra-Curricular Activities: Annual events are organized with designated budgets.

Repair and Maintenance: Funds are allocated to the upkeep and maintenance of major equipment and the Institute's infrastructure.

Library Expenses: Investments are made annually to enhance library resources, including subscriptions to various educational materials.

Miscellaneous Expenses: Covers regulatory fees and staff welfare activities. The institution also conducts regular internal and external financial audits.

Financial Audits:

The institute has appointed Merchant and Babaria as chartered accountants. External audits are overseen by Anjuman-I-Islam's Head Office . Audits have been performed in compliance with auditing standards, confirming regular maintenance of accounts, accurate financial reporting, and proper cash balance verifications. The audits have found no significant discrepancies, and all necessary documentation is maintained and available for review. Compliance with auditing requirements has been consistently achieved, and no significant objections have been raised by auditors to date. The internal team of the finance department from Anjuman-I-islam head office verifies and checks the details of account regulation.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

The institute formed the Internal Quality Assurance Cell (IQAC) in 2012 to maintain and enhance continuous quality assurance and improvement. Since its establishment, the IQAC has been instrumental in fostering ongoing quality enhancement, aligning its strategies and processes with the institute's vision and mission. Over the last 12 years, the IQAC has undertaken systematic initiatives to elevate both academic and administrative performance.

The Internal Quality Assurance Cell (IQAC) has spearheaded efforts to enhance the quality of the institution's operations. This involves developing a culture of excellence across the organization and embedding best practices into daily activities.

Enhancements and Initiatives by IQAC for Greater Impact:

1: Initiative for Academic Excellence: In order to ensure **academic excellence,** IQAC has established:

- The **Centre for Administrative Academic Affairs and Audit (CAAA):** This committee, composed of department heads and senior faculties, evaluates curriculum delivery and reviews outcomes. CAAA conducts three audits each semester—pre-term, mid-term, and post-term—to monitor and ensure the quality and schedule of academic sessions.The audit scores from odd and even semesters are linked to the faculty performance appraisal mechanism, ensuring timely and effective management of academic work by faculty members.
- The **centre for OBE implementation and NBA accreditation** to ensures implementation of outcome-based education (OBE).
- **The Center for Innovative Teaching and Exuberant Learning (CiTeL)** to foster use of innovative teaching pedagogies and tools.
- The **centre of teaching and infrastructure feedback** for conducting feedback from different stakeholders. This centre analyses feedback from students and different stakeholders.
- The **centre for project and technical competitions** to ensure learning through projects. It also helps students to inculcate problem solving skills and develop their competitive mindset.
- The centre for **value added and add on certificate courses** is established to provide a learning

ecosystem even beyond the curriculum.

- **2: Initiative for Alumni Engagement**: In order to ensure **alumni engagement,** IQAC has established the **Alumni Connect Centre (ACC).** This centre provides a range of services and opportunities, It enhances the alumni experience, and ensures that alumni continue to contribute to the growth and success of the campus by participating in alumni talk series and contributing through CSR funds.
- 3:**Initiative for business Incubation**: To encourage an entrepreneurial mindset among students and staff, the IQAC has established a Business Incubation Center. This centre has significantly boosted student startup activities, resulting in a notable increase in the number of student-led startups.

IQAC has set up 39 such centres to support the overall development of students and the campus. The IQAC regularly meets with these controllers to discuss their progress and ensure proper documentation. Additionally, to support the holistic development of students, the IQAC has established counselling services. Two professional counsellors have been appointed to offer both individual and group counselling for students and staff through the Student Mentoring and Counseling Center on a regular basis.

The IQAC also encourages departments and centres to organize FDPs and conferences. For example, the Center for Innovative Teaching and Exuberant Learning recently hosted a three-day international conference on innovative teaching and learning methods.

These initiatives highlight the IQAC's commitment to enhancing the educational experience and overall growth of students and the campus.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In pursuit of fostering an inclusive and equitable educational environment, institute has consistently demonstrated its commitment to gender equality and empowerment through an annual gender sensitization action plan and by conducting a series of programs like workshops, webinars, and seminars. The Institute also provides facilities for female staff and students. These proactive approaches have helped to create a campus culture that values and promotes gender equity, providing opportunities for all students and staff to thrive regardless of their gender.

Regular workshops and seminars have been conducted on "Counselling on Gender," and "Gender Equality" aims to raise awareness about the significance of gender equality, dispel stereotypes, and provide students with a deeper understanding of the challenges faced by individuals of all genders. Seminars on Health Issues hygiene, and stress management were conducted to provide essential information about maintaining good health and hygiene practices, empowering female students to take control of their well-being.

Additionally, the campus has a zero-tolerance policy towards any form of gender-based discrimination or harassment and has mechanisms in place to address any complaints or concerns related to gender equality.

institute is committed to creating a campus culture that values and respects all individuals, regardless of their gender, and strives to create a more inclusive and equitable learning environment for all students.

Institute recognizes that gender equality goes beyond the classroom, promoting gender-neutral participation in student councils, sports, cultural activities, etc. The Internal Complaints Committee (ICC), also known by another name, the Women Development & Grievance Centre (WDGC), is established to create awareness among female faculty and students. ICC/WDGC has organized various awareness programs related to women's Health Issues, Safety, and Social Security Measures through a series of Expert lectures and seminars. Information is disseminated at prominent locations regarding Anti-Ragging and Sexual Harassment.

Institute provides the following facilities to help maintain gender equality and prosperity:

Safety and Security:

Security services are outsourced to M/s SCORD Protection Force Ltd., comprising male and female

security guards available day and night on campus. A proper check is in place with the help of the register at the entrance of the campus.

CCTV Monitoring: Cameras are installed throughout the campus for 24-hour surveillance.

Complaint Box and Online Grievance Redressal Systems for collecting suggestions and complaints. Compulsory identity cards for all the students and employees.

Mentoring: Faculty members are assigned as mentors to groups of 20–25 students to help and guide them on academic, personal, and stress-related issues. Female faculty mentors are assigned to the female students.

Professional Counseling: Professional counselors are appointed to meet the needs of students and staff, conducting awareness sessions on the importance and benefits of counselling. Required counselling sessions conducted by these professional counsellors. The records of the same are maintained confidentially wherever required.

On-Campus Doctor: A certified doctor is available on campus once a week for free consultation and medicine. A separate facility for this purpose is maintained with the table, chairs, bed, and necessary equipment.

Gender equality policy: A separate policy on gender equality is in place.

Girls Common Rooms: Two common rooms for female students with basic facilities are made available.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Anjuman-I-Islam Trust, established in 1874, is one of India's most renowned Muslim minority trusts and has built a widespread reputation in the fields of education and societal support in Maharashtra for over 150 years, irrespective of caste and creed. AIKTC, a private, self-financed, and non-profit institute, has implemented various initiatives and made significant efforts to achieve an inclusive environment and embrace diversity since 2011.

institute organizes and conducts following initiatives:

Awareness Programs/Campaigns/Drives Conducted: It involves awareness regarding road/traffic safety, use of helmets, de-Addiction extension program to explain harmful effects, COVID awareness, Internet De-addiction. Mental health awareness, anemia awareness, save water awareness, Menstrual hygiene awareness among girl students, safe and effective medicine, cyber psychology awareness, etc.

Community Outreach conducted: To engage with local communities, AIKTC runs outreach programs that distribute food and essential items to old age homes, orphanages, physically disabled individuals, and poor families to build support and trust. They also organize blood donation camps and participate in village adoption under the Unnat Bharat Scheme..

Education inclusive programs held: The institution has the initiative to visit schools and junior colleges to provide free career guidance seminars. They distribute plastic stationery pouches to the attendees and offer guidance and hospitality to school students who visit the institution.

Socioeconomic / Cultural Inclusion Program held: To promote socioeconomic inclusion, the institution runs programs such as blood donation campaigns, tree planting, participation in the Fit India Movement, Yoga for Humanity, vaccination drives, entrepreneur training programs, voter card registration drives, and the Har Ghar Tiranga initiative.

Constitutional Obligations: It is crucial to educate students and employees about their constitutional obligations, values, rights, duties, and responsibilities to promote civic awareness and responsible citizenship. The institution organizes talks by practicing lawmakers to discuss these topics and also holds quizzes on the same theme.

Here are the strategies and approaches used by the institution: -

Incorporate Civics Education: The institute holds awareness programs by celebrating Samvidhan Din, Mahila Shikshan Din, and Swachchata Abhiyan. They also organize talks by eminent speakers on Independence Day and Republic Day to uphold democratic principles and emphasize the role of citizens in a democratic society.

Constitutional Quizzes and Competitions: The institute organizes quizzes and competitions focused on constitutional knowledge to encourage active learning and healthy competition among students and employees. They also hold debates, patriotic song contests, and poster competitions as part of the 'Azadi Ka Amrut Mahotsav' celebration.

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

7.2 Best Practices

7.2.1

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

Response:

PRACTICE-1

Title: Transforming students into better individuals through faculty and professional mentorship.

Objectives of the Practice:

1. Providing academic guidance and support to improve student performance.
2. Offering mentorship for professional growth and career planning.
3. Assisting and guiding on personal matters to promote overall well-being.
4. Creating a supportive environment for students to effectively handle challenges.
5. Building strong student-teacher relationships to foster open communication and trust.
6. Enhancing the overall learning experience and academic success through personalized support for students' retention and satisfaction.
7. Encouraging self-reflection and goal-setting for personal and academic development.

Context:

During their four-year undergraduate program, students often seek support, advice, and counseling for academic, professional, and personal matters. To meet this need, the institution has established a mentoring system to cultivate stronger and more meaningful student-teacher relationships, helping students address daily challenges. This support continues until the students complete their program and is primarily provided by:

I. Faculty Mentors

II. Students Mentoring and Counseling Centre (SMC)

The Practice:

The mentoring is carried out broadly under different levels: Faculty Mentors, Class Coordinators, Professional Counselors, and Heads.

The class coordinators dealt with the academic-related issues of the students, while the faculty mentors, professional counsellors, and heads looked after other issues ranging from academics to personal development and counselling.

I.   Faculty Mentor: Faculty mentoring is carried out by adopting following steps;

1. *Allotment of Mentor Coordinator and Mentor*
2. *Mentor-Mentees Meeting*
3. *Resolution of student issues*
4. *Communication with parents*
5. *Evaluation of strengths and weaknesses*
6. *Updating the status of Campus recruitment drives*
7. *Updating the results and status of the students*

A comprehensive template is prepared to maintain mentoring, including various parameters like personal information, live results, mentee profile, meeting attendance, cocurricular activities, etc. During Covid-19 a special mentoring program was launched, asking students about their family status and needs. A google form was floated for the same. Based on the inputs, possible help was provided to needy family.

II. Students mentoring and counseling center (SMC):

institution has a dedicated Students Mentoring and Counseling (SMC) center headed by a senior faculty member, taking the help of coordinators from each program and hiring professional counsellors. The professional counsellors are available on campus 4 days per week.

The objectives of the centre cover:

- Academic Support
- Personal Development
- Mental Health Support
- Conflict Resolution
- Outreach and awareness, etc.

Overall, the mentoring and counseling cell aims to empower students to overcome challenges, maximize their potential, and thrive academically, personally, and professionally during their college journey. The centre starts its work with planning of activities, awareness of importance of counselling to the group and individual counselling.

Evidence of Success:

- During the mentor mentee interaction, many of the students share their problems, doubts from academics, financial problems, domestic issues, etc. the mentors guided them and made them handle situation effectively.
- Many of the students who desperately needed counselling got the facility at the college itself.
- A total of 123 students were counseled at the individual level, of whom 8 were facing critical

issues and needed professional counseling. They were counseled and they recovered from their issues.

- A total of 39 workshops on different topics ranging from behavioral modification, internet addiction, and relationship issues were delivered, benefiting 2164 students during the years 2022–2024.

Problems Encountered:

Student Engagement & Feedback: Due to shyness, lack of confidence and lack of interest, few students meet mentors on regular basis. Assessing the effectiveness of mentorship programs and providing constructive feedback to mentors and mentees is challenging.

PRACTICE-2

Title: Inter-departmental Academic Audit

Objectives of the Practice:

The inter-departmental academic audit is a crucial practice aimed at ensuring academic accountability, maintaining high academic standards, and continuously enhancing the teaching-learning process to deliver quality education. Its primary objectives are to establish a culture of transparency and accountability within academic institutions and to foster a commitment to excellence in education.

Context:

In the context of modern educational institutions, where the focus is shifting towards outcome-based education and continuous improvement, the need for robust quality assurance mechanisms like the inter-departmental academic audit is paramount. This practice serves as a proactive approach to address the challenges faced by academic institutions in maintaining high standards of education and meeting the expectations of various stakeholders, including students, parents, and accrediting bodies.

The Practice:

The inter-departmental academic audit is a comprehensive process that systematically reviews academics and related activities across different schools and departments within the institution. It is conducted three times each academic semester and uses rubric-based marking to evaluate various aspects of the teaching-learning process.

This practice focuses on outcome-based education by reviewing the mapping of course outcomes with program outcomes, setting targets, planning course delivery, and organizing activities for slow and advanced learners. It also calculates outcomes using both direct and indirect methods. The audit is divided into four parts: pre-term, mid-term, post-term, and post-result audits, which align with the academic flow. Faculty members are recognized or reprimanded based on their audit scores. The final scores of the odd and even semester audits are linked to the performance appraisal system, ensuring timely management of academic work by faculty members.

By assessing these aspects against predefined standards and benchmarks, the audit helps identify areas for improvement and provides valuable insights for enhancing the overall quality of education.

Evidence of Success:

few of the outcomes of academic auditing are the timely completion of academic documentation and implementation of uniformly defined quality teaching-learning process. It has garnered effective implementation of outcome-based education at the courses level, which is the base of OBE implementation in any institution.

By ensuring that all academic processes are documented and reviewed periodically as per predefined qualitative rubrics, the academic audit helps maintain uniformity, transparency and accountability in the system.

Problems Encountered:

The post-result audit has to be done in the next semester as it depends on the results declaration, which generally gets declared by the mid of the next semester. This delays the preparation of complete audit report.

Since multiple auditors are involved in the process and faculty members of various programs act as auditors, it has been observed that all auditors do not have a common understanding of various parameters' rubrics. To overcome this limitation, we update all the auditors before beginning the audit process.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: Holistic Development of students for making them Exuberant Technical Professionals.

Objectives:

1.To ensure robust academic support for job readiness

2.To provide financial assistance and support to students.

3.To ensure social support to the students.

Current Scenario:

Students admitted to our programs come from varied social, economic, and cultural backgrounds.

- A major chunk of these admitted students are first-generation learners, which at times poses unique academic challenges.
- The parents are not fully aware of the needs and intricacies of academic programs, and they are unable to appropriately monitor and counsel their wards.
- The social environment is challenging and has a lasting impact on their attitudes and personalities.
- To compound the problem, the financial status of these students is poor, leading to financial uncertainty.

In view of these challenges, there are three thrust areas to work on

1.Academic Assistance.

2.Financial Assistance.

3.Social Assistance.

Adopted Strategies:

For Academic Assistance:

- As a major chunk of the admitted students are from the vernacular medium, communication (written and verbal) in English is one of the major academic hurdles of the students.
- To overcome this problem, the institute has planned, created, and organized practical sessions on improving their communication skills. A stand-alone language laboratory is provided with computers and language software.
- To develop and improve the technical and academic skills of the students, various students' technical bodies are formed, such as the Council of Students, Programmers Club, ISHRAE, and departmental students' associations like the Institution of Engineers.
- Expert lecture sessions are kept to keep students on track in technical thrust areas.
- Campus recruitment training is also imparted, in consultation with the training and placement team, training students on aptitude, value added courses, software training, etc.

To improve the academics of the students, they are divided into slow and advanced learners as per the defined procedure. The slow learners have improvement sessions in terms of extra sessions, counseling sessions, etc. The advanced learners are provided with special sessions for encouraging and guiding them towards registration to value added courses, MOOCs, competitive examinations like GATE, GPAT, etc. The books for the same are made available in the library.

Link: Book Bank Facilities - http://aiktclibrary.org/index.php/bbfuti.html

- The library offers extended hours to the students as per their need. Library also have facility to

help them on finding research articles and plagiarism check. Open educational resources also made available for the students.

- AIKTC Library further aids students and researchers by conducting specialized research sessions tailored to their needs. These sessions cover research pathways, literature review techniques using Google and library resources, insights into copyright, plagiarism, referencing, citation styles, and practical workshops on tools like Ms Word Reference Tab and QuillBot etc.

Link: Library Events - http://aiktclibrary.org/index.php/events.html

- The FUERZA is an annual technical fest that is a platform for developing students' technical skills, teamwork spirit, etc. In the School of Pharmacy, students are helped to be health advisors to society. Competitions keep on poster making and model making.

For Financial Assistance:

- The institute supports and guides its students to receive scholarships from various government and non-government scholarship agencies.
- Government scholarships handled by the institute are
    - Post Metric Scholarships
    - National Means cum Merit Scholarships
    - EBC Scholarship
    - Scholarships are available for various categories like SC, ST, VJ, NT, and OBC.
- 50+ non-government scholarship agencies like Allana Foundation, Bombay Memon Education Society, Socomed Pharma Private ltd, Khidmat Cheritable Trust, etc. are associated with the institute, wherein the institute refers its needy students to such scholarship agencies for the provision of scholarships.
- MAHDBT has provided scholarship amounting to 176,559,686.00 and non-government trusts have contributed to scholarship amount of 8,16,32,303.00 in last five years to our students.

- The Anjuman-I-Islam Trust, which is parent trust of the institute also provide scholarship to the needy students of the institute.

All the above strategies are yielding results due to our commitment to students and parents through slogans: "With You... till you do not need us in any way" and "We do all that is required to be done for excellence".

For Social Assistance:

- The institute has well-defined procedure and formats for an effective mentoring system. The objectives of the mentoring system are:

1. Improvement of students' academics.

2. Support for social development (Stress management, Time management, Handling social and family issues, etc).

3. Establish a strong connect with students and parents.

All program has Mentoring & Counselling system in place.

- Every teacher act as mentor to the students. The mentor mentee sessions are kept and the details are noted. Mentors guide them on their academic performance as well as personal and examination issues. They do also guide and motivate them to attend skill development courses available.
- Apart from the mentoring system, the institute has hired professional counsellors. These counsellors make students aware about of need of counselling and its benefits. Both group and individual counselling facility is available.
- A doctor is also appointed for the benefit of both students and staff. The prescribed medicines are offered free of cost to them.

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

5. CONCLUSION

Additional Information :

The institute supports and guides its students to receive scholarships from various government and non-government scholarship agencies.

The faculty members, up to an extent of 70%, have been provided with laptops by the institute. The uniform is provided to non-teaching support staff by the institute and it is changed biannually. To nurture a research culture, separate cabins with adequate facilities are provided to faculty members. The institute has national and international collaboration.

Concluding Remarks :

The institute is progressing on the basic principles of honesty, integrity, and compassion towards the basic objectives of secularism and national integration on which the Anjuman-I-Islam Trust has been working since 1874. In a very short span of twelve years, the institute could start a PG and Ph.D. research center. In due course, the institute is targeting autonomy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :45 Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names and have excluded courses less than 30 hours
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>391</td><td>699</td><td>1092</td><td>489</td><td>246</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>391</td><td>661</td><td>713</td><td>247</td><td>246</td></tr></table> Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses of student enrolled less than 30 hours
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 520 Answer after DVV Verification: 496 Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded due to repetitive names
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
481	510	476	456	430

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
456	504	475	455	431

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
581	564	477	456	478

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
581	523	477	456	478

Remark : DVV has made changes as per supporting documents shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	17	19	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	15	17	6	3

Remark : DVV has made necessary changes as per supporting document shared by HEI and values have been downgraded as we have excluded orientation and refresher programe

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

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise**

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	9	8	15	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	3	7	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered UGC approved journals and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	5	4	4	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	3	2	0

Remark : DVV has made necessary changes as per supporting document shared by HEI and values have been downgraded due to repetitive ISBN publication and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	03	14	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	02	14	23

Remark : DVV has made necessary changes as per supporting documents shared by HEI and values have been downgraded as we have excluded career guidance and exhibition during the year

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :0
	Remark : DVV has made necessary changes as per supporting documents shared by HEI and input value "0" has been considered as we have not received e-copies and certificates

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66.5	4.78	7.14	118.47	119

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66.5	4.78	7.00	105.18	116.61

Remark : DVV has made changes as per supportings document shared by HEI and values have been downgraded as we have considered Furniture, Computer and Office Equipment

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
165.91	130.99	13	69.72	52.17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55.92	28.21	10.79	29.43	36.30

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have considered Repairs and Maintenance Expenses

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*
	1. **Implementation of guidelines of statutory/regulatory bodies**
	2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	3. **Mechanisms for submission of online/offline students' grievances**
	4. **Timely redressal of the grievances through appropriate committees**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has made necessary changes
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**
	5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	203	126	70	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
143	196	126	60	49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
405	595	649	603	539

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
405	595	649	603	539

Remark : DVV has made changes as per supporting documents shared by HEI

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	1	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per supportings shared by HEI and values have been downgraded as we have excluded inter college awards

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	42	42	65	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	7	10	8

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under similar date has been counted as one |

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

Remark : DVV has made necessary changes |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	04	02	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	04	02	11	9

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have exclude faculty providing financial support less than Rs. 2000

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	78	66	97	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	78	61	66	30

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	02	07	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	02	07	0

	Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded MDP/FDP less than 5 days
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes as per supporting document shared by HEI and any 2 of above option has been selected as we have received supporting of Clean and green campus initiatives and Beyond the campus environmental promotion activities

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 178 Answer after DVV Verification : 175