AMRUTA INTITUTE OF ENGINEERING AND MANAGEMENT SCIENCES

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INTERNAL QUALITY ASSURANCE CELL (IQAC) MANUAL

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1. About AIEMS

Amruta Institute of Engineering and Management Sciences, is located in Bidadi, Ramanagara District, Karnataka. The campus is well connected by rail and road network. The institute is located on a sprawling 14.35 acres of land surrounded by lush green plantation.

The institute was established in 2008. It is approved by AICTE and affiliated to Visvesvaraya Technological University, Belgaum. The institute is a proud member of Basaveshwar Veerashaiva Vidyavardhaka Sangha (BVVS), Bagalkote, a registered trust serving education sector since 1906. The institute is administered by Governing Council and academics is taken care by Principal, Dean and various heads of the departments. The curriculum framed by the university is followed for teaching learning process and the University gives equal weightage for continuous internal and semester end examinations which will be held in common across the affiliated Universities. Institute offers undergraduate courses and Post graduate course namely;

1. Computer science and Engineering (UG - 2008)
2. Electronics and Communication Engineering (UG – 2008)
3. Civil Engineering (UG – 2012)
4. Mechanical Engineering (UG - 2012)
5. Information Science Engineering (UG - 2023)
6. Master of Business Administration (PG - 2009)

The institution has the research centres affiliated to VTU in the fields of Civil Engineering, Electronics engineering, Computer science and engineering and Basic Science.

The institution has centre of excellences like: Toyota Centre, IoT, Robotics etc. The campus is equipped with well-built infrastructure like; Classrooms, laboratories, Boys and Girls hostel with facilities like mess, indoor sport courts, RO water, Solar water heater system, GYM, laundry. The other campus facilities include canteen, bank and ATM, Shops, sports ground, power backup, well connected interior roads, open theatre, auditorium. The institute has also built quarters for teaching and non-teaching staff and guest house within the campus. When it comes towards contributing environmental sustainability, sewage treatment plant is built within the water and treated water is being used for gardening. We have also beautiful garden lawns and rain water recharging points at various locations. Transportation facility is provided to the students and staff around 40 km radius.

2. About IQAC

The establishment of an Internal Quality Assurance Cell (IQAC) as proposed by NAAC is for maintaining and enhancing the quality of higher education institutions. The IQAC serves as a mechanism for post-accreditation quality sustenance and continuous improvement. Its integration into the institutional framework signifies a commitment to ongoing excellence in academic performance.

The prime responsibility of the IQAC is to develop and implement a systematic approach to improve the overall performance of the institution. This involves creating a conducive environment for quality enhancement and sustenance through conscious and consistent efforts. The IQAC acts as a catalyst, facilitating the alignment of various institutional activities towards the attainment of academic excellence in a holistic manner.

To achieve its objectives, the IQAC will coordinate and channelize all relevant measures and initiatives within the institution. This includes assessing the current state of affairs, identifying areas for improvement, and implementing appropriate strategies to address them. By fostering a culture of self-assessment and accountability, the IQAC contributes significantly to the enhancement of institutional quality.

Overall, the establishment of an IQAC reflects a proactive approach towards ensuring continuous improvement and excellence in higher education. It underscores the institution's commitment to fulfilling its mandate of providing quality education and fostering academic development.

3. Strategies of IQAC

The IQAC will develop mechanisms and procedures to:

- Ensure that academic, administrative, and financial tasks are performed in a timely, efficient, and progressive manner.
- Assess the relevance and quality of academic and research programs.
- Promote equitable access to and affordability of academic programs for all segments of society.
- Optimize and integrate modern teaching and learning methods.

- Enhance the credibility of evaluation procedures.
- Ensure the adequacy, maintenance, and effectiveness of support structures and services.
- Facilitate research collaboration and networking with institutions both domestically and internationally.

4. Functions of IQAC

The IQAC is expected to fulfill several functions, including:

- Establishing and implementing quality benchmarks for various academic and administrative activities.
- Cultivating a learner-centric environment to promote quality education and faculty development in adopting relevant knowledge and technology for effective teaching and learning.
- Facilitating feedback from students, parents, and stakeholders on institutional processes related to quality.
- Circulating information on different quality parameters in higher education.
- Organizing workshops, seminars, and quality circles both within and outside the institution to address quality-related themes.
- Documenting programs and activities aimed at improving quality.
- Serving as the central coordinating body for quality-related initiatives, including the adoption and dissemination of best practices.
- Developing and managing institutional databases through Management Information Systems (MIS) to support quality enhancement.
- Cultivating a culture of quality within the institution.
- Compiling and submitting the Annual Quality Assurance Report (AQAR) to NAAC, adhering to their guidelines and parameters.

5. Benefits of IQAC

The IQAC will facilitate or contribute to:

- Enhancing clarity and focus in institutional operations to improve quality.
- Internalizing a culture of quality throughout the institution.

- Enhancing and coordinating various activities within the institution and institutionalizing best practices.
- Providing a solid foundation for decision-making to enhance institutional operations.
- Serving as a dynamic mechanism for implementing quality improvements in higher education institutions.
- Establishing an organized framework for documentation and internal communication methodologies.

6. IQAC Composition

The Internal Quality Assurance Cell (IQAC) is a crucial component of every educational institution, typically chaired by the Head of the institution and comprising representatives from various academic and administrative units, as well as stakeholders. The composition of the IQAC may include:

- Chairperson: Head of the Institution i.e. Principal
- Members: Three to eight professors of the institute
- Members: One member from the Management
- Members: One or two nominees from the local society, Students, and Alumni
- Members: One or two nominees from Employers, Industrialists, or stakeholders
- Members: One of the senior professor appointed as the coordinator or Director of the IQAC

This diverse composition ensures comprehensive oversight and collaboration in maintaining and enhancing the quality of education and institutional processes.

Following is the IQAC composition of AIEMS:

AIEMS IQAC

Ref: BVVS/AIEMS/IQAC/2023-2024/001   Date: 20/10/2023

Internal Quality Assurance cell has been revised on 20/10/2023 for the academic year 2023-2024.

Committee Members:

Sl No.	Name	Designation	Phone	Email
Member from Management				
1	Mr. Mahantesh Shettar	Chairman, AIEMS	9845811044	mahanss@gmail.com
IQAC Committee Chairperson				
2	Dr. santhosh M Muranal	Principal, AIEMS	9886673000	muranal.santhosh@gmail.com
IQAC Coordinator				
3	Prof. Anitha N	Asst. Prof., ECE Dept.	9916498997	anivibee@gmail.com / anithaaiems@gmail.com
Nominee from local Society, Students and Alumni				
4	Mr. Ravi Prasad	CA, Partner MSSV & Co	9845128993	raviprasad@mssv.in
5	Mr. Upendra Hegde	Alumni	9731160200	upendrahegde@live.com
6	Ms. Hamsa D	Student (5th Sem ECE)	9916669030	hamsaammu124@gmail.com
Nominee from Employers/Industrialist/Stakeholders				
7	Mr. Ram Prakash Holla	CEO, Distinct Productivity Solutions Pvt Ltd, Kumbalgodu	9945533455	rpholla@distinct.in
8	Mr. Mahesh M S	Parent Representative	7259275348	maheshms1973@gmail.com
Faculty Representative				
9	Dr. Veeresh Patil	Prof. & HOD, ECE Dept.	9900214226	91.veeresh@gmail.com
10	Dr. Sridhara S B	Prof. & HOD, CSE Dept.	9448254731	hodcseaiems@gmail.com
11	Prof. R Srinivas	Assoc. Prof, CSE Dept.		cta.srinivas@gmail.com
12	Prof. Siddaramanna	Asst. Prof., Basic Science Dept.	8660172568	siddaramannasse@gmail.com
13	Prof. John Bruno	Asst. Prof., HR & Placement officer		johnbmails@gmail.com

Principal

PRINCIPAL
BVVS Amruta Institute of Engineering & Management Sciences
Bidadi Industrial Area, Near Toyota Kirloskar Motors
Bidadi, Bangalore-562 109.

CC to:

1. Principal Office
2. HODs of all Dept
3. NBA/NAAC/IQAC

7. AIEMS Values

Fostering innovation, integrity, and excellence through the principles of "Be and Make" involves nurturing human talent across all levels.

7.1 Institute Vision

To create an Engineering Institution of global standards, which will nurture world class students, imbibed in human values who will be trend-setters.

7.2 Institute Mission

- To redefine the engineering education to fulfill tomorrow's needs.
- To create a world-class engineering and management institute that sets a benchmark for education.
- To attract best faculty interested in education & research.
- To facilitate manifestation of inner strengths of students and create responsive, global citizens.

7.3 Core Values

- Creating and nurturing human talent at all levels.
- Create avenues for excellence through Research and interaction amongst the global fraternity.
- Innovation, Integrity and Excellence through the process of "Be and Make".

7.4 Quality Policies

Amruta Institute of Engineering and management Sciences is committed to provide Quality Technical Education and Training to students in tune with the evolving challenges and social needs through a flexible and innovative learning process, enabling the students to excel in their professions and careers with a high degree of integrity and ethical standards by continual improvement.

7.5 Quality Objectives

1. The institute regularly assesses student satisfaction by gathering student feedback, conducting parent feedback surveys, tracking student job placements from campus interviews, and monitoring performance in university exams.
2. Employer and alumni surveys are periodically administered to gauge the achievement of Program Specific Objectives (PSOs) and Program Outcomes (POs).
3. Faculty skill enhancement is achieved through opportunities such as improving academic qualifications, engaging in research and development, attending seminars.
4. Quality education is delivered through the use of innovative teaching methods and well-equipped labs.
5. The institute adheres to the regulatory requirements set by AICTE, VTU, and the Government of Karnataka.

8. Academic Procedure and Policies

AIEMS is dedicated to maintaining high-quality educational standards through strict academic procedures. These protocols are designed to create an optimal learning atmosphere and uphold top-tier education. The academic guidelines encompass course instruction, evaluation methods, student advancement, and faculty training. By adhering to these procedures, AIEMS strives for academic excellence, ongoing improvement, and a thorough and balanced educational experience for its students.

8.1 General Academic Procedure

1. Digitized or neatly hand written lecture notes must be prepared for all Modules in every semester.
2. Lesson plan must be prepared, with the objective of improving passing percentage and to attaining the targets of COs and POs.
3. Modules/ Units should be covered as per the order of lesson plan.
4. For difficult subjects, provision for one additional class per week should be made in the time table.
5. Innovative teaching-learning methods must be adopted by faculty for active learning.

6. Slow learners and active learners must be identified at the beginning of each semester after the completion of 1st CIE.

7. Remedial classes for slow learners must be conducted.

8. After each test, a list of slow learners must be compiled for each course, and remedial classes will be conducted to support the students' progress.

9. For Active learner's encouragement should be given to get ranks at VTU level. (NPTEL Courses as a part of assignment, Mini Projects, Providing facilities to work beyond college hours etc.)

10. Continuous Internal Evaluation should be conducted as per the schedule of Academic Calendar.

11. Question paper for CIE should be same for all divisions and it should be in line with institute guide lines.

12. CIE answer scripts should be evaluated, and the scheme of evaluation and students' marks should be discussed in class within a week of each CIE.

13. Assignments, quizzes, group discussions, seminars, and laboratory experiments will be assigned according to each course's scheme provided by VTU.

14. Assessment of Course Outcomes at the end of each semester, in line with institute guide lines is mandatory.

15. It is mandatory on the part of all departments to organize at least one value added course and one certificate course. (preferably during vacation/after college hours)

16. Student's feedback must be taken by HODs in every semester. Analysis and action taken report must be submitted to the Principal / Dean Academics.

17. Monitoring of the academic progress and the students attendance must be done by the proctor. Every fifteen days, academic progress report of the department and mentoring report of students whose attendance is poor must be submitted to the HOD. And informed to the parents.

8.2 Schedule and Details of Academic Activities

These activities are part of the academic cycle and are designed to provide a structured learning experience for students.

1. **Orientation**: At the beginning of each term, 1st Year students often attend orientation sessions to familiarize themselves with the institution's resources and policies.
2. **Class Sessions**: Classes are conducted regularly according to a predetermined schedule, including lectures, labs, and discussion sessions.
3. **Continuous Assessment**: Throughout the term, students are assessed through quizzes, assignments, projects, and presentations as part of Continuous Internal Evaluation (CIE). After evaluations, instructors provide feedback and may offer remedial support for students who need it.
4. **Final Exams**: At the end of the term, final exams are administered to assess students' overall understanding of the course material by VTU.
5. **Special Activities**: Institutions may schedule seminars, workshops, and special lectures throughout the term to enhance learning and exposure.
6. **Graduation Day**: At the end of an academic program, students who have completed their degree requirements participate in graduation ceremonies conducted by AIEMS.

8.3 Workload Distribution

Before the of next semester begins

Distribution of workload as mentioned below as per AICTE norms.

Designation	Workload in Units
Principal	6
Professor / HODs / Dean	8-10
Associate Professor	12-14
Assistant Professor	16-18

8.3.1 Academic Calendar

At the beginning of every semester, in line with the VTU academic calendar, the institute will develop its own academic calendar, specifying the start and end dates, as well as the schedules for CIE and SEE exams and other academic events. The department head will also create a departmental academic calendar that includes other departmental activities.

8.3.2 Time Table

At the beginning of the semester, following the academic calendar, the department head will prepare the class conduction schedule and then submit the master schedule to the Dean Academics.

8.3.3 Lesson/Course Plan and its content

 At the beginning of the semester, course coordinator shall prepare the course plan or lesson plan for each course as per the outcome-based education frame work which include

1. Basic details such as course title, code, instructor information, and semester.
2. Course outcomes, students should achieve by the end of the course.
3. A timeline outlining the topics, an overview of how students will be evaluated, such as exams, quizzes, projects, presentations, and seminars.
4. A list of textbooks, readings, and other resources students need for the course.
5. Information on class policies, such as attendance, participation, and academic integrity.

8.3.4 Monitoring of Classes

Monitoring of classes is essential for ensuring the quality and effectiveness of teaching and learning in educational institutions. It involves observing and evaluating the classroom environment, teaching practices, and student engagement to identify areas of improvement and support for instructors. Here are some common methods and aspects of monitoring classes:

1. HODs shall observe classes to assess teaching methods, instructor-student interactions, and student engagement. Feedback may be provided to instructors afterward.
2. HODs shall collect input from students through surveys or questionnaires, which can provide insights into teaching effectiveness and areas for improvement.
3. HODs shall regularly review instructors' performance, including their adherence to curriculum standards and teaching practices, to help maintain high teaching quality
4. Monitoring student attendance can indicate engagement levels and potential areas of concern.

5. Ensuring classes adhere to institutional and regulatory policies for academic standards and conduct.

8.3.5 Continuous Internal Evaluation (CIE) Process

The CIE shall be conducted as per the VTU guidelines and the Schedule of CIE shall be restricted to the Academic Calendar and time slot mentioned below.

Time Slot:

Slot-1: 10:00AM to 11.00AM

Slot-2: 02:30 PM to 03:30 PM

- Question Paper and Scheme shall be prepared as per OBE frame work
- After each CIE, evaluation to be done within a week and corrected booklets shall be shown to all students and display the results on the respective notice boards. If there are any discrepancies, the concerned faculty member will promptly address the issues related to evaluation and corrections if any are to be made in the booklet and marks list.
- Student's performance shall be reviewed after each CIE by faculty members to check academic improvement.
- Assessment marks should be shown to students. After all tests, the average marks obtained should also be shared with students, and their signatures collected before final marks are submitted to the university.
- Continuous Internal assessment of laboratory work should also be transparent, after each practical assessment is to be made and the end practical internal test shall be conducted. Final internal assessment marks shall be based on the performance of all experiments.
- Scheme and CIE-test booklets are to be made available to the students. In case of any discrepancy not addressed, students can approach HOD.

8.3.6 Result Analysis

Every semester, upon receiving results from VTU, Belgaum, and a result analysis must be promptly prepared according to format given by IQAC. This analysis should be completed both before and after revaluation. Subsequently, it should be updated in an Excel Sheet, subject wise result sheet and the result analysis with a signature, adhering to the provided format. The result analysis format is provided below

Third sem March-April 2024 exams results

Sl No.	USN	Student Name	SubCode1	SubName1	In	Ex	T	Result	SubCode2	SubName2	In	Ex	T	Result	SubCode3	SubName3	In	Ex	T	Result	SubCode4	SubName4	In	Ex	T	Result	SubCode5	SubName5	In	Ex	T	Result	SubCode6	SubName6	In	Ex	T	Result	SubCode7	SubName7	In	Ex	T	Result	SubCode8	SubName8	In	Ex	T	Result	SubCode9	SubName9	In	Ex	T	Result	Total (Out of 900)	OVERALL RESULT PASS/FAIL
1		A BHARATHKUMAR	BMATEC301	MATHS for AV COMMUNICATION	10	4	14	F	BEC302	DSDV	41	19	60	P	BEC303	EPC	41	9	50	F	BEC304	NETWORK ANALYSIS	42	15	57	F	BECL305	ADD LAB	48	34	82	P	BSCK307	SCR	90	0	90	P	BPEK359	PHYSICAL EDUCTAION	98	0	98	P	BEC358B	MATLAB	39	18	57	P	BEC306C	COA	37	20	57	P	565	F
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CLASS STRENGTH=59

	BMATEC301	BEC302	BEC303	BEC304	BECL305	BSCK307	BPEK359	BEC358B	BEC306C
Not eligible	0	0	0	0	0	0	0	0	0
Total No. of students attended	56	53	56	56	57	57	57	56	55
No. of Pass	0	1	0	0	1	1	1	1	1
No. of Fail	1	0	1	1	0	0	0	0	0
Pass %	0.0	1.9	0.0	0.0	1.8	1.8	1.8	1.8	1.8

0	Not eligible	Total No. of students attended	No. of Pass	No. of Fail	Pass %
BMATEC301	0	56	0	1	0.0
BEC302	0	53	1	0	1.9
BEC303	0	56	0	1	0.0
BEC304	0	56	0	1	0.0
BECL305	0	57	1	0	1.8
BSCK307	0	57	1	0	1.8
BPEK359	0	57	1	0	1.8
BEC358B	0	56	1	0	1.8
BEC306C	0	55	1	0	1.8

Amruta Institute of Engineering, Management Sciences, Bidadi, Bangalore
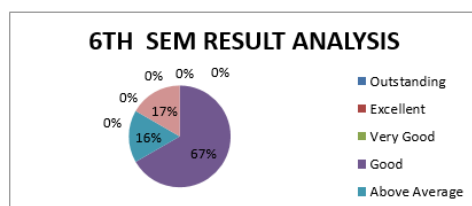**VTU Result analysis of _____ semester Civil students for the academic year 2022-23 (June/July Exams)**

Sl. No.	Subject	Subject Code	Staff Handled	No.of students appeared	No.of students Passed	% pass	Subject Topper	Grade Letter	Grade Points	Credits
1	DESIGN OF STEEL STRUCTURAL ELEMENTS	18CV61						A	8	4
2	APPLIED GEOTECHNICAL ENGINEERING	18CV62								
3	HYDROLOGY AND IRRIGATION ENGINEERING	18CV63								
4	ALTERNATE BUILDING MATERIALS	18CV643								
5	NON-CONVENTIONAL ENERGY SOURCES	18ME651								
6	SOFTWARE APPLICATION LABORATORY	18CVL66								
7	ENVIRONMENTAL ENGINEERING LABORATORY	18CVL67								
8	EXTENSIVE SURVEY PROJECT	18CVEP68								

Top 2 students

Sl. No.	Name of the Student	USN	Grade Letter	Grade Points	Credit Points
1					
2					

Details of Failures

No.of students Failed in 1 Subject	
No.of students failed in 2 subjects	
No.of students failed in 3 subjects	
No.of students failed in 4 or more subjects	

6TH SEM RESULT ANALYSIS

- Outstanding
- Excellent
- Very Good
- Good
- Above Average

0%, 0%, 0%, 0%, 0%, 17%, 16%, 67%

2022-23			VI SEM
Students Attended Exam			6
Outstanding	10	O	0
Excellent	9	S	0
Very Good	8	A	0
Good	7	B	4
Above Average	6	C	1
Average	5	D	0
Poor	4	E	0
Fail	0	F	1
Over all Pass percentage			

Class Teacher   HOD   Principal

8.3.7 Feedback From Stakeholder

The Amruta Institute of Engineering and Management Sciences collects feedback from all stake holders' viz., students, parents, alumni, employers and teachers. The Stake holders play an important role in assessment, improvement and development of the quality of teaching and learning. The analysis of this feedback helps to collect good ideas and take appropriate steps for overall improvement.

Feedback Process: The objective of the feedback policy is to collect opinions of all stake holders regarding academics and infrastructure quality. A report is generated by detailed analysis of feedback.

The procedure to collect and evaluate the feedback regularly

1. Presently student feedback is collected online using ERP Software.

2. Parents feedback is collected during parents meet (offline) and whenever they visit to the institute.

3. Alumni feedback is collected during alumni meets and during their visit to institute.

4. Employer feedback is collected.

5. Teachers' feedback is collected offline.

6. The feedback from the stake holders are analysed and detailed report is generated.

7. The report is reviewed in department and institute level (IQAC).

The student's feedback is collected in the following 2-stages

1. Student Feedback on faculty: After the conduction of CIE-I and at the end of each semester, students will be asked to provide feedback on teaching and learning experiences. Feedback is collected at department level, for any difficulties/ improvements in understanding the course, the same is intimated to the concerned faculty. If any cases of difficulties/ improvements, a report of feedback and action taken is submitted to the Principal or Dean Academics.

2. Students feedback on curriculum: Last week of the eighth semester for UG students and the fourth semester for PG students who are about to graduate will be the time when they are requested to give input on instruction, learning opportunities, and facilities. During the final week of their eighth semester for undergraduate students and fourth semester for graduate students, those nearing graduation will be asked to provide feedback on teaching, learning experiences, and facilities.

This feedback will be carefully analyzed to identify areas for improvement. A comprehensive report will then be prepared and submitted to the principal for necessary action. Additionally, a report detailing the feedback and proposed improvements will be uploaded to the institute's website.

3. Teacher feedback: Teacher feedback in the curriculum refers to the process where educators provide their insights, evaluations, and suggestions regarding the course content, teaching methods, and overall curriculum design. The goal of incorporating teacher

feedback is to enhance the learning experience and success of students by creating a more effective and responsive educational environment.

4. Alumni feedback: Alumni feedback fosters a culture of continuous improvement, prompting institutions to regularly evaluate and refine their programs to uphold high standards of education. Every year, alumni meetings are conducted where alumni are invited to provide feedback. Additionally, when alumni visit the college, we seek their feedback on the department's vision and mission, infrastructure, curriculum, and invite any other suggestions for improvement.

5. Parent's feedback: Collecting parents' feedback in engineering colleges can provide valuable insights into student satisfaction, institutional reputation, and overall educational quality. During parent-teacher meetings and visits to the college, parents are asked to provide feedback on Program Outcomes, Program-Specific Outcomes, the curriculum, and college infrastructure.

8.3.8 Academic Audit

An academic audit report is a comprehensive assessment of an educational institution's academic processes, procedures, and outcomes. It typically involves a systematic review of various aspects of the institution's academic affairs, including Lesson plan, teaching methodologies, assessment practices, faculty qualifications and development, student performance and compliance with regulatory standards.

The purpose of an academic audit report is to evaluate the effectiveness and efficiency of academic operations, identify areas for improvement, ensure adherence to institutional policies and external accreditation requirements, and enhance the overall quality of education provided by the institution.

The academic audit committee, assisted by IQAC members, to conducts the audit. There is a formal meeting with the Principal and heads of departments to discuss objectives, procedures, and set audit dates. All relevant documents are presented to the committee members. Inspection and interactions occur within department's head and faculty. A

comprehensive audit report is prepared, covering observations and findings. This report is submitted to the Principal for necessary actions.
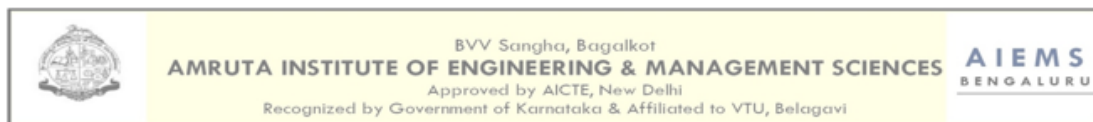
Below is the prescribed format for the academic audit:

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Academic File Index

Sl No.	Particulars	Remark
	Department files	
1.	Scheme and Syllabus copies of allotted courses with reference books and delivery methods	
2.	Dept. Calendar of Events	
3.	Faculty list with qualification and expertise	
4.	Faculty workload - Teaching and other responsibilities	
5.	Class Timetables	
6.	Program outcomes, course outcomes and their mapping	
7.	Evaluation type and their rubrics (Theory and laboratory)	
8.	Semester-wise CO-PO mapping and attainment	
9.	List of registered students – Semester wise	
10.	Mentors and mentee details	
11	Result analysis of previous semester (with and without backlogs)	
12	Mini/Field projects/ Internships offered by the department during the year	
13	Projects applied for funding (KSCST/any other state or central Govt. schemes)	
14	Linkage of Academic projects or any other activities with industry or other organizations	
15	Certificate/ Diploma Courses introduced during the academic year and no.of students enrolled	
16	Value-added courses imparting transferable and life skills offered	
17	Quality improvement strategies adopted by the department for the following (with in 100 words each) **Curriculum Development, Teaching and Learning, Examination and Evaluation**	
17	Feedback collected from students on teaching and learning process	
18	Compliance to previous academic audit report	

Individual Faculty Level audit format followed by AIEMS

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S.No	Individual Faculty files	Remark
1	**Index Page:** Designation, Qualification, Experience, Specialization, subjects allotted, and other responsibility assigned during Semester	
2	Individual Timetable/ Work load	
3	Lesson plan and Class Attendance Register	
4	Details of conduct of Tutorial classes	
5	ICT tools used in teaching learning process	
6	Innovative techniques adopted in teaching learning if any *Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences*	
7	CIE Test Question Papers and Scheme of Evaluation	
8	CIE booklet and laboratory records for verification with marks list	
9	List of projects guiding – UG/PG, PhD Association with any other projects: Funded, mini projects, consultancy etc.	
10	University Question paper/Question Bank	
11	Notes/Reference materials/web links for the course(s) handled	
12	Development of any courses, Instruction material etc. if any	
13	Course Outcomes and CO-PO Mapping and attainment	
14	Faculty publications/other achievements in the semester	
15	Workshops/training programs/certification courses (MOOC) conducted or attended	
16	E-content developed by teachers such as: Patashala, SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc.	
17	PTM details (for Mentors/Class teachers only)	
18	Identification of fast and slow learners and action taken	
19	Course end survey report/ Analysis	
20	Any other contribution made in academic and administrative activities	

Upon completion of the audit, the report typically provides recommendations for improvement based on the findings. These recommendations may address curriculum enhancements, faculty development programs, infrastructure upgrades, assessment

reforms, and other areas identified for enhancement. The ultimate goal of an academic audit report is to contribute to the continuous improvement and excellence of academic programs and services offered by the institution.

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Compliance Report on Academic Audit

To,
The Principal/IQAC Chairman
Amruta Institute of Engineering and Management Sciences
Bidadi, Bengaluru

Subject: - Submission of Compliance Report on Academic Audit Even Sem 2022-23/ Odd Sem 2023-2024 of Dept._____

Dear Sir,
Please find the Compliance Report on Academic Audit conducted on_____

Sl.No	Particulars	Observation made by the Audit Team	Compliance made
1	Department Files		
2	Individual files		

Head of the Department

Remarks by Dean Academic:-
Dean Academic
Remarks by Principal: -
Principal

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8.3.9 Administrative Audit

The main objective of the audit is to review, assess, and evaluate the performance in administrative aspects pertaining to departments of the institution. The review process is usually carried out by internal committee members and the external academicians and administrators.

The administrative audit committee was assisted by the IQAC members for conducting the audit. The Committee had a formal meeting with the Principal, and the respective heads of the administrative sections to discuss objectives, procedures, and set audit dates. All relevant documents are presented to the committee members. Inspection and interactions occur within departments and administrative sections. A comprehensive audit report is prepared, covering observations and findings. This report is submitted to the Principal for necessary actions.

External Audit for both academic and administrative audit (AAA) will be conducted once in a year. The AAA committee was assisted by the IQAC members for conducting the audit. The Committee had a formal meeting with the Principal, and the respective heads of the administrative sections during which Principal presented the overview of the institute, developments and the achievements made. Members of the Committee were briefed about the objective of the audit and the procedure involved. The members visited the departments, the infrastructural facilities to know the administrative performance. All the related documents were presented to the members. After completing all stages of inspection and interactions in the department/section, AAA Report covering the observations was prepared. Also, the members visited the central facilities and had interactions with the staff. The Committee after completing all stages of inspection and interactions prepared the AA report for the college covering the summarized observations and recommendations.

Assessment Based on institutional information as per the format given below

BVV Sangha, Bagalkot
AMRUTA INSTITUTE OF ENGINEERING & MANAGEMENT SCIENCES
Approved by AICTE, New Delhi
Recognized by Government of Karnataka & Affiliated to VTU, Belagavi

A I E M S
BENGALURU

Report of Administrative Audit Committee
Assessment Based on institutional information

Category/Department	Description	Status of availability Yes /No	Remarks
Institution Approvals and Accreditation Documents	Government Permission /AICTE Continuation /Extension approval letters		
	VTU Continuation / Extension approval letters / Permanent Affiliation		
	2 (f) OR 12 B /OR both Certificates		
	NBA Status / proof if applied		
	NAAC Status / proof if applied		
	Autonomous Status By UGC		
	NRIF Ranking		
	Land records		
	Building plan and occupancy certificate		
	Fire safety equipment's ,Prevention and Safety Certificate		
Administrative Office	Appointment and Approval Documents of all Staff (teaching , non-teaching & administration)		
	Service Record of Staff		
	Biometric Attendance System		
	General Record of Students		
	Scholarship Documents		
	Admission Process Record of Student Related Documents		
	Admission/Enrolment /Eligibility/TC/LC /Migration/LOR/ Transcription		
Account and Fees Section	Standard Software for information Management		
	Fee registers		
	Accounts maintenance ledgers		
	Purchase committee & Proceedings of purchase committee		
	Budget and Budget approval process		
	Balance sheet		
	SC/ST/Other scholarships dispersal register		
Library	Library Automated Using Standard Software Koha ILMS		
	Remote Access Facility Provided to Access Subscribed Learning Resources		
	Accession Register Updated		
	Library Documents Classified and Arranged		
	Library Manual		
	Is Sufficient books available for students?		
	Is student's gets books for home?		
	Is reference books available for students?		
	Is log book / register available?		
Examination Cell	CCTVs installed		
	Strong room facility		
	Separate chamber for collection of booklets		
	Software Developed to Maintain Records		
	Standard Photocopy and Printing Machines		
Computer Labs	Computer Systems Updated		
	Scheduled Updating of Systems		

	Required Software Available		
	Stock Record Maintained		
	Log Book Maintained		
Training & Placement Dept.	Separate dept. & Head		
	Computing facilities for placement test conduction		
	Students training activities		
	Students' placement activities		
	MOUs		
Solid Other Facilities	Grievance Redressal Facility		
	CCTV Security System		
	Auditorium		
	Fire Extinguisher		
	Medical Facility		
	Canteen Facility		
	Drinking Water Facility		
	Facilities for Differently Abled Persons		
	Electricity Backup Facility		
	Parking Facility		
	Gymkhana Facility		
	Bank /ATM Facility		
	Xerox or Photocopy Facility		
	Reception Counter		
	Hostel facility for boys		
	Hostel facility for girls		
	Staff quarters		
	Sports facilities		
	First aid facilities		
	Gymnasium facility boys		
	Gymnasium facility girls		
	CCTV In Hostels		
	Transportation facility for Boys & Girls		
	Transportation facility for staff		
	Required number of buses		
	Rain water harvesting		
	Waste water treatment plant		
	Solid waste management		
	Green campus initiatives		
	Energy audit		
	Green audit		

We, the members of the Administrative Audit Committee have conducted the Administrative Audit for the Academic Year 2022-2023 of AIEMS Bidadi.

Observations of the Auditors:

1.

2.

3.

Signature of the Auditors (Internal /External)

Sl. No	Name of Committee Member	Role in AA Committee	Signature with Date
1		Chairman	
2		Member	

IQAC Co-ordinator

Principal

8.3.10 Students mentoring System

It is designed to monitor and guide the progress of the students on all fronts especially in academic and to assist them in right direction in case they need, one to one basis under the guidance of the Management and Principal.

The proctor monitors the student's performance and behaviour, offering guidance and enforcing discipline when needed.

Student and Proctor meetings are regularly held, preferably after every CIE to access the students' academic progress with regard to performance, registration for credits and attendance.

The same is reported to the parents/ guardian at regular intervals.

The proctor to student ratio is dependent on the class strength and staff strength.

Proctor Diary is maintained to record the details of their meetings with students and parents.

Roles and Responsibilities of the Proctor

- To monitor their academic performance.
- To monitor students behaviour attendance and punctuality.
- To keep parents/ guardian informed about the students' progress.
- To counsel students on topics like credit system, electives, research opportunities.

Student responsibilities

- To meet the proctor on a regular basis.
- To discuss issues related to academics or any grievances they might have.
- To regularly update the contact information of their parents/guardians.

Mentors have created the group through digital platform and are in constant touch with the assigned students. Meeting after every Continuous Internal Evaluation is conducted to monitor the students' progress and to listen to their grievances.

Parents Teachers meeting is held as per the planned calendar of events once in a semester. Proctors assigned in first semester to continue till the completion of the course, unless it is inevitable to change the proctor.

Grievances are consolidated and resolved at the department level and it is brought to the notice of the management through Principal, when needed.

8.3.11 Slow and Active Learners

Following CIE-I, each course coordinator is tasked with identifying both Slow and Active learners within their respective courses. This identification process should be well-defined and systematic. The list of identified Slow and Active learners, including their names and USNs, must be submitted to the Head of Department (HOD) for each course.

Subsequently, the course coordinator is responsible for devising an action plan aimed at improving the performance of slow learners through additional coaching, counseling, and innovative teaching methods. Furthermore, the course coordinator is expected to maintain and document the track record of slow learners.

The HOD is then responsible for consolidating the lists of identified Slow and Active learners on a semester basis. Active learners may be nominated to attend competitive exams and other competitions organized by the institute and external colleges.

8.3.12 AICTE Activity points

Throughout the 1st to 8th semester, students are required to accumulate AICTE activity points in accordance with VTU regulations, in coordination with the coordinator. To facilitate this process, students will prepare portfolios for documentation purposes.

Each department will assign one coordinator to conduct the AICTE activities department-wise. Coordinators will regularly monitor progress towards accumulating AICTE activity points. This systematic approach ensures that students are actively engaged in extracurricular activities and community service, as mandated by AICTE regulations, thereby enriching their overall educational experience.

8.3.13 Skill Based Learning

The department is tasked with promoting skill-based learning by incorporating practical training, workshops, and industry collaborations into the curriculum. This approach enables students to acquire hands-on skills that are directly relevant to their field of study. Each department should plan the integration of these activities as follows:

- Focus on life skills, communication skills, and other foundational skills necessary for personal and professional development.
- Emphasis on aptitude development, reading skills enhancement, and other cognitive abilities crucial for academic and career success.
- Special attention to technical skills, group discussions, personal interview skills, and other competencies essential for progressing into the workforce or pursuing higher education.

Additionally, other skill-based learning opportunities should be organized through the Centers of Excellence within each department. These centers serve as hubs for specialized training, research, and collaboration with industry partners, further enhancing students' skill sets and preparing them for real-world challenges in their respective fields.

8.3.14 Value Added Courses

The department should provide value-added courses as an integral component of its curriculum to fulfill industry demands and provide students with practical exposure in real-time scenarios. These courses should have a minimum duration of 30 hours.

Each department must ensure that interested students enroll in at least one value-added course annually. This ensures that students have the opportunity to enhance their skills and knowledge beyond the core curriculum, better preparing them for the demands of the professional world.