



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AMRUTA INSTITUTE OF ENGINEERING AND MANAGEMENT SCIENCES

**AMRUTA INSTITUTE OF ENGINEERING AND MANAGEMENT SCIENCES
BIDADI INDUSTRIAL AREA THIMMEGUDANA DODDI**

562109

www.aiems.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Amruta Institute of Engineering and Management Sciences (AIEMS), 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 and Communication Engineering, Computer Science and Engineering and Basic Science.

The Institution has Centre of Excellences like: Toyota Centre, IoT, Robotics, Skill Lab, Placement and training Cell, Innovation and Incubation Center etc. will imbibe students with necessary soft and technical skills. 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.

Vision

- To create an engineering Institution of global standards, which will nurture world class students,

imbibed in human values who will be trend-setters.

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Best Proactive & Participative Management having 115 years history of serving education sector.
- Adheres to academic standards in adopting the best Teaching-Learning Process.
- Qualified & Experienced faculty members.
- Infrastructure- Wi-Fi enabled Classrooms, laboratories, library, ICT facilities, bank, transport facility, guest house, Well Wi-Fi enabled campus with separate hostel for Boys and girls, quarters for teaching and non- teaching staff.
- Training and Placement Center , Center of Excellence , innovation & incubation center to enhance the skills of students.
- Welfare facilities like PF, ESI, medical insurance for staff.
- Transparency and accountability in administration.

Institutional Weakness

- Explore the possible collaboration with other research organizations, universities professional institutes.
- The alumni participation to be strengthen.
- Encourage the faculty for higher studies like PhD & Post Docs.
- To offer diversity programs and introduce the value added and online courses.
- Income generation from consultancy, courses to be explored.
- Research activities and publications in quality journals.

Institutional Opportunity

- Campus is situated adjacent to two Industrial areas.
- Can help the growth of economically weaker section students.
- Introduction of new courses relevant to the nearby industry needs.
- Information Technology revolution and massive demand for engineering professionals.
- Demand for interdisciplinary courses as emphasised in NEP.

Institutional Challenge

- Hard core competition from Autonomous and Deemed to be Universities.
- Attracting good faculty and faculty retention.
- The competition from other institutions having diversified programmes and courses.
- Attracting companies providing higher packages for placement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Amruta Institute of Engineering and Management Sciences Bidadi, Bangalore, is an affiliated Institution under the Visveswaraya Technological University (VTU), Belagavi.

In order to effectively implement the curriculum and maintain a balance between the numerous engagements in which students are expected to participate, the Institution carefully complies with the rules provided by the University and creates the calendar of events in accordance with the University academic calendar.

The institution places a strong emphasis on OBE in all of its courses and programs, which have well defined goals and learning outcomes. Courses on Professional Ethics, Human Values, Gender sensitivity, and Environmental Sustainability are incorporated into programs in order to integrate cross-cutting concerns. Knowledge augmentation has been incorporated into the university curriculum through integrated Practical Courses, Programming core Courses, Professional electives, Open electives, Skill-based Ability Enhancement Courses, Projects, Mini-projects, Seminars, Internships and non-credit mandatory courses like yoga, NSS, sports etc.

Encouraging students to take part in different intramural and intercollegiate competitions and ensuring that Continuous Internal Evaluation (CIE) is carried out in accordance with the policies and procedures of the university.

In order to strengthen the curricula, Certificate Programs, Workshops, Seminars, Guest Lectures, Technical Seminars, Field trips, and Technical Training Programs Are Organized. Industry resource persons or subject matter experts are invited to acquaint themselves with the courses that the university has introduced in order to enhance academic acumen, employability, and entrepreneurial skills.

The Institution uses a systematic method to gather input on curriculum, infrastructure, and facilities, as well as on teaching and learning. Analysis of the input is done on a regular basis and appropriate action is taken. Feedback from interested parties assist the institution in determining where curriculum and procedures may be improved. Every semester, an academic audit is carried out to track how well the academic process is working.

Summary:

- Number of Add-on/certificate/Value added programs organized during past five years: 36
- Courses integrated in curriculum to address cross cutting issues: Professional Ethics, Human Values, and Environment and Sustainability.
- Number of students undertaking project work/field work/internships: 411
- Feedback system: Institution has developed feedback system from the Students, Parents, Alumni,

Employer on academic performance and ambience. The action taken report on feedback is made.

Teaching-learning and Evaluation

The student centric education system adopted by AIEMS includes regular classes for theory and laboratory, tutorial sessions for problem solving, participative learning through workshops, seminars and industrial visits, and experiential learning from internships, major and mini projects, and facilities available in centres of excellence aided by industry/research experienced faculty and ICT tools. In addition to project work as per the university curriculum, the institute has initiated mini-projects for lower semesters to introduce project based learning. Induction program for two weeks is conducted for the students admitting to the college in the first year .

In subsequent years, based on the performance on continuous internal evaluation and the university examinations. Slow learners in the each class are identified after first test and AIEMS has an effective mentoring system in which a mentor guides slow learners, identifies areas of improvement, facilitates remedial classes, and intimate parents about the progress of their wards. Feedback from students is obtained for the improvement of teaching-learning process. The evaluation methods and schedules adhere to the guidelines of VTU. The continuous internal evaluation is done through internal assessment tests, assignments, and or quizzes/seminars. The quality of internal test question papers and assignments are checked by scrutiny committee. There is student grievance redressal mechanism related to examinations. Consistently good number of admissions to UG programs and improved academic performance reflect the endeavours made in pedagogical initiatives adopted in teaching- learning. Below is the summary of the outcomes.

Below is the summary of the outcomes. Summary:

- Student enrolment to UG (Engineering) and PG (MBA) programs for the AY 2022-23: 60%
- Number of faculty on roll (2022-23) is adequate to satisfy the SFR norms of AICTE and university (20:1) : 53
- Student teacher ratio: 20.37:1
- Number of faculty with PhD qualification (Till 2022-23): 09
- Grievance related to evaluation process: Yes (both at college and university)
- Adopted Student Centric Education System and OBE system.
- Attainment of COs. POs and PSOs are calculated and discussed in IQAC meetings.
- Academic performance of students in university examinations (average of past five years): 93.29%

Research, Innovations and Extension

Research:

AIEMS has under taken several initiatives to promote research culture in the college. As part of this, thrust research areas are identified; research proposals are prepared and submitted to the funding agencies. AIEMS is also supporting research activities by providing exclusive research funds to faculty and incentives for research publications.

The research and development cell of the college is responsible for looking after the research activities. The research output has been recognized in UGC, Scopus and Web of Science, fostering a culture of knowledge

exchange on national and international platforms.

To bridge the gap between the institution and the industry, AIEMS has signed many Memorandum of Understanding (MoU) with companies.

Number of MoUs, collaborations / linkages for Faculty exchange, Student exchange, internship, field project, on-the-job training, research and other academic activities during the last five years:29

Following are the outcomes of Research and Development activities initiated by the institute:

- Number of research publications in journals and UGC care list during past five years:43
- Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings during past five years: 51

Innovation:

- The college supports faculty and students to file patents. So far 3 have been published and one has been granted a patent.
- Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge, the number of IIC events carried out are:34
- Seven of AIEMS faculty have undergone IIC training provided by MOE's IIC cell
- Number of workshops/seminars/conferences on Research Methodology, Intellectual Property Rights and Entrepreneurship Conducted during past five years: 61

Extension:

As a socially responsible institution, AIEMS students actively participate in various extension activities for the local community. All departments, along with the National Service Scheme (NSS) unit, are involved in outreach programs, which includes awareness campaigns ,digital transactions, computer awareness in rural govt. schools, blood donation camps, flood relief efforts, visits to orphanages, tree plantation, and electoral awareness campaigns.

- Awards and recognitions received for extension activities from government / government recognized bodies: 8
- Number of extension and outreach Programs conducted by the institution through NSS organized in collaboration with industry, community and NGOs during the last five years: 47

Infrastructure and Learning Resources

AIEMS campus spread over 14.35 acres with built-up area 29730.88 smuts with sufficient space for academics, administration, sports facilities, hostels, central library, seminar rooms, auditorium, training & placement cell, alumni cell and canteens.

The laboratories are equipped with advanced equipments to meet the need of the curriculum. Internet service is made available throughout the campus through a 500 MBPS leased line. Most of the classrooms ICT enabled. The Number of class rooms in usage is 23 and Number of laboratories are 31.

The college has an excellent library facility with a 20454 books and 3040 titles. Also, E-subscription to scholarly journals, covering different areas of Engineering, Science and Business Management are available. Digital library facilities are available for the stakeholders with 20 No. of computers.

Wi-Fi facility is available throughout the campus 24X7. Adequate number of computers 314 for both students and staff in the ratio of 1.73:1 approximately for student computer ratio, is available in the campus. Newly launch DELL power edge (2U Rack Model) server with 2 X 16 GB memory and Network Fire wall from Net fox for 400 users has also installed.

The college has adequate facilities for physical activities for both indoor games as well as outdoor sports and fully equipped gymnasium for separate girls and boys students. The campus has facilities for football, cricket, basketball, and tennis and an auditorium of 280 seating capacity for cultural activities.

RO drinking water, solar water heater (in hostels), canteen, ATM, Bank, Lift facility, common room for ladies, transportation, medical care, Staff Quarters and CCTV are other facilities available in the campus. Guest House, Medical Consultation Room, Transport Facility, Security, Stationary shop, Laundry facility, Fire Hydrants, Extinguishers, Lightning Arrester, RO Water, Solar Water Heating, Generator, Vehicle Repair Station, Lift and Ramp Facility are well groomed to serve the Staff and students

Average Percentage of expenditure for infrastructure development and augmentation excluding salary, Average 417.8 lakhs per year (74.36 %) and Average maintenance of 68.93 lakhs per year (24.54%).

Student Support and Progression

AIEMS has an effective Student mentoring and Support system. Mentors/counsellors are nominated for a group of 15 to 20 students. Mentors have the responsibility of monitoring the academic performance of students and counsel them on personal matters to certain extent. Parents are informed about the attendance and internal marks on regular basis. A parent-teachers meeting is convened by the Institution to discuss the overall performance and progress of students. The placement at AIEMS campus is a dynamic, real-time process which is inclusive, proactive, ambitious, and wholesome. The placement process is constantly tuned based on industry need and feedback. The placement cell monitors the employment opportunities and arranges campus recruitment drives, for the final year students through meticulously planned training programs on soft skills. Through this cell, students are provided career guidance, opportunities of higher education, so that the students can choose the career of their interest. The institute has grievance redressal Committee, anti-sexual Committee, Anti ragging Committee to address the related issues. The students are encouraged to participate in the paper presentations, project exhibition and technical fests conducted by other institutions. Various clubs such as music club, photography club, cultural committee departmental forums etc. are formed to nurture the talents of students. The students are encouraged to take part in several cultural and co-curricular activities at intra and inter College levels. The Institute facilitates to obtain scholarships through different organizations such as Government, NGO and private to the deserving students. Research and development wing encourages students to carry out innovative live projects. Recognized projects are funded by the Institution. College also conducts blood donation camp, Swacha Bharat etc.

Yoga and meditation are conducted to improve physical and mental fitness. Visit to orphanage and shelter homes are organized for the students. Alumni meets are conducted to involve the alumni who are the key stakeholders in the progress of students. The alumni association provides a platform for alumni to interact with the students. The suggestions of alumni in Industry, academics, placement and training programmes are incorporated to bridge the gap between the Industry and academics.

Following is the summary of student support and progression.

- Percentage of students benefited by scholarships: 79.57%
- Percentage of students benefited by guidance for competitive examinations and career counselling: 38.11%
- Number of outgoing students placed/ progressed to higher education during past five years: 208
- Number of sports and cultural activities organized by the institution during past five years: 212
- Alumni Cell: Alumni meets are organized regularly at department levels and institute level.
- Number of student Clubs: 05 Grievance Redressal Mechanism- is in place

Governance, Leadership and Management

Governance is the key activity that connects between the management, staff, students and the community. We believe it should be effective, efficient, and economical in execution of its duties. Amruta Institute of Engineering and Management Sciences (AIEMS) supports modern governance and proper administration and believe these should be carried out in a way that actively acknowledges diversity, that is respectful of identity and serious belief and that reflects balance. AIEMS has a governing body in place wherein the members are drawn from distinguished cross-sections of the society.

The Board Of Governance (BOG) of AIEMS serve the following functions:

- Approve the vision and strategic mission statements of the Institute,
- Formulate the policies of the institution with regard to academics, R&D and other activities.
- Discuss and suggest the annual budgetary allocation towards infrastructure, Academic, and Research & Development.
- Monitor the progress of academic and other related activities of the Institute.

The administrative setup at AIEMS includes: Principal, Dean (Academics), Heads of departments, and other coordinators of IQAC, Grievance redressal cell, Internal complaints cell, Alumni cell, Placement cell, Entrepreneurship development cell, Anti-ragging cell, hostel wardens, librarian, physical directors etc. In addition, there are other committees like student welfare committee, library committee, which are headed by faculty of the college. Through all the above responsible members, all the administrative and management related decisions are taken.

AIEMS has well defined set of policies with respect to recruitment and promotion, service rules of employees, student code of conduct etc.

At AIEMS e-governance is in place with respect to employee leave management, salary slip distribution, employee attendance, details of tax deduction. Learning management system is also in place for student attendance monitoring, assessment, and OBE related components.

A comprehensive faculty appraisal system is in place at AIEMS. The performance of faculty and staff are assessed using annual appraisal. Based on the score of the faculty/staff necessary actions are taken.

AIEMS has well defined set of policies with respect to recruitment and promotion, service rules of employees, student code of conduct, employee leave management. College has the faculty appraisal system for assessing the performance. FDP and workshops will be conducted at department level and the faculties are encouraged to participate in FDP ,workshop and Conferences

Institutional Values and Best Practices

Amruta Institute of Engineering and Management Sciences (AIEMS), an establishment under the Basaveshwar Veerashaiva Vidya Vardhak Sangha (BVVS), Bagalkot, is committed to providing quality education while upholding social responsibility and ethical values. AIEMS, established in 2008, operates within the framework of BVVS, a century-old charitable trust dedicated to providing education across all societal strata. BVVS embodies the values of equity and inclusivity, which AIEMS mirrors in its core values: Academic Integrity Service To Community Ethics Inclusiveness Entrepreneurship development The management and administration of AIEMS prioritize environmental sustainability, implementing practices such as e-waste management, rainwater harvesting, LED lighting systems, solar water heating, RO purified water and Sewage Treatment Plant (STP). These initiatives align with the institution's commitment to reducing its environmental footprint. Moreover, AIEMS ensures equal opportunities for all students, including those with disabilities, by providing necessary facilities and provisions for their accessibility and comfort. The institution distinguishes itself through innovative best practices, including skill-based training programs and project-based learning, aimed at enhancing students' practical skills and employability. AIEMS's institutional distinctiveness is further exemplified by its unwavering commitment to nurturing well-rounded individuals who excel in academics and beyond. The institution's emphasis on holistic development is reflected in its vibrant array of clubs, structured mentoring program, state-of-the-art infrastructure, and dedication to serving the rural community. By providing equitable access to quality education and empowering students from rural areas, AIEMS bridges the urban-rural divide and fosters inclusivity. Strategic partnerships with industry leaders and a focus on making first-generation learners industry-ready further solidify AIEMS's position as a beacon of excellence in student development. In summary, Amruta Institute of Engineering and Management Sciences, guided by BVVS's values, strives to provide high-quality education while fostering inclusivity, environmental responsibility, and community engagement.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AMRUTA INSTITUTE OF ENGINEERING AND MANAGEMENT SCIENCES
Address	Amruta Institute of Engineering and Management Sciences Bidadi Industrial Area Thimmegoudana Doddi
City	Bidadi
State	Karnataka
Pin	562109
Website	www.aiems.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Santosh M Muranal	091-9886673000	9036568150	08354-220689	principalamruta@gmail.com
IQAC / CIQA coordinator	Anitha N	091-9916498997	9916498997	08354-220689	amrutaiqac@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Karnataka	Visvesvaraya Technological University	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	AICTE Extension of Approval

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	Amruta Institute of Engineering and Management Sciences Bidadi Industrial Area Thimmegoudana Doddi	Rural	14.35	29730.88

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,Computer Science And Engineering,	48	PUC II	English	120	120
UG	BE,Electronics And Communication Engineering,	48	PUC II	English	60	44
UG	BE,Mechanical Engineering,	48	PUC II	English	30	1
UG	BE,Civil Engineering,	48	PUC II	English	30	3
UG	BE,Information Science And Engineering,	48	PUC II	English	60	58
PG	MBA,Master Of Business Administration,	24	Any UG Degree	English	60	53

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	6				12				42			
Recruited	5	1	0	6	2	1	0	3	21	20	0	41
Yet to Recruit	0				9				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						19
Recruited	13		6		0	19
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						21
Recruited	10		11		0	21
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	10	7	0	17
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	2	1	0	1	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	20	0	41
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		0		4

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	108	1	0	0	109
	Female	119	2	0	0	121
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	37	0	0	0	37
	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	14	10	4	0	
	Female	15	12	7	0	
	Others	0	0	0	0	
ST	Male	2	2	2	1	
	Female	6	3	2	0	
	Others	0	0	0	0	
OBC	Male	96	54	36	16	
	Female	127	75	47	17	
	Others	0	0	0	0	
General	Male	8	8	3	3	
	Female	7	5	1	1	
	Others	0	0	0	0	
Others	Male	5	5	1	0	
	Female	3	5	1	0	
	Others	0	0	0	0	
Total		283	179	104	38	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Amruta Institute of Engineering & Management Sciences, Bidadi, Bengaluru-562109, Karnataka State is an affiliated institute of Visvesvaraya Technological University (VTU), Belagavi. As per guidelines of AICTE & VTU Belagavi, NEP-2020 has been implemented from the academic year-2021-22 and that follows the curriculum prescribed by VTU. The institution's vision is to transform itself into a holistic multidisciplinary institution and has adopted NEP by multidisciplinary approach through university designed curriculum that integrates science and humanities with Science, Technology, Engineering, and Mathematics (STEM) to provide students a quality education. The programs offered by the institution provide students with exposure to a wide range of disciplines and encourage them to think critically, innovate and design solutions to complex problems. To achieve this, the institution offers flexible and innovative curricula as per VTU that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. The curriculum also includes subjects like Communicative English, Innovation and Universal Human Values, Professional Ethics, Environmental Studies, Design Thinking, Scientific Foundations of Health, Social Connect and Responsibility, Constitution of India and Biology for Engineers. In addition to these subjects, the VTU curriculum offers ability enhancement courses like entrepreneurship development and Research Methodology & Intellectual Property Rights. The institution provides internship opportunities to students and offers open electives across various departments. The institution has MOU with industries to promote interdisciplinary projects among students and faculty. The University has a plan to offer a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of the 1st, 2nd and 3rd years of undergraduate education. The institution encourages its faculty to participate in research activities and provides them with the necessary support and resources to carry out their research work and also institution encourages its faculty to collaborate across departments and disciplines to promote interdisciplinary projects among students. In terms of good practices, the institution has implemented

	multidisciplinary/interdisciplinary approach in line with NEP 2020.
2. Academic bank of credits (ABC):	<p>Visvesvaraya Technological University (VTU), Belagavi, has implemented the academic bank of credits system in alignment with the vision of the National Education Policy 2020. As Amruta Institute of Engineering & Management Sciences, Bidadi is affiliated to VTU and follows the ABC guidelines of the university. ABC system is designed and developed to provide flexibility and mobility to students to choose courses according to their interests and pace of learning. Implementing the academic bank of credits system requires a significant change in the current system of teaching and learning. It requires the institution to offer a wide range of courses and provide multiple entry and exit points to students. Choice-Based Credit System (CBCS) provides students with choices from the prescribed set of courses viz. Engineering Sciences, Professional core and electives, Professional and Open Electives, Non-Credit Mandatory Courses, Internships and Skill Courses. Under the CBCS, the requirement for awarding a degree or certificate is prescribed in terms of number of credits to be earned by the students.</p>
3. Skill development:	<p>Amruta Institute of Engineering & Management Sciences, offers several programs promoting skill development among its students in alignment with the National Skills Qualifications Framework (NSQF). The institution provides various ability enhancement courses offered by the Training and Placement Department of the institute and these Ability Enhancement Courses (AEC) aim to hone the social and leadership skills that are crucial for students to succeed in their professional and personal lives. These courses are designed to help students enhance their skills in communication, language, and personality development. Furthermore, the institution has established skill development Centres of Excellence/ Laboratory in domains such as IOT, Robotics & Automation, Toyota Excellence Center, 3D printing etc. to provide skill development opportunities for students. The centre offers training which are in line with the emerging trends in the field of engineering. The institution also engages the services of industry experts to provide technical skills and overcome the curriculum gaps. The college also organizes workshops and seminars on various topics</p>

	<p>related to skill development to enhance students' employability .Institute has made numerous MOUs with leading professional bodies / training centres / industries. Though these MOUs many activities such as industrial/site visits, technical talks, workshops, hands-on-training, internship are conducted to enhance skill level of students. VTU in it's curriculum has mandatorily introduced UG and PG students to undergo internship for a period of 4/6/24 weeks in industry to enhance / upgrade their technical skills .VTU curriculum (UG and/or PG) includes courses which integrate crosscutting issues relevant to Professional Ethics, Human Values, Environment and Sustainability.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Amruta Institute of Engineering & Management Sciences, to promote the Indian knowledge system, the institute adheres to the framework of the VTU curriculum, the Indian knowledge system, is integrated with the curriculum as UG students study Samskrutika Kannada / Balake Kannada in first year as mandatory credit courses. Regarding bilingual mode teaching, our institution, faculties are also informed to explain the concepts in local language in classroom teaching for better understanding. We do not have any bilingual course presently offered in the college as well as in VTU. Institute had organised the seven days “Jnana Saritha”, conference on Indian knowledge system in association with Kautilya International Foundation, SAKSHI and Indian Foundation for Vedic Science from 13th on 19th February, 2023 with the Objectives and Outcomes to create awareness about Bharatiya Gyan Parampara, Bharatiya Lok parampara, Culture and traditions and to elucidate the objectives of NEP with effectiveness of Gurukul sanskrithi. The Panchamrit' of five points were discussed: Dharma, Adhyatma and Sanskriti, Shiksha Vyavastha (Education System), Rajaniti - Netritva (Politics and Leadership), Arthaniti - Artha Vyavastha (Economic Policies and Economic System), Nyaya Vyavastha (Legal System) .The Dharmacharyas , Educationists, Political scientists , Economists , Scholars from Judicial System, Social Scientists, Senior Bureaucrats and technocrats , Vice-chancellors , Scholarly political personalities and Eminent Journalists were the Resource Persons participated and presented their view and thoughts. We also have efforts in place to preserve and promote</p>

	<p>traditional Indian knowledge, arts, culture and traditions. To identify the creative talents of students, Institute has set up student welfare council which conducts various cultural events viz. 'ethnic day', 'Amrutothsava' etc. every year. Various cultural events and competitions such as characters of Indian mythology, Indian carnival, classical music/songs, classical dance, rangoli, etc. are conducted so that students can embrace the Indian culture and tradition. We celebrate Ethnic Day every year to spread awareness and preserve and save different regions' historical heritage, civilization, art, and culture. The Day helps reconnect people with their traditional and cultural roots. It promotes the essence of age-old customs and traditions that have helped forge other civilizations. The students of the institute from different cultural backgrounds dress in traditional outfits added colour to the occasion. In fashion show, where students showcase the diversity of traditional attire across different regions of India. The students to participating in the open mic event and all the students dance to diverse regional music, and the air reverberated with the 'Unity in Diversity' theme. Institute also celebrates Kannada Rajyothsava every year on 1st of November to remember the formation of Karnataka state.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Amruta Institute of Engineering & Management Sciences has taken several initiatives to transform its curriculum towards Outcome Based Education (OBE). To capture the Outcome based education in teaching and learning practices, the institution has adopted various pedagogical tools such as project-based learning, case studies, industry internships, and hands-on experience in laboratories. The institution has also implemented a continuous assessment system that enables the faculty to monitor the attainment of the intended learning outcomes by the students. In view of NEP 2020, the institution has introduced practices pertaining to Outcome based education (OBE). Outcome Based Education (OBE) which is a student centric instruction with a clear statement on what Knowledge, skills and attitudes the Graduate Engineer will be able to demonstrate as having acquired on successful completion of a 4 year program of study. Vision and Mission of the Department are framed inline with the Institute's Vision and Mission. Program Educational Objectives</p>

	<p>(PEOs) and Program Specific Outcomes (PSOs) are also framed by every department to achieve it's vision and mission. Course Outcome (CO) statements are framed for every course and are mapped to 12 Program Outcomes (POs) given by NBA/Washington accord. Attainment of the COs can be measured directly and indirectly. Direct attainment displays the student's knowledge and skills from their performance. It can be determined from the performance of the students in all the relevant assessment instruments like internal assessments, assignments, quiz and final examinations. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning. Indirect methods such as Course End Surveys ask the students to reflect on their learning and also provide the information about graduate's perception of their learning and how this learning is valued by different stakeholders. Based on formative and summative assessments, the set target levels and set attainment levels for a program, attainment levels of COs, POs and PSOs of all the courses of a program are computed. Gap Analysis is done , If targets are achieved for that year, higher targets can be set for the following academic year as a part of continuous improvement and If targets are not achieved, an action plan should be performed to attain the target in the subsequent years. To bridge the curriculum gap and to address all the POs, site/industry visits, technical talks, seminars, workshops etc. are conducted by every Department. To check the effectiveness of teaching-learning process and to take necessary actions for further improvement, at the department level, and Department Quality Assurance Cell are constituted as per the guidelines given by Internal Quality Assurance Cell (IQAC) of the Institute. The institution has started conducting regular workshops and training programs for the faculty to help them understand the importance of OBE and its implementation. The institution has also started using innovative teaching methodologies such as flipped classroom, blended learning, and e-learning to enhance the effectiveness of OBE.</p>
6. Distance education/online education:	<p>Our institution has taken significant steps towards blended learning, which combines face-to-face instruction with online learning. As a good practice,</p>

our institution has been actively using online learning resources to complement face-to-face instruction. During the COVID-19 pandemic, we have transitioned smoothly to online mode of education, ensuring the continuity of learning for our students. We have also developed a comprehensive online examination system that ensures fair and secure assessment of our students' learning outcomes. Our institution has also established a dedicated IT support team to provide technical assistance to faculty and students. The VTU e-Learning Centre was established in August 2003 in Mysuru with the main aim of facilitating distance education and training to the students and faculty of VTU through satellite and web. Currently, VTU e-Learning Centre has migrated from satellite based EDUSAT programme to web based eShikshana programme. e-Shikshana programme which is an advanced multi-modal, multi-platform, collaborative e-learning platform which allows course experts of VTU affiliated colleges to teach or interact with a large number of students across VTU affiliated colleges on a real-time basis through live audio video streaming and synchronized content sharing. Students of the Institute are informed to access the course contents (videos and notes) of VTU e-Shikshana programme. As AIEMS is affiliated to VTU, VTU in its regulations has implemented ABC policy for UG and PG students. As per the regulations, a student can be awarded with BE (Honors) degree if he/she is having minimum 8.5 CGPA up to 4th semester and before the completion of the program, acquires 18 credits through online courses offered by NPTEL, MOOCs platform SWAYAM. Students are also encouraged and motivated to take up NPTEL online courses to enhance their self-learning ability and gain knowledge on latest technological trends. Students are also motivated to watch SWAYAM PRABHA which is a group of DTH channels devoted to the telecasting of high quality educational programmes across the length and breadth of the country on 24X7 basis. During pandemic, Institute has created various online platforms for smooth conduction of teaching and learning process.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes , The Electoral Literacy Club (ELC) was established in the institute on 20th September, 2021 as per the directions of State Election Commission ,Bangalore
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 ELC formed with the committee members consisting of Principal as a chairman , two Coordinating Faculty Members and four Student Coordinators A committee is formed to execute the responsibilities of ELC and ELC keep receiving the mails by the district election commission to carry out the ELC activities to create the awareness to the students on "Democracy in the Country" through the participation under Systematic Voters Education and Electoral Participation (SVEEP) through ELC the college. The actions are taken in college as directed by the CEO and Zilla Panchayath creating awareness of importance of vote, linking to the AADHAAR and new voter registration etc. The ELCs are representative in character.
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.	Every year ELC members of the clubs conducts seminars to create awareness among the students regarding electoral rights and familiarise them with the electoral process of registration and voting. Students and faculty members have participated in the awareness programs and created awareness on getting voter ID, applied through Voter Helpline APP under ELC.
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.	25th January is the foundation day of the Election Commission of India (ECI) which came into existence in 1950. This day was first celebrated in 2011 to encourage young voters to take part in the electoral process. National Voters Day is celebrated on every 25th of January. It is the day to celebrate the "right to vote" and also the "democracy of India" with the objective to increase the enrolment of voters, especially the eligible ones and Know about the National Voters Day history, significance, quotes, theme, and why is it celebrated in India Institute organizes oath taking program every year on January 25th to celebrate National Voter's day. Principal will address the faculty and students regarding ELC

	<p>activities to create the awareness to the students on “Democracy in the Country” and read out the oath and address the students. ELC of Institute also conducts several competitions like painting, debate, essay writing etc. First second and third prizes will be given to winners in the competitions and these winners will be again participating in the Taluk level competitions.</p>
<p>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.</p>	<p>The awareness is given on process of having voter ID and link the same to AADHAAR through VHA app or offline for first year students, as they are entering to the 18 years of age. The ELC members from the students as voters. Each department are also trained for using of VHA app and linking Voter ID to AADHAAR.</p>

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
492	401	380	393	313

File Description	Document
Upload Supporting Document	View 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: 77

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	42	49	44	37

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
658.66	430.80	257.51	427.37	489.20

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:

Curricular Planning and Implementation

Amruta Institute of Engineering & Management Sciences, is affiliated to Visvesvaraya Technological University Belagavi and approved by AICTE. Institution follows Outcome Based Education in its teaching learning process. Students are free to select courses based on their interests within the parameters of the university. IQAC conducts meeting with all Heads of the Department to collect inputs and develop strategy for effective implementation of the curriculum.

Each program curriculum is created in accordance with NEP 2020. The courses are interdisciplinary, they also foster experiential learning and collaborative learning, which enhance the curriculum. The curriculum places a strong emphasis on the overall development of students by inculcating curiosity, critical thinking and problem solving skills.

Curriculum Planning

In order to provide high-quality education and work towards accomplishing the established Institutional goals derived from the vision and mission statements, the Institute sets the academic calendar to coincide with the university calendar and adheres to the curriculum and events scheduled in the calendar.

The committee led by the Principal/IQAC Chairman frames the Institutional academic calendar based on the University academic calendar. The Institutional academic calendar lists the commencement of classes, holidays, CIE dates, cultural events, days of national significance, and other extracurricular and co-curricular activities.

HoDs will conduct meeting and follow standard and transparent procedure to allocate the courses and ensures the right courses are handled by the appropriate faculty. Course assignments are determined by the faculty's selection, subject matter competence, and experience.

The classes are scheduled by the timetable coordinator, faculty members create well defined lesson plans that follow the academic calendar.

Faculty members supplement the traditional chalk-and-talk method with cutting-edge teaching tools like ICT, PPTs, videos, etc. Faculty use techniques such as blended mode, peer learning, self-learning through seminars, assignment.

Workshops, industrial visits, and seminars are planned to offer exposure outside the curriculum.

Value added courses, internships , project work are introduced and also to bridge gap between the industry requirement & curriculum.

Faculty members attend the workshop/seminar/conference to enhance their knowledge and meet the course requirements.

Students are exposed to skill lab and innovation center to show their innovative ideas and skills in product development.

Mentoring

In Mentoring System, Each faculty is assigned with maximum of 20 students for mentoring The faculty monitors and maintains a report of mentee's academic performance and participation in co-curricular and extracurricular activities. Mentor informs the parents about the student attendance status, performance in Continuous Internal Evaluation (CIE) and University result to parents. Need based Personal Counseling is done to solve the academic/Non-academic issues.

Assessment Process

Continuous Internal Evaluation is carried out in accordance with the Institutional calendar of events and as per framework/regulations of university. IQAC will define the directions and departments will systematically organize and conduct the CIE. After evaluation of every test, assessment is discussed with students by faculty so that students are clear about their learning and performance. Assignments/ Quizzes/ Seminar are assigned and evaluated as mentioned in the respective course regulations. The Semester End Examinations is conducted according to the date and schedule provided by the University. Effectiveness of teaching-learning is assessed through student feedback and attainment of COs, POs and PSOs. Academic audit is carried out by the IQAC team at the end of academic year to evaluate and ensure the effectiveness of curriculum 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: 36

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
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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: 55.68

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
492	298	116	153	43

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:

The Institute incorporates cross-cutting topics related to human values, sustainability, the environment, and professional ethics into the normal curriculum, as required by the institution. Courses include Environmental Studies, Human Values, Social Connect Responsibility, Professional Ethics, Management, and Entrepreneurship, as well as Environment and Sustainability and Indian Constitution.

Professional Ethics & Human Values

Throughout the course of the program, all first year students are required to take a core subject on human values, such as "Constitution of India, Professional ethics and cyber law (18CPC39/49), Universal Human Value (21UH49), Indian Constitution (BICOK107/207), Constitution of India and Professional Ethics (21CIP37/47). These courses cover the fundamental political norms, the organization, protocols, authorities, and responsibilities of Indian government agencies. Along with understanding engineering ethics and their responsibilities, students also learn about fundamental rights, directive principles, citizen duties, and how to recognize their own roles and ethical obligations to society. The Institute Organized blood donation camps with the goal of instilling human values and importance. Universal Human Values (21UH49) course is offered to second year students to understand themselves, and their surroundings (family, society, nature), they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. Every final-year student's project is ethically checked and the significance of human values and professional ethics in relation to environmental challenges is assimilated by these courses and activities, which also foster ethical reasoning, critical thinking, and the demonstration of social economic skills necessary for sustainable development.

Gender Sensitization

Gender sensitivity and gender sensitization is accomplished through event. The college conducts several programs on woman Empowerment and celebration of international woman's day. The college will raise awareness about and acts of sexual harassment of students, staff and other employees. Through Event on Gender parity and Happiness management which enables the students to understand how their decisions and actions affect the environment, build knowledge and skills necessary to address complex gender issues.

Environment and sustainability

A course on "Environmental Studies" (18CIV59) is offered to the Third year students. At the end of this course students understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale and also develop critical thinking and/or observation skills and apply them to the analysis of a problem or question related to the environment. Course Energy and Environment (18ME751) is offered to the final year students as an open elective for students with 3 credits, here students understand the fundamentals of energy sources, energy use, energy efficiency, and resulting environmental implications of various energy supplies. A Course on Social connect responsibility (21SCR36) is offered to the second year students to Enable the student to do a deep drive into societal challenges, Understand social responsibility, Practice sustainability and creativity and Showcase planning and organizational skills.

A Course on Occupational Health and Safety (18CV653) is offered to the Third year students to

understand the role of health and safety in the workplace pertaining to the responsibilities of workers, managers, supervisors. To Identify the decisions required to maintain protection of the environment, workplace as well as personal health and safety.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 53.86

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

Response: 265

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: 39.4

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
175	94	33	147	142

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

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: 48.8

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
84	70	29	95	88

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
150	150	150	150	150

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: 12.3

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:

For enhancing learning experiences the faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc.

Teaching and learning activities are made effective by these practices. Many teachers use the conventional black-board presentation methods, especially in Mechanical to solve numerical. Also, some teachers use power point presentations and computer-based materials. For, they use the lectures of you-tube to make learning interesting besides the conventional oral presenting methods. Some Student centric methods are given below:

Project methods: The project work stimulate student's interest on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. As per the requirement of syllabi, the project work is done.

Interactive methods The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions Class room discussion in various topics are done under features.

ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipment's to support the faculty members and students.

Experiential learning: Experimental/Laboratory subjects to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. Students take interest and learn things via experiential learning.

Student Seminars: The Student seminars are organized where in the papers are presented by students on contemporary topics to enrich their learning experience.

Summer Internship Program: The students are allowed to take internship in various companies as well as programs in intra/inter department conducted in the institutes.

Group Learning Method: Group Learning method is now being adopted through WhatsApp group. Student share their notes and study material through this method. WhatsApp group are made by a student or by the teacher. They share the information to each other.

Black-board presentation: In this method, each student is given a certain question. And student has to solve this problem in the black-board.

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: 77.09

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
55	55	55	55	55

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: 21.23

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
9	12	12	6	6

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:

The institution is affiliated with Visvesvaraya Technological University (VTU) and conforms to the norms stipulated in the Continuous Internal Assessment examinations (CIE) evaluation procedure of VTU as on the prevailing date. The norms and regulations governing the evaluation process are conveyed to the students through copies of the syllabus that are delivered to them at the beginning of the first year of their degree course in which they are enrolled. The calendar of events including the Internal Assessment test schedule is prepared by the faculties, HODs & approved by the Principal in advance, and communicated to the students at the commencement of the semester.

1. Students are informed about the internal assessment process by their faculty and through the first year orientation programme.
2. Students and faculty will be notified of the changes if any in the evaluation procedure by VTU.
3. In ahead of the internal review, the students will be provided with an outline of the portions coverage, question paper pattern relevant to their regulations. Questions are asked based on course content and approved by department heads, schemes and solutions are prepared by faculty before the assessment and the same is used for evaluation.
4. Evaluation of internal assessment blue books is based on scheme and solution prepared by the faculty and are given to students at the end of an assessment to verify their marks.

Internal assessment for the theoretical subjects is evaluated by:

1. Three Internal Assessments

2. Assignments, Quiz and Case studies as per VTU regulations.

Internal assessment for the practical subjects is evaluated by:

1. Every experimental execution is evaluated, Model Practical exams internal assessment for the Project, seminars, and internship is evaluated by:

1. Student's presentations and its report, models. The institution publishes the Rules and Regulations for all Programmes as per university norms for the evaluation of Continuous Internal Assessment examinations. In addition to academic rules and regulations, the regulations governing examination, evaluation, malpractice etc., are in place. CIE Evaluation: The faculty plans the evaluation pattern along with the appropriate assessment tools and is made known to all the students at the beginning of the semester with rubrics and assessment frameworks. The concerned subject faculty will set two question papers and subsequently get verified and approved by the HOD. Among the 2 sets of question papers, one question paper is selected to conduct the internal assessment. The examination and seating arrangements will be organized in a centralized mode. After the examination, the answer scripts are evaluated by the faculty, as per the scheme and solution, and marks will be announced & also displayed in the college ERP, for the students to check online. For any clarifications, the student can approach the concerned faculty and recheck the answer scripts. SEE Evaluation: University will assign the question paper setting to the concerned faculties for the semester End University exams. The Board of Examiners [BOE] of the University scrutinizes the question papers and finalizes the same. The SEE answer scripts will be evaluated in the digitalization by the VTU. The faculty assigned by the VTU evaluates the answer scripts as per the scheme and solutions. Practical Exams: University will appoint external and internal examiners to conduct the practical exams as per the schedule given by the respective departments

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:

Programme Outcomes (POs) are defined for every course of the respective departments in accordance with, the National Board of Accreditation (NBA), New Delhi, and are the statements that describe the competencies gained by the student throughout the course. The Programme Specific Outcomes (PSO's) are well defined in aligned with the vision and mission of the institution and in accordance with the department graduate attributes. The Course Outcomes (COs) for each subject are well defined in the syllabus of the affiliated university or it will be defined by the respective faculty members in consultation

with the HOD or Senior faculty members who have handled/handling the same subjects through brain storming sessions. Every CO is aligned to one or more POs, and is measured at the end of the course, through various assessments, designed specifically to effectively measure the CO and contribute to the PO that it is mapped to. The number of COs for a course is not fixed and may have about four or five CO's. Few courses may have as few as three COs, while courses like project work may have as high as six CO's. While defining the COs, faculty will ensure that they are not an abridged version of the course content and use Bloom's taxonomy for defining every CO, its attempt to specifically address one or more POs through the course content and its assessments. However, the strength of the mapping is dependent on the course experts, and this component necessitates the need to have the CO-PO mapping together with its strength. The POs, PEOs, and PSOs are published in the institutional website and presented in all the prime locations such as HOD cabins, corridors, classrooms, laboratories, departmental notice boards, etc, and the same is communicated to students, faculty members, and staff. CO's of the respective course are indicated in internal assessment question papers.

Syllabus: All courses of the curriculum have well-defined COs in the affiliated university syllabus. The hard copy of the syllabus is made available to every student.

Website: The syllabus of all programs offered by the institution is uploaded on the institutional website which includes the COs of various courses of the curriculum.

Course handout: Vision-Mission, PO's, PEOs, & PSOs of the various programmes offered by the institution along with COs of the courses of the curriculum are included in the course handouts of every program.

Library: Central library facility of the institution keeps all the PEOs, PSOs, POs, and COs of all programmes for easy access to students and faculty members through the syllabus books of various programs.

Lab Manual: All POs, PEOs, PSOs, and COs of specific lab courses are displayed in Laboratories, websites and lab manuals for the benefit of the students and the faculties at the beginning of every semester.

Course Files: Course files are prepared by the faculty members for every semester consisting of POs, PEOs, PSOs, COs and lesson plan, notes, PPTs, handouts, previous year university question papers, internal assessment question papers, assignment questions etc.

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:****COs attainment:**

The following procedure is adopted to measure the attainment of COs with respect to POs and PSOs:

Step 1: The course outcomes (COs) are made available in the syllabus prescribed by the University. Course experts may also describe COs depending on their expertise. The weightage for each CO depending upon its relevance to the subject of the course are prepared and attainment is carried out by considering Continuous Internal Evaluation (CIE) assessment marks, assignment marks, and course exit survey (Direct assessment, weightage given up to 80 %) and Semester End Examination (SEE) marks (Indirect assessment, weightage given upto 20 %) by a proper evaluating technique.

Step 2: An average of three Continuous Internal Evaluation (CIE) marks along with evaluated marks for assignments are considered for direct assessment of COs.

Step 3: Course Exit Surveys (CES) are developed by the faculty in accordance with the COs. The course exit surveys are taken at the end of each course before the commencement of the Semester End Examination (SEE) of the university by allocating five points rate scale. It is also considered a direct assessment tool.

Step 4: The attained COs are then mapped with POs which have been given weightage depending upon the respective COs. Weightage for the mapping of COs with POs is given in the rating scale of 3= Good, 2= Average, and 1= Poor.

Step 5: The attained COs are also mapped with PSOs which have been given weightage depending upon the respective COs. (Weightage is given in the rating scale of 3= Good, 2= Average, and 1= Poor). The graphs are plotted with respect to CO and PO, CO and PSO.

Step 6: The assessment and attainment process framed with COs which are in turn mapped with the POs and PSOs are used for the Assignments, and Laboratory works.

Step 7: Qualitative analysis is carried out on the attainment of the COs for a course by the course expert after the COs are computed with POs/PSOs. The observations, action taken / to be taken, and recommendations are reported by the course expert as part of the CO/PO/PSO analysis. By this analysis, the expert would analyze and help to bridge the gap and if required to incorporate content beyond the syllabus. This analysis includes finding the weak areas towards the attainment of POs/PSOs and a detailed plan of action of various events which help in the further attainment of the POs/PSOs.

Step 8: If the attained values of the assessment of COs with respect to POs and PSOs are below satisfactory level 3 then the course subject teacher/expert has to reframe the teaching process by including ICT tools, tutorial / special classes that will enhance the attainment. If the COs are attained with satisfactory level 3 then the teaching methods used by the subject teachers are meeting the requirements of the attainment for the specific course. The final attainment of the individual course will be evaluated by the HoDs.

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: 93.29

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
151	101	71	88	48

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
155	111	83	90	53

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: 3.65

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: 1.68

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
0.34	0.58	0.1	0.1	0.56

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:

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.

Institution has created an ecosystem for innovations, Indian Knowledge system, including awareness about IPR, start up, incubation and other initiatives for creation and transfer of knowledge / technology and the outcomes of the same are considerable. The below-mentioned Innovation ecosystem facilities are available in the campus.

1. Indian Knowledge System (IKS) Centre:

AIEMS has created center Indian Knowledge system. It is established to promote interdisciplinary

research on all aspects of IKS, preserve and disseminate IKS for further research and societal applications. It will actively engage for spreading the rich heritage of our country and traditional knowledge in the field of Arts and literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, Economics, etc.

Institute had organised the seven days “Jnana Saritha” , conference on Indian knowledge system in association with Kautilya International Foundation, SAKSHI and Indian Foundation for Vedic Science from 13th on 19th February,2023 with the Objectives and Outcomes to create awareness about Bharatiya Gyan Parampara, Bharatiya Lok parampara, Culture and traditions and to elucidate the objectives of NEP with effectiveness of Gurukul sanskrithi .

2. IPR & IPR cell:

AIEMS has well-structured R&D Policy, IPR Policy and Start-up Policy to encourage innovations among Students/Faculty Members. Guest lectures and expert talk by eminent people from reputed institutions and industry like Airbus solutions Bangalore, SocZen Technologies Bangalore etc. The final year projects are being published in various national and international journals, KSCST, VTUFAFSIP and “Shrithi”, a project exhibition conducted at BMSCE, Bangalore. AIEMS has a culture of skill lab in IOT. MoU’s signed with different companies to train our students.

3. Incubation centre & Innovation center / Idea lab:

AIEMS incubation centre enables students is get first-hand experience in entrepreneurship, to promote innovation driven activities at the institute and to provide comprehensive and integrated range of support including space, mentoring, training programs, networking and an array of other benefits.

We have seven star ups in incubation centre.

AIEMS has established Institution’s Innovation Council (IIC) as per the guidelines of Ministry of Education’s (MOE’s) Innovation Cell (MIC) in the year 2019-20. The initiative was to create a vibrant local innovation ecosystem, start-up supporting mechanism, establish function ecosystem.

AIEMS IIC is actively involved in organizing and conducting seminars, workshops, field Visits, project exhibitions, poster presentations, entrepreneurship boot camps and Idea competitions etc. AIEMS has motivated faculty for Innovation Ambassador (IA) training of 30 hours each at foundation and advances levels. AIEMS has awarded with single star rating during the 2022-22 year by MOE’s IIC.

4. Skill lab:

AIEMS offers several programs promoting skill development among its students in alignment with the National Skills Qualifications Framework (NSQF).

The institution has established skill development Centres of Excellence/ Laboratory in domains such as IOT, Robotics & Automation, Toyota Excellence Centre, 3D printing etc.

5. Research Centers:

AIEMS has five research centres in the following streams and they are established with well-equipped

labs.

- Electronics and Communication Engineering.
- Computer Science and Engineering
- Mechanical Engineering
- Civil Engineering
- Physics

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: 61

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
21	16	21	1	2

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: 0.55

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
5	6	15	6	10

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

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
3	1	1	1	2

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

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:

AIEMS endeavors to be involved in societal, Social connect and Responsibility, AICTE Activity and environmental awareness programs in the surrounding villages for sensitizing the students to social issues for their holistic developments.

These Programs are undertaken through our National Service Scheme (NSS) in association with engineering departments. We have a unit of NSS, Self-financed unit started in the year 2011.

These NSS Units undertake various Government initiatives like

- Swachh Bharat Abhiyan
- Voter Awareness campaign
- Environmental Day Celebration
- Blood donation camp
- Green plantation Programme
- Gender Issues
- Swachh Bharat Summer Internships
- Unnat Bharat Abhiyan (UBA)

- Road safety awareness program
- Unemployment of Rural graduates
- Empowering of Literacy in Rural areas
- Rural child education development system
- Causes and Consequences of Tobacco and Alcohol Consumption

Among Youth With the help of service minded NSS volunteers having technical knowledge, we try to enhance the capabilities of rural people with the technological solutions to their problems.

Outcome of implemented programs were remarkable. Extension activities of the NSS along with Governmental/NGO's are benefiting the villagers and students. Extension activity creates a healthy bond between college and the outside world. The College through various schemes has adopted and recognized villages in its vicinity to assist in the implementation of various schemes of central and state governments.

Institute has organized the seven days "Jnana Saritha" , conference on Indian knowledge system in association with Kautilya International Foundation, SAKSHI and Indian Foundation for Vedic Science from 13th on 19th February,2023 with the Objectives and Outcomes to create awareness about Bharatiya Gyan Parampara, Bharatiya Lok parampara, Culture and traditions and to elucidate the objectives of NEP with effectiveness of Gurukul sanskriti .The Panchamrit' of five points were discussed: Dharma,

Adhyatma and Sanskriti, Shiksha Vyavastha (Education System), Rajaniti - Netritva (Politics and Leadership), Arthaniti - Artha Vyavastha (Economic Policies and Economic System), Nyaya Vyavastha (Legal System) .The Dharmacharyas , Educationists, Political scientists , Economists , Scholars from Judicial System, Social Scientists, Senior Bureaucrats and technocrats , Vice-chancellors , Scholarly political personalities and Eminent Journalists were the Resource Persons participated and presented their view and thoughts

Some of the extension activities carried out by the students are:

1.Development and managing efficient garbage disposal system: Students actively work towards improving the waste management practices in their surroundings. This includes initiatives like promoting segregation of waste, recycling, and creating awareness about the importance of proper waste disposal.

2.Enhancing student enrolment in higher/technical/vocational education in villages: The focus here is to encourage students from rural areas to pursue higher education and technical or vocational training. Students organized counselling sessions, workshops, or awareness campaigns to highlight the benefits and opportunities available in these fields.

3.Swachh Bharat Abhiyan: Students participated in the nationwide cleanliness campaign initiated by the government. They engaged in activities such as cleaning public spaces, organizing awareness programs on cleanliness and hygiene, and promoting the proper use of sanitation facilities.

Outcomes- By engaging in these extension activities, students develops various professional characteristics such as teamwork, collaboration, leadership, and active participation in national initiatives and societal issues. These experiences contribute to their holistic development and enable them to make a positive impact on both themselves and society at large.

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:

Amruta Institute of Engineering and Management Sciences endeavors to be involved in extension activities like innovation, Entrepreneurship, Startup, incubation, Innovation Ambassador expert lecture

series for schools, societal and environmental awareness programs and Blood donation Camps in the campus. Different activities conducted over the timeline and the following awards and appreciations are received by AIEMS from government and government recognized organizations. AIEMS have established IIC cell and undertaken various activities prescribed by Innovation Cell, Ministry of Education, and Government of India to promote Innovation and Start-up in the campus. AIEMS being awarded with appreciation letter during 2021-22 and 2022-23 towards building the innovation and entrepreneurship culture development in campus under MOE's Innovation Cell. AIEMS faculty being awarded with appreciation letter during 2021-22 and 2022-23 towards building the innovation and entrepreneurship culture development in campus under MOE's Innovation Cell. Also received Appreciation letters from Jeevraksha Voluntary Blood Centre and Lions Blood Bank for organizing blood donation camps.

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: 33

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
19	5	2	4	3

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: 25

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:

- **Academic and Administration:** AIEMS spread over **14.35** acres with built-up area **29730.88** sqmts and each floor area 2783.20sqmts with sufficient space for academics, administration, sports facilities, hostels, central library, auditorium, training & placement cell, alumni cell and canteens.
- **Class rooms and laboratories:** The college has the required infrastructure and learning resources like classrooms, laboratory. The college has sufficient number (23) of ventilated, spacious class rooms for conducting theory classes each of area 80sqmts. Most of the UG and PG classrooms have ICT enabled classrooms with LCD Projectors. One class room with each department is enabled with Smart Board along with LCD Projectors. All the laboratories are equipped with modern and functional workspaces integrating the student needs of water, electricity and ICT needs
- **Library:** The Library and Information Centre is automated with Easy LIB and KOHA Software. The entire collection of library books and E-Books is updated in the Database and books are bar coded for easy circulation and tracking.
- **Wi-Fi Facility:** The campus is Wi-Fi enabled with 24/7 provided with internet facilities to the students and staff with 500 mbps bandwidth.
- **Sports, Yoga hall and Cultural activity:** The institution has a separate Cricket Ground, Badminton court, Table Tennis room and Yoga hall for sports and an Auditorium with seating capacity 280 no's for cultural activities.
- **Hostel facility:** Separate well furnished girls and boy's hostel with solar water heaters are provided. Girls Hostel having 75 rooms with capacity of 220 No's and Boys Hostel having 120 rooms with capacity of 360 No's. Gym facilities are provided in both Girl's and Boy's Hostel.
- **Canteen Facility:** Separate Canteen building with 200 seating capacity along with good hygienic food facilities are provided.
- **Other Facility:** The Institution is fitted with RO water purifier for drinking water purpose. Teaching and non teaching staff quarters along with Bank and ATM facilities. Guest House, Medical Consultation Room, Transport Facility, Security, Stationary shop, Laundry, Fire Hydrants, Extinguishers, Lightning Arrester, RO Water, Solar Water Heating, Generator, Vehicle Repair Station, Lift and Ramp Facility are well groomed to serve the Staff and students

Facility	Numbers						Total
	CV	ME	EC	CS	BS	MBA	

Class rooms	2	2	2	2	6	4	18	23
Smart Class	1	1	1	1	-	1	5	
Laboratories	8	11	4	6	2	-	31	

Sl No	Other Facility	Qty	Sl.No	Other Facility	Qty
1	Girls Common Room	1	12	Fire Hydrants	8
2	Lift Facility	4	13	Fire Extinguisher	30
3	Guest House	1	14	Solar water Heating	34
4	First Aid	1	15	Medical Consultation Room	1
5	Teaching Staff Quarters	32	16	Ramp Facility	1
6	Non Teaching Quarters	24	17	Transportation Facility	6
7	Bank	1	18	Security	8
8	Sewage Treatment Plant	1	19	Stationary Shop inside the campus	2
9	R O Water (500LPH & 250LPH)	2	20	Vehicle Repair Station	1
10	Lighting Arrester	6	21	Laundry Facility (Washing Machine)	4
11	Pooja Space	1			

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: 74.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
497.78	332.00	187.95	303.74	361.62

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:

Name of the ILMS software: Easy Lib and KOHA

Nature of automation : Fully

Year of automation: 2008 and 2023

Library Management System (LMS) allows for the tracking of books, journals, magazines, and other materials available, orders placed, bills paid, patrons (Staff and Students) who have borrowed the books from the library, and document searches on a variety of categories of books such as authors, titles, year of publications, publishers, and many. Library Management System (LMS) consists of a relational database, software to interact with the database.

The Library of the Institution symbolizes the importance of functioning in a thoroughly professional way taking into consideration the interests of all departments. The AIEMS Central library and Information has a variety of collections of books, National and International journals, and periodicals as per the AICTE and Visvesvaraya Technological University The Library Committee consists of the Principal as Chairperson aided by a Convener, senior faculty and the Librarian as Secretary of the Committee. The college has an excellent library facility with a **20454** books and **3040** titles. The usage of Library is recorded in a ledger for student and staff separately.

The Library is housed in the main academic block building of the College with 150 seating capacity for reading and conference purpose. The library is also attached as a digital library with 20 no. of systems for students to watch and download the course materials and a E Resource subscription of 9 no's.

3 No. of books are issued at a time to the students and staff periodically and 2 no. of extra books are issued for SC& ST toppers of the semester from each department.

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 is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services are being increased with internet bandwidth demand. The upgradation of computer systems is taken up on periodically. The printers and scanners are also upgraded with new additions to

the laboratories, office, library and departments. The college annually purchases/upgrades and replaces or adds a fleet of computers, hardware's, etc as per the requirements.

The institution currently possesses 500 Mbps of internet bandwidth and the entire campus is linked through Local Area Network (LAN) and upgraded according to the latest configurations and trends. The institute has a massive network of 314 computers with 500 Mbps internet connectivity and a Wi-Fi facility with public and private connectivity. A centralized firewall and switching LAN is available for the entire campus.

Newly launch DELL power edge (2U Rack Model) server with 2 X 16 GB memory and Network Fire wall from Net fox for 400 users has also installed IP phones of Grand Stream of 25 No's are using in the campus, IP-based CCTV cameras throughout the campus and hostels to maintain a safe and secure environment for the staff and students as well as ensure discipline. Biometric devices are installed to maintain the login and logout's of staff to ensure discipline.

To facilitate the Academic, Account, Administrative information the institution has Enterprise Resource Planning (ERP) software such as Tally and SARAL are being used and it is utilized to compile and enhance the academic and administrative processes of the institution to maintain, analyze and interpret the data. The library is also partially automated with Drill Bit plagiarism software with all systems provided.

The institution has a language laboratory to enable the students to improve their communication and writing skills. A digital library facility is provided for the students and faculty with Wi-Fi facilities.

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: 1.71

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

Response: 287

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: 24.55

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
153.74	92.75	67.23	118.89	123.07

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: 80.29

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
445	437	269	259	179

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: 38.2

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
376	195	35	30	120

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: A. All 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

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: 36.38

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
56	62	21	20	20

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
155	111	83	90	53

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

5.2.2

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

Response: 0.97

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
3	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 7

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
3	4	0	0	0

File Description	Document
Institutional data in the prescribed format	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: 12.2

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
17	9	6	16	13

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:

Amruta Institute of Engineering and Management Sciences has been established in the year 2008. The first batch of the students has been passed out in the year 2012. The Institute has a long way to go to have good qualitative and quantitative alumni to work effectively, get the benefits towards the Alma mater. However, the Institute has defined the objectives of alumni association formed the association and

carrying out activities of the association.

Objectives of the alumni association:

To serve as a forum to promote and foster relationships among the alumni, the present students, the staff and the management of AIEMS

To help the Institution, in its effort, to achieve its vision.

To arrange expert technical and motivational lectures by eminent alumni for the benefit of students.

To actively involve the alumni, in arranging campus recruitment programs at AIEMS.

To institute scholarships, prizes/medals, etc, for the deserving students of AIEMS.

To organize periodical alumni day celebration.

To contribute towards the improvement of department library, R&D and entrepreneurship with the help of alumni. Institute has registered the Alumni Association which comprises of President, Secretary, Treasurer, and members.

The committee organizes Alumni meet once in a year. The Alumni committee will be in touch with all alumni members through Phone, e-mail and other social media such as Facebook, WhatsApp, etc. All outgoing students of the college automatically become life members of the Alumni Association. Alumni participate in Alumni meet to interact with the Institution, department and present students and also furnish updated information with regard to their career progress, change of address, etc. Usually, Alumni meet is conducted every year. College Alumni association interacts with alumni who are in good positions in the corporate sectors to deliver technical talks, arrange for Field/Industry visits, etc., to improve the employability of students.

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:

Governance and leadership is in accordance with the norms of AICTE and VTU. The Governing Council (GC), principal, heads of various departments, IQAC and various committees work towards achieving the Vision of the Institute with effective governance and leadership.

The institute has framed the following vision and mission statements

A. Vision and Mission Statement:

VISION STATEMENT OF THE INSTITUTION

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

MISSION STATEMENTS OF THE INSTITUTION

- To redefine the engineering education to fulfil 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.

To achieve above, the institute is providing latest technical knowledge, analytical and practical skills, managerial competence and interactive abilities to students, so that their employability is enhanced. The institute's effort is towards providing a strong human resource base for catering to the changing needs of the Industry and Commerce and to inculcate a sense of brotherhood and national integrity.

B. Governance and Leadership:

Amruta Institute of Engineering and management science (AIEMS) is a proud member of BasaveshwaraVeerashaivaVidyavardhak Sangha (BVVS), Bagalkot. BVVS was established in 1906 by his Holiness Gurubasav Swamiji of Bilur, BVVS is now a leading educational organization running more than 160 institutes spread over across 4 districts.

Nature of Governance: BVVS is a registered association with Governing Council (GC) being the apex body. The GC delegates authority to the Principal who, in turn share it with the different functionaries.

Deans, Heads of Departments, Conveners of various committees and staff representatives are involved in decision-making process and play a vital role in determining the institutional policies and their implementation.

C. Perspective/Strategic Plan :

The institution has a Perspective/Strategic Plan for overall development in a systematic and phased manner. The following activities are being taken up to meet the vision of the Institute;

- Establish recognized center of excellence and incubation centres
- Provide state-of-the-art physical and digital infrastructure
- Collaboration with industry and higher learning institutes
- To design and implement the programs to enhance technical and soft skills of students

In accordance with our vision and mission, AIEMS has good infrastructure facilities with spacious classrooms, laboratories and digital infrastructure. The academic and extra-curricular activities are designed in line with NEP 2020.

D. Effective leadership is reflected in various institutional practices such as decentralization and participative management:

The management of the institute provides effective academic leadership to the faculty, by setting goals and involving them in participative decision-making process, not only to achieve the vision, mission and goals of the institute, but also in building the organizational culture. The Principal permits the Dean, HODs and staff members to participate freely in the academic activities and administrative programmes. IQAC Committee proposes various academic initiatives for quality enhancement and for improvement of Teaching-Learning process. The all the stakeholders are involved in policy framing and administration is decentralised at different levels

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:

A. Administrative set up:

The administrative structure of AIEMS has been defined in order to achieve operational effectiveness and efficiency. The Governing Council (GC) is the Institute's highest body, comprises of management representatives. Body: The governing body comprises a consortium of experts from industry and academia. This body holds meetings to carry out discussions on various issues concerning the growth of the college. The members of the body take major decisions like consideration and approval of strategic plans to accomplish the goals set by the institution.

The Institute has deployed an organogram with defined roles and responsibilities to implement decisions made at various levels. The organizational chart also includes the delegation of powers for various administrative positions such as principal, dean, department heads, and administrative officers.

The Internal Quality Assurance Cell which has all department heads as members, a management nominated representative as coordinator and student representatives as part of the committee. The committee formulates the policies and procedures for every department and institution as a whole and monitors the implementation of the same across the different departments.

B. Policies and Documents

Policies and documents define the orderly approach of an organization within a specific area of responsibility to ensure alignment and achievement of the institute with the strategic plans.

C. Deployment of institutional Strategic/ perspective/development plan:

The Institution has a perspective plan devised by the Principal in coordination with IQAC, and other stake holders. The institution aims at making the students competent global citizens. To actualize this, continuous improvement in the academics and support facilities for students has been implemented. It also focuses on the augmentation of infrastructural facilities for facing emerging challenges.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

1. Following are the welfare facilities available to teaching and non-teaching staff of the institution.

- Employee Provident Fund (EPF)
- ESI contribution for non-teaching staff with associated benefits
- Incentives for financial support for paper publications and attend conferences
- Financial support for research work
- Incentives for carrying consultancy work through college
- OD for attending Conference, Seminars, etc
- 20 Earned leaves every year for non-teaching staff
- Maternity Leave for Women Faculty
- Vacation leaves for teaching staff
- Group Insurance
- RO water , solar water heater for students and staff
- Transportation facility from Bangalore, Kanakapura, Bidadi and nearby locations
- College Canteen facilities provided on all days of week
- Bank and ATM facility within campus
- Staff Quarters / Residential facility for both teaching and non-teaching staff
- Guest room facility for parents and visitors

2. The institution has performance based appraisal system for the assessment of teaching and non teaching staff. The appraisal report is based on the annual performance of the employees on the basis of their academic, research and other extra- curricular activities.

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: 1.42

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
1	0	0	0	2

File Description	Document
Institutional data in the prescribed format	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: 62.21

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
39	33	42	51	49

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
24	21	28	30	29

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:

Amruta Institute of Engineering and Management Sciences (AIEMS) is a private Institution run by BVV sangha, Bagalkote. The main source of revenue for the college is through student fees and management funding. The management conducts internal & external financial audits regularly.

Mobilization of funds: AIEMS is a private un-aided, self-financing institute. The major sources of funds (as indicated in the below figure) are:

- Academic fees
- Additional funding sanctioned from various government/non-government funding agencies such as, AICTE, DST, VGST (Vision Group of Science and Technology), KSCST (Karnataka State Council for Science and Technology), VTU (Visvesvaraya Technological University) etc., for research and seminar proposals submitted by various departments.
- Additional funding sanctioned from BVV Sangha for collaborative R&D projects submitted by various departments.
- Funds received from the institutions/industries for consultancy work.

Utilization:

At the beginning of each financial year, department heads and coordinators of cells submit their departmental/Cell budgets. Budget is discussed in finance committee and formally approved in Governing Council meeting, based on priority and need. After financial resources have been allocated, department heads and coordinators are responsible for ensuring that the funds are utilized optimally for the intended purpose.

AIEMS utilizes the funds for the institutional development activities such as faculty development, student development, enhancing library resources, sports facilities, organizing co-curricular & extracurricular activities, cultural events, organizing training programs, infrastructure development etc.

Financial Audit:

Institute goes through two audit processes to maintain financial discipline, they are:

- Internal Audit
- External Audit

Internal Audit: Internal financial audit will be conducted by the members of accounts department and designated members.

External Audit: External financial audit will be done by the financial auditors identified by the BVV Sangha. Institute accounts section personnel coordinates with the auditor in the external auditing process. The financial audit report is submitted to the management and uploaded in website.

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:

The Internal Quality Assurance Cell which has all department heads as members, a management nominated representative as coordinator and student representatives as part of the committee. The

committee formulates the policies and procedures for every department and institution as a whole and monitors the implementation of the same across the different departments. Furthermore, the committee meets periodically to review and update the policies and procedures as per the requirements.

IQAC at AIEMS has the objective to undertake the following activities:

- Timely documentation and progressive performance of academic and administrative tasks
- Optimization and integration of contemporary methods of teaching-learning and evaluation
- Heightened level of clarity and focus in institutional functioning towards quality culture
- Integration and institutionalization of various activities to facilitate good practices

Planning for quality:

1. Communication of performance benchmarks for all departments: Every academic year, the department heads are communicated the benchmarks of performance which includes organizing workshops, guest lectures, faculty development programs, industrial visits, conferences, publications, industry- academia interactions, among others.

2. Department activity report: The Governing Council members meet once every two months to discuss about the functioning of the institution. In this meeting, Principal presents the report on each department which covers areas like Faculty academic progression, Publications, projects undertaken, extra-curricular and co-curricular activities, student achievements, result analysis and placements.

3. Self-Appraisal Report from faculty members:

Self-appraisal report is to be filled by the faculty members twice a year. The first one is for the period from January to June and the second one is for the period during July to December. The Performance Appraisal deals with the analysis of the self-appraisal submitted by the faculty members. The same is analysed, evaluated by department head, and relative scores are drawn. Areas of improvement are identified and discussed with the concerned faculty member.

4. Students' feedback of the courses and the evaluation of faculty:

The feedback forms are circulated to the respective departments at the end of every semester. The course feedback is used for mapping the course outcome. The faculty feedback is analysed and communicated to the respective faculty for development purpose.

5. Academic & Administrative Audit (AAA):

AAA of the departments is conducted once every year. The departments are assessed based on factors covering Department performance in reference to established benchmarks, Infrastructure and Learning Resources, Research, Consultancy and Extension activities, Innovative Practices and Placement & Progression. It is conducted by a team comprising of senior faculty members and headed by the Dean-Academics.

6. Regular meetings to discuss quality activities:

Meetings of IQAC are conducted once in each semester and special meetings are arranged on need basis.

7. Result Analysis: The departments are required to carry out the analysis of the examination results announced at the end of each semester and submit the same to Principal and IQAC for needful action and documentation.

8. Stakeholder involvement in quality initiatives: Students and alumni contribute to the effective functioning of the IQAC in following ways:

- Feedback by Students through the Class Committee Meetings.
- Online Feedback about the teaching-learning process for each course by Students.
- Feedback from the alumni collected during their visit to the campus or during their Alumni association meetings.

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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Specific Facilities Provided for Women

Our institute is committed to empower and provide support to women. In this regard we have implemented several initiatives to ensure their well-being and success.

1. Safety and security
2. Ladies Common room
3. Counselling
4. Day Care Centre for young children
5. Women Canteen
6. Women Health and Fitness center

1. Safety and security

Our institute has given top priority towards the safety of women. We have implemented comprehensive security measures, including CCTV surveillance in various regions in the campus. Bus facility and trained security personnel to create a safe environment for all the students.

2. Ladies Room:

Our institute gives top priority for providing a comfortable space for female students and staff. They are constantly provided with opportunities to socialize and engage in various activities conducted in the department level in our institution. In this regard, we have established a dedicated Ladies Room for staff and students in the campus. Ladies rooms are equipped with restroom, mirrors, cots and basic grooming essentials.

3. Counselling:

Our institute offers counseling services for girl students, providing them with much needed emotional

support, guidance and assistance in dealing with their personal and academic challenges. Our women empowerment cell provides all the girl students and staff ample amount of opportunities to have open discussions.

The women empowerment cell maintains a strict confidentiality, ensuring that the personal information is protected. In the session we provide the girl students with comfortable environment in which they can express their thoughts, emotions and concerns.

We have assigned mentors with students in department level to have a better academic guidance and provide emotional support to the girl students.

4. Day Care Centre for young children

Our institution understands the challenges faced by the staff who are parents. We understand that it will be challenging for the faculty to balance both the professional as well as parent responsibilities. In this regard our institution has established a dedicated day care centre in campus. This is providing a supportive environment that acknowledges the needs of the staff parents. Our institution constantly monitors and offers quality care for the children by which the parents can work and pursue their professional endeavours with peace of mind.

5. Women's Canteen: The Women's Canteen on campus is a dedicated space where female faculties and staff can enjoy nutritious meals in a comfortable environment. It offers a variety of healthy food options and a relaxing ambiance, promoting well-being and a sense of community among women on campus.

6. Women's Health and Fitness Centre: The Women's Health and Fitness Centre is designed to cater to the specific health and wellness needs of female faculties and staff. It provides access to workout equipment, fitness classes, and specialized programs aimed at promoting physical health, mental well-being, and work-life balance for women in the campus community.

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: A. All of the above

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

7.1.4

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

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

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and set communal harmony. Institute has conducted lectures in the villages for increasing their environmental and ethical awareness. Institute has also tested the quality of drinking water available in these villages. The extension activities are targeted towards enabling a holistic environment for student development. University has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation.

The AIEMS celebrates cultural and regional festivals like Youth Festival, Constitution Day, Voters day, Womens days etc. to teach tolerance and harmony to the students. The Gender Equality Policy focuses on equal access, opportunities, and rights for women and men. Policy for the Differently abled ensures that every single member of the department is aware of the care to be shown to the differently-abled people. By providing a barrier-free environment, needed facilities, and human and technological assistance, the department takes continuous efforts to make the differently-abled feel included in every part of the activity of the college. The department has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

AIEMS also organizes various cultural programs to celebrate the cultural diversity of India. Students from various regional and cultural backgrounds participate in such programs and present their regional or cultural folk songs and dances. These cultural events are organized at different levels- departments, hostels, and university- and on different occasions like Independence Day, Republic Day, Azad Day etc. Apart from the annual cultural event organized by the college, AEIMS SACC also conducts a week long cultural and sport event called Amrutotsava. To cater to the linguistic diversity, all student related competitions like Essay Writing, Elocution are conducted in three languages, kannada, Hindi, and English.

In AIEMS we undertaking various initiatives in the form of celebration of days of Eminent personalities National Festivals, NSS and other such activities to provide for an inclusive environment by bringing students and teachers with diverse background on single platform for creating inclusive environment ,These functions help in developing tolerance harmony towards culture ,region and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics is made mandatory to all U.G students across disciplines. Convocation ceremony is conducted every year, where the convocation address is delivered to inspire and motivate the students for future journey. Two important national festivals, Republic Day and Independent Day are celebrated every year in our College Compus. All teaching , non teaching staff and students participate for the cause of nation. The inspiring speeches are conducted.

Sl. No.	Name of the event	Date
1	Ganesha Chaturti	13-09-2018
2	Gandhi Jayanthi	05-10-2018
3	Republic day celebration	26-01-2019
4	International Yoga day celebration	21-06-2019

5	Ganesha Chaturti	02-09-2019
6	National voters day	25-01-2021
7	Ambedkar Jayanthi	15-04-2021
8	Ganesha Chaturti	10-09-2021
9	International Yoga day celebration	21-06-2022
10	Ganesha Chaturti	31-08-2022
11	Valmiki Jayanthi celebration	09-10-2022
12	Republic day celebration	26-01-2023
13	Ambedkar Jayanthi	13-04-2023
14	International Yoga day celebration	21-06-2023

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Title of the Practice: Evening Prep Classes

Duration 2021 - Present

Year of Inception: 2021

Status: Ongoing

Objectives of the Practice:

- To assist students in understanding and learning subjects with more interaction with the subject faculty.
- To help students achieve their personal academic goals by preparing them for extra opportunities for a better understanding of the subjects.

- To help students become independent learners.
- To provide guidance towards a suitable and pertinent artistic path adapted to the needs and abilities of each student.
- To provide assistance to improve the grades of the students.
- To train the students in understanding with experiential learning and a practical approach.
- To enhance the skills of the students to apply their knowledge to face and resolve real-time challenges.

Context:

1. Skills and talent are the driving forces of economic growth and social development in the country.
2. In today's global scenario, it is crucial for learners of any institute to acquire extra knowledge beyond the regular course of study as prescribed in the curriculum.
3. All students need to enhance their knowledge to not only be part of the race but to win it.
4. In this process of enhancement, students need to acquire various types of knowledge and techniques to deal with day-to-day life challenges and get ready for the industry.
5. Hence, to provide students with the stepping stone, AIEMS decided to start Evening Prep Classes to enhance students' skills and knowledge, making them industry-ready.

Practice:

1. All departments of the college have designed various skill development courses to bridge the gap between the curriculum and the requirements of the industry and corporate sectors, providing extra knowledge to the students.
2. Apart from that, every department designates a faculty member to engage in doubt-clearing sessions for the students once a week.
3. These sessions are organized in accordance with the college's vision and mission, along with harmonization with students' objectives of the department.
4. These structured sessions aim for active student participation at every level, allowing students to learn through real-time situations.
5. Guidelines issued by the Principal regarding such sessions are planned and executed at the college level.
6. An organizing committee of teachers works under the able guidance of the Principal.
7. Various types of sessions such as Quizzes, Essay Writing, Elocution, Aptitude Tests, Innovative Concept Presentations, etc., are conducted.

8. Students are well-informed in advance about the format, conduct, and assessment methodologies during the sessions.

9. Students are appreciated, and winners are felicitated with certificates.

Evidence of Success:

1. All records in the form of application letters duly signed by the Principal for permission, program notices, participant attendance records, and photographs are maintained.

2. There is an increase in student performance in both internal and external examinations.

3. There is an increase in the number of students placed in various industries and corporates.

4. Considerable knowledge and skill upgradation are seen in participating students.

Problems Encountered and Resources Required:

1. Restructuring of formats to keep pace with innovations and creativity.

2. Maintenance of standards and levels.

3. Motivation of teaching staff and students.

Best Practice 2:

Title of the Practice: Project-Based Learning in First Year

Duration: 2022 - Present

Year of Inception: 2022

Status: Ongoing

Objectives of the Practice:

- To apply the knowledge gained in the first year of engineering through a practical project experience.
- To provide first-year students with hands-on project experience guided by faculty members.
- To enhance collaboration and teamwork skills by working in student groups of 5 to 10 members.
- To develop problem-solving, critical thinking, and innovation skills among first-year students.
- To facilitate a practical application of theoretical concepts learned in the classroom.

Context:

1. Practical application of theoretical knowledge plays a vital role in the learning process.
2. Project-based learning enhances student engagement and fosters practical skills development.
3. Collaboration and teamwork are essential skills required in the professional world.
4. Providing real-world project opportunities to first-year students nurtures a problem-solving mindset early in their academic journey.

Practice:

1. By the end of the first year, first-year students will undertake a project that applies the knowledge acquired during their engineering course.
2. The projects will be guided by faculty members to ensure proper mentorship and supervision.
3. Students will work in groups consisting of 5 to 10 members to encourage collaboration and diverse perspectives.
4. The project-based learning approach will focus on hands-on application, problem-solving, and practical implementation of engineering concepts.
5. Regular checkpoints and feedback sessions will be conducted to monitor the progress of the projects and provide necessary guidance.
6. Emphasis will be placed on cultivating innovation, critical thinking, and communication skills through the project work.
7. The projects will culminate in a final presentation or demonstration to showcase the students' learning outcomes.

Evidence of Success:

1. Documentation of project outcomes, including project reports, presentations, and evaluations.
2. Improvement in students' practical skills, problem-solving abilities, and teamwork dynamics.
3. Enhanced understanding and application of theoretical concepts demonstrated through the project work.
4. Positive feedback from students, faculty, and external evaluators on the effectiveness of project-based learning in the first year.

Problems Encountered and Resources Required:

1. Allocation of resources for project materials, equipment, and facilities.
2. Ensuring adequate faculty support and mentorship for guiding student projects.

3. Promoting active student participation and engagement throughout the project duration.
4. Ensuring that every student understands and adopts the problem-solving mindset during their first year is challenging.

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:

Overall Development of Students at Amruta Institute of Engineering and Management Sciences (AIEMS)

Amruta Institute of Engineering and Management Sciences (AIEMS) stands out for its unwavering commitment to nurturing well-rounded individuals who excel not only academically but also in various aspects of life. The institution places significant emphasis on the holistic development of its students, ensuring they are equipped with the skills, knowledge, and values necessary to succeed in today's dynamic world.

AIEMS Clubs:

The institution boasts a vibrant array of circular and co-curricular clubs that cater to the diverse interests and passions of students. These clubs serve as platforms for students to explore their talents, interests, and hobbies beyond the confines of the classroom. Whether it's technical, cultural, sports, or social initiatives, AIEMS provides ample opportunities for students to engage, collaborate, and lead, thus fostering their overall growth and development.

Student Mentoring:

At AIEMS, the student-mentor relationship is paramount. Through a structured mentoring program, every student is paired with a dedicated mentor who provides guidance, support, and encouragement throughout their academic journey. Mentors not only assist students in navigating academic challenges but also offer invaluable advice on personal and professional development, helping them build confidence, resilience, and self-awareness.

Infrastructure:

AIEMS boasts state-of-the-art infrastructure that caters to the holistic development of students. From modern sports facilities to high-speed internet connectivity, the institution ensures that students have access to resources that promote physical well-being, social engagement, and technological proficiency. The well-equipped sports complex encourages students to participate in various sports and fitness activities, fostering teamwork, leadership, and a healthy lifestyle. Recognizing the importance of physical fitness in maintaining a healthy lifestyle, AIEMS offers dedicated gym facilities for both boys and girls on campus. These state-of-the-art gyms are equipped with a variety of exercise equipment, including cardio machines, strength training apparatus, and free weights, to cater to the fitness needs and preferences of all students. Under the guidance of trained fitness instructors, students have the opportunity to engage in regular workouts, personalized training sessions, and group fitness classes, fostering a culture of health and wellness within the college community.

Rural Serving:

AIEMS is deeply committed to serving the rural community by providing equitable access to quality education. Through targeted admission initiatives and outreach programs, the institution actively recruits students from rural areas, empowering them with education and opportunities for personal and professional growth. By bridging the urban-rural divide, AIEMS enriches its student body with diverse perspectives and experiences, fostering inclusivity and social cohesion.

Toyota Excellence Center and Bosch Training:

AIEMS has established strategic partnerships with industry leaders such as Toyota and Bosch to enhance students' practical skills and employability. The Toyota Excellence Center and Bosch Training programs offer hands-on training, industry exposure, and certification opportunities, enabling students to stay abreast of the latest technological advancements and industry trends. By integrating industry-relevant training into the curriculum, AIEMS ensures that graduates are well-prepared to meet the demands of the ever-evolving job market.

The majority of the students at AIEMS are first-generation learners who are quite weak in their studies. To address this, the institution aims to provide the best possible resources for its students, making them industry-ready and enabling them to score good marks in engineering. By providing facilities such as AIEMS Clubs, Student Mentoring, Infrastructure, Rural Serving, and Toyota Excellence Center and Bosch Training, the institution strives to empower its students to overcome their challenges and achieve academic excellence.

In conclusion, Amruta Institute of Engineering and Management Sciences (AIEMS) stands as a beacon of excellence in fostering the overall development of its students. Through a holistic approach encompassing academic rigour, extracurricular engagement, mentorship, infrastructure support, rural outreach, and industry collaboration, AIEMS empowers students to emerge as confident, competent, and socially responsible individuals poised to make a positive impact in the world.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Amruta Institute of Engineering and Management Sciences was established in 2008, Basaveshwar Veerashaiva Vidyavardhak Sangha (BVVS), Bagalkote. Since then major infrastructure development works have been taken up.

Basaveshwar Veerashaiva Vidyavardhak Sangha was established in 1906 by H.H. Shri Bilur Gurubasava Mahaswamiji joining with the local merchants, Though the B.V.V.Sangha could start only with a Pathasala, a Library and a Free boarding it could reach the Zenith of progress of starting and running a number of Educational Institutions at Bagalkot and in the neighbouring districts during the past hundred years. At present 168 institutes are functioning under the umbrella of BVV Sangha.

To cater to the needs of the people in Education, different Primary, Secondary, Higher Schools, Liberal Institutions like Arts, Science, Commerce and Training Colleges like B.Ed. and D.Ed. Professional Institution like Engineering, Business and Administration and Health Science Institutions like- Medical, Dental, Ayurved, Pharmacy Nursing, Homeopathic and Physiotherapy Colleges were started. The Management headed by Dr. Veeranna Charantimath as the Chairman of B.V.V.Sangha has been struggling hard to develop these colleges including the Medical and Dental Colleges into standard ones.

At present the Sangha in running **168 Institutions** in Bagalkote, Belagavi, Bengaluru, Sangli districts, in rural and Urban areas. There are more than 51000 students studying in these Schools and Colleges. There are more than 7000 staff and out of them 3631 are Teaching and remaining are non teaching staff.

Hostels & Hospitals: To house and accommodate the students there are in all 26 Hostels for Gents and Ladies separately. There are separate Governing Councils administering these Institutions. All kinds of Sports facilities have been provided. Libraries are well equipped with valuable books, periodicals and journals. Our four Hospitals- Dental, Medical, Ayurvedic and Homeopathic have been furnished well to provide Medical aids to students when needed. Hence the students of our Institutions are happy and healthy without any problem of health, boarding and lodging.

The Institute is the only academic members of Bidadi Industrial Association and in close proximity of Harohalli industrial area. The campus is going to be connected in next 2 years with peripheral ring road and Namma Metro rail network of Bengaluru and hence has a lot of scope for future development. It is a multi-institutional campus with school, polytechnic and Pre-university colleges which caters the needs for local community surrounded by.

Concluding Remarks :

Amruta Institute of Engineering and Management Sciences, being a member of the largest educational society of Karnataka always strive for quality education and work towards sustainable growth. The Governing Council of the institute has derived the policies in consultation with the Board of Governors of the BVV Sangha for effective administration and to enhance the quality of education. The Institute follows the guidelines given by

AICTE and VTU for regular teaching learning process and provide the facilities to the students and staff as per the statutory requirements of the affiliating bodies. The Governing council has the members from various backgrounds like engineers, industry representatives, business, academics etc. who effectively involve in decision making. The Governing council meets once in every 2 months to review the reports on budget, curricular activities, extra-curricular activities and other developments in the campus.

The administrative body has never compromised with respect to providing the necessary infrastructure for teaching learning process and other facilities. The BVV Sangha conducts financial audit of the institute every year by the internal and external chartered accountant. The Sangha also conducts academic and administrative audit of all the institutes under its umbrella. The building construction and maintenance activities are taken care by separate building committee of the Sangha headed by building committee chairman. Transport facilities is also taken care by the transport committee of BVV Sangha.

The principal is assisted by the following members in various administrative and academic activities;

1. Dean-academics – Take care the academic activities
2. Co-ordinator IQAC – Quality initiatives and monitor other quality parameters.
3. Head of the department - The department administration.
4. Director placement – Training and placement activities
5. Admission cell – Promotion and admission activities
6. Examination coordinator – Conduct of examinations
7. The administrative officer – The accounts and office administration
8. Estate officer – The campus management and house keeping
9. System admin – Network and computers management
10. Librarian – Library management
11. Wardens – Hostel and mess management
12. Transport In charge - Vehicle management

IQAC is responsible for the internal quality assurance. Various committees are functional which take of administrative, curricular and extra-curricular activities. Various stakeholders of the institutes effectively take part in functioning of these committees.

The institute has dedicated server and ERP software which helps in e-governance and helps in smooth function of various activities at the institute level. The following modules are functional with the existing ERP system in the institute.

Following are ERP Modules –

1. Admission Module
2. Academic Module
3. Office Module
4. Staff and student portal
5. Proctoring Module
6. Online survey and feedback Module
7. Staff information Module
8. Library Module
9. Accounts Module

Overall the administration and academic activities are decentralised at various stages for smooth and effective functioning.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>757</td> <td>298</td> <td>116</td> <td>153</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>492</td> <td>298</td> <td>116</td> <td>153</td> <td>43</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	757	298	116	153	43	2022-23	2021-22	2020-21	2019-20	2018-19	492	298	116	153	43
2022-23	2021-22	2020-21	2019-20	2018-19																	
757	298	116	153	43																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
492	298	116	153	43																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 411 Answer after DVV Verification: 265</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>179</td> <td>104</td> <td>38</td> <td>154</td> <td>151</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>175</td> <td>94</td> <td>33</td> <td>147</td> <td>142</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	179	104	38	154	151	2022-23	2021-22	2020-21	2019-20	2018-19	175	94	33	147	142
2022-23	2021-22	2020-21	2019-20	2018-19																	
179	104	38	154	151																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
175	94	33	147	142																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158	90	30	120	135

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	70	29	95	88

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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)**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.38	0.58	0.1	0.1	0.56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.34	0.58	0.1	0.1	0.56

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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
5	7	15	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	15	6	10

Remark : DVV has rechecked and made changes accordingly.

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
3	1	26	1	20

Answer After DVV Verification :

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

Remark : DVV has rechecked and considered only ISBN numbers and made changes accordingly.

3.4.3	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>9</td> <td>2</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>5</td> <td>2</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Remark : DVV has rechecked and made changes accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	29	9	2	4	3	2022-23	2021-22	2020-21	2019-20	2018-19	19	5	2	4	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	9	2	4	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	5	2	4	3																	
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>381</td> <td>195</td> <td>30</td> <td>103</td> <td>52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>376</td> <td>195</td> <td>35</td> <td>30</td> <td>120</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded/upgraded.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	381	195	30	103	52	2022-23	2021-22	2020-21	2019-20	2018-19	376	195	35	30	120
2022-23	2021-22	2020-21	2019-20	2018-19																	
381	195	30	103	52																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
376	195	35	30	120																	
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1877 1046 2011"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>72</td> <td>22</td> <td>30</td> <td>21</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	63	72	22	30	21										
2022-23	2021-22	2020-21	2019-20	2018-19																	
63	72	22	30	21																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	62	21	20	20

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
155	120	90	94	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155	111	83	90	53

Remark : DVV has rechecked made changes accordingly.

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
0	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.

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
73	32	12	56	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	9	6	16	13

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate activities and the activities which on closer dates.

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
40	33	42	51	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	33	42	51	49

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
35	28	35	35	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	21	28	30	29

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>497</td> <td>403</td> <td>382</td> <td>396</td> <td>319</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	497	403	382	396	319
2022-23	2021-22	2020-21	2019-20	2018-19							
497	403	382	396	319							

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
492	401	380	393	313

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

Answer before DVV Verification : 82

Answer after DVV Verification : 77

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	52	41	40	42

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	42	49	44	37