



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

Shri Balasaheb Mane Shikshan
Prasarak Mandal's Ashokaro Mane
Group of Institutions

- Name of the Head of the institution Prof. Dr. A. V. Deshmukh
- Designation Director
- Does the institution function from its own campus? Yes
- Phone no./Alternate phone no. 02302407740
- Mobile No: 7972882808
- Registered e-mail director@amgoi.edu.in
- Alternate e-mail pbg@amgoi.edu.in
- Address NH-4 VATHAR TARF VADGAON, TALUKA-HATKANANGLE
- City/Town KOLHAPUR
- State/UT MAHARASHTRA
- Pin Code 416112

2.Institutional status

- Affiliated / Constitution Colleges AFFILIATED
- Type of Institution Co-education
- Location Rural

- Financial Status **Self-financing**
- Name of the Affiliating University **Dr. BABASAHEB AMBEDKAR
TECHNOLOGICAL UNIVERSITY &
SHIVAJI UNIVERSITY KOLHAPUR**
- Name of the IQAC Coordinator **PROF. R. S. PATIL**
- Phone No. **02302407740**
- Alternate phone No. **02302407760**
- Mobile **9049718724**
- IQAC e-mail address **patilrajendra@amgoi.edu.in**
- Alternate e-mail address **rajenspatil2011@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

<http://www.amgoi.org/uploads/academics/AQAR-2021-22-Uploaded.pdf>

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<http://www.amgoi.org/uploads/download/Academic%20Calendar%20Odd%20Semester%202022%20-%2023.jpeg>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.08	2015	01/05/2015	30/04/2020
Cycle 2	B+	2.61	2024	17/01/2024	16/01/2029

6. Date of Establishment of IQAC

02/01/2013

7. Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
-	-	-	-	-

8. Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC [View File](#)

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No

- If yes, mention the amount

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

The IQAC has compiled the documents and evidence for Cycle-2 of NAAC Accreditation during the year. Additionally, the IQAC has conducted an academic audit with external experts for the academic year 2022-2023.

All departments are encouraged to conduct seminars, workshops, conferences, and other related events throughout the academic year (2022-2023). As a result, numerous seminars have been conducted.

All staff members are encouraged to attend seminars, workshops, conferences, and other related events. Consequently, faculty members participated in state-level and national-level workshops, conferences, and seminars during the academic year. As a result of this encouragement, papers authored by the faculty were published in various journals during the academic year 2022-2023.

The IQAC has organized training on soft skills and professional courses, resulting in an increase in student placement in various companies.

Students are encouraged to pursue higher studies, resulting in their admission to affiliated Institutes for postgraduate courses.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards

Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
At the beginning of this academic year, the IQAC took steps to encourage and motivate students from every department to actively participate in student seminars, workshops, debates, quizzes, cultural competitions, and online certification courses, both within our Institute campus and in other Institutes.	Various approaches by teachers motivated many students, resulting in 620 students completing add-on/value-added programs, 1148 students completing projects/internships and field training, and 1112 students benefiting from guidance for competitive examinations and career counseling. These achievements empowered students to break through barriers and move forward.
The IQAC and Institute authorities have decided to provide guidance to students in core engineering and IT.	More than 280 students have been placed in the core engineering and IT sectors as a result of this initiative.
At the start of the year, the IQAC encouraged faculty members to publish research papers in journals listed on UGC Care.	As a result of this encouragement, faculty members have published 22 research papers through UGC/SCI/WOS and 33 research papers in other journals.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
http://www.amgoi.org/committees/	01/09/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Shri Balasaheb Mane Shikshan Prasarak Mandal's Ashokaro Mane Group of Institutions
• Name of the Head of the institution	Prof. Dr. A. V. Deshmukh
• Designation	Director
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	02302407740
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• Registered e-mail	director@amgoi.edu.in
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• Address	NH-4 VATHAR TARF VADGAON, TALUKA- HATKANANGLE
• City/Town	KOLHAPUR
• State/UT	MAHARASHTRA
• Pin Code	416112
2.Institutional status	
• Affiliated / Constitution Colleges	AFFILIATED
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	Dr. BABASAHEB AMBEDKAR TECHNOLOGICAL UNIVERSITY &

		SHIVAJI UNIVERSITY KOLHAPUR			
• Name of the IQAC Coordinator		PROF. R. S. PATIL			
• Phone No.		02302407740			
• Alternate phone No.		02302407760			
• Mobile		9049718724			
• IQAC e-mail address		patilrajendra@amgoi.edu.in			
• Alternate e-mail address		rajenspatil2011@gmail.com			
3.Website address (Web link of the AQAR (Previous Academic Year))		http://www.amgoi.org/uploads/academics/AOAR-2021-22-Uploaded.pdf			
4.Whether Academic Calendar prepared during the year?		Yes			
• if yes, whether it is uploaded in the Institutional website Web link:		http://www.amgoi.org/uploads/download/Academic%20Calendar%20Odd%20Semester%202022%20-%202023.jpeg			
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6.Date of Establishment of IQAC			02/01/2013		
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Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
-	-	-	-	-	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
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Plan of Action	Achievements/Outcomes
<p>At the beginning of this academic year, the IQAC took steps to encourage and motivate students from every department to actively participate in student seminars, workshops, debates, quizzes, cultural competitions, and online certification courses, both within our Institute campus and in other Institutes.</p>	<p>Various approaches by teachers motivated many students, resulting in 620 students completing add-on/value-added programs, 1148 students completing projects/internships and field training, and 1112 students benefiting from guidance for competitive examinations and career counseling. These achievements empowered students to break through barriers and move forward.</p>
<p>The IQAC and Institute authorities have decided to provide guidance to students in core engineering and IT.</p>	<p>More than 280 students have been placed in the core engineering and IT sectors as a result of this initiative.</p>
<p>At the start of the year, the IQAC encouraged faculty members to publish research papers in journals listed on UGC Care.</p>	<p>As a result of this encouragement, faculty members have published 22 research papers through UGC/SCI/WOS and 33 research papers in other journals.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	
<p>Name</p>	<p>Date of meeting(s)</p>
<p>http://www.amgoi.org/committees/</p>	<p>01/09/2022</p>
<p>14. Whether institutional data submitted to AISHE</p>	
<p>Year</p>	<p>Date of Submission</p>
<p>2021-2022</p>	<p>16/01/2023</p>
<p>15. Multidisciplinary / interdisciplinary</p>	

The Institute promotes an interdisciplinary approach to learning, aiming to broaden students' horizons of knowledge. This objective is facilitated through various clubs established within the Institute:

(i) AMGOI Clubs: The Institute houses several clubs such as the Programming Club, 3D Max Design Club, Electronics Club, and Energy Club, as well as the Ready Engineer Program, all designed to foster interdisciplinary learning. These clubs operate effectively within the Institute, with students actively participating and gaining insights into diverse disciplines, thus ensuring an interdisciplinary mode of study.

(ii) Add-on Courses: Faculty members offer a range of add-on courses, many of which embrace an interdisciplinary approach. For instance, courses like Soft Skills and Communicative English, Professional Etiquettes and Soft Skills, and Conversational English for Career, conducted by the Literary Club, cater to students across various departments, fostering interdisciplinary learning.

(iii) Capacity Building Programmes: The Institute organizes several soft skill programmes aimed at enhancing students' capacity building across domains such as computing, language proficiency, personality development, and health awareness, including yoga. These programmes are inherently interdisciplinary in nature. The Institute is poised to offer more interdisciplinary programmes in line with the academic flexibility envisioned by the implementation of NEP-2020.

(iv) The Institute has conducted School Connect Campaign aimed at raising awareness about multidisciplinary courses under the NEP-2020 among nearby schools and colleges.

16.Academic bank of credits (ABC):

The Academic Bank of Credits constitutes a vital component of the National Education Policy. The Institute is affiliated with Dr. Babasaheb Ambedkar Technological University, Lonere, adheres to the University's prescribed curriculum.

Efforts pertaining to the implementation of the Academic Bank of Credits include:

1. Institutional registration for the Academic Bank of Credits has been completed.

2. Electronic distribution of customized notices among students for their registration with the Academic Bank of Credits has commenced, with the registration process already underway.

3. Printed copies of customized notices have been disseminated to individual departments for posting on departmental notice boards and circulation among students.

4. Tracking of student registrations is being facilitated through the NAD portal.

These steps signify the Institute's commitment to integrating the Academic Bank of Credits into its academic framework, ensuring compliance with the mandates of the National Education Policy.

17.Skill development:

The Institute prioritizes skill development sessions and programs as crucial measures for capacity building. These sessions encompass training in various disciplines, including soft skills, life skills, ICT skills, language proficiency, competitive training, and entrepreneurship. These programs are mandated by the management and are conducted across all departments, with the overarching vision of benefiting the entire student community.

Courses such as Employability and Skill Development are integrated into the curriculum to enhance students' employability skills. This includes proficiency in quantitative aptitude, verbal ability, critical reasoning, interpersonal skills, teamwork, experiential learning, analytical reasoning, data interpretation, emotional intelligence, and leadership/management skills.

Looking ahead, the Institute aims to introduce additional skill development programs to further enrich students' capabilities.

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

The institute is committed to the ongoing effort of integrating the Indian knowledge system into its teaching-learning process. This initiative is consistently upheld through various means:

During the annual cultural festival, which spans two days, the first day is exclusively dedicated to showcasing Indian contemporary and classical programs. Additionally, teachers not only conduct classroom sessions in English but also ensure to

address students' queries in vernacular languages.

Furthermore, the campus celebrates diverse religious festivals such as Dahi Handi, Dandiya Utsav, Diwali, Christmas, Eid, Mahavir Jayanti, Buddha Purnima, and Holi, fostering active participation from both faculty and students.

Throughout the year, a plenty of events including Yoga Day, Youth Day, Children's Day, and Teacher's Day are organized to actively promote Indian culture among students.

These concerted efforts underscore the Institute's commitment to preserving and promoting the rich heritage and cultural diversity of India within its academic environment.

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

Outcome-Based Education (OBE) is a comprehensive assessment framework that operates across three distinct levels: Course Outcome (CO), Programme Specific Outcome (PSO), and Programme Outcome (PO). At its core, OBE underscores a student-centric approach to teaching and learning, wherein the course curriculum is meticulously structured to yield tangible outcomes.

These outcomes serve as benchmarks against which the attainment of desired goals, aims, and objectives is evaluated. To ensure transparency and accountability, the outcomes for all programs have been meticulously mapped and published on the Institute website. This practice will be consistently upheld for all future batches across all programs.

Moreover, the institution's proactive adoption of OBE within its current academic framework exemplifies its commitment to preparing for the implementation of the National Education Policy (NEP-2020). By aligning educational practices with the principles of OBE, the college aims to foster an environment conducive to holistic student development and academic excellence, laying a solid foundation for the forthcoming changes mandated by the NEP-2020.

20.Distance education/online education:

The institute is exploring the possibility of introducing online/distance degree and diploma programs in the near future. Through the college's digital library, students can access lectures delivered by IIT professors and distinguished industry professionals via platforms like NPTEL, Additionally, students

have access to a diverse array of e-journals, including Delnet, to enrich their studies.

Innovatively, faculty members supplement traditional classroom sessions with YouTube lectures to promote blended learning.

The college actively advocates for students' enrollment in online certificate courses available through SWAYAM-NPTEL..

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	513
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File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	1721
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File Description	Documents
Data Template	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1077
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File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	338
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File Description	Documents
Data Template	View File

3.Academic

3.1	109
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	109
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	37
Total number of Classrooms and Seminar halls	

4.2	367.5499
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	613
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The institution is dedicated to effective curriculum delivery and documentation, adopting Outcome-Based Education (OBE) as its guiding framework. Program Outcomes (POs) and Program-Specific Outcomes (PSOs) are meticulously formulated and widely disseminated through department notice boards, display boards,

laboratory manuals, course files, and the institution's website.

Aligned with the academic calendars of Shivaji University Kolhapur and DBATU, Lonere, the institution and its departments meticulously plan the academic year. This includes scheduling the commencement of sessions, semester durations, internal tests, and significant events such as technical workshops, seminars, guest lectures, industrial visits, and symposiums.

Curriculum delivery is strategically designed to achieve Course Outcomes (COs), POs, and PSOs, fostering a supportive and productive learning environment. Faculty members proactively develop teaching plans, incorporating diverse methods such as PowerPoint presentations, virtual laboratories, and multimedia resources for both theory and laboratory courses. Special attention is given to the needs of both fast and slow learners, ensuring an inclusive educational experience.

The institution emphasizes a mentoring system, with faculty members monitoring and encouraging the holistic development of assigned mentees. Integration of new technologies and skills is facilitated through expert lectures, technical workshops, and programs aligned with the curriculum. Expert talks by industry professionals, industrial visits, soft skills training, and add-on programs are strategically planned for the comprehensive development of students.

Co-curricular activities, including technical paper presentations, project competitions, and quizzes, are organized to enhance technical, leadership, and team-building skills among students.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	http://www.amgoi.org/uploads/academics/IQA R%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%202022-23%2014%20May/Academic%20Calendar-(2022-23)-ODD-EVEN.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Assignments, class tests, question-and-answer sessions, and

quizzes are utilized to evaluate learning outcomes. Continuous assessment is carried out through laboratory work performance and assignments. The faculty members maintain records of the teaching plan, syllabus coverage, theory-practical attendance, and test results for evaluation purposes.

The central examination cell updates examination-related guidelines and notifications received from Shivaji University and DBATU to all departments. It provides a scribe as per Shivaji University and DBATU norms and maintains records accordingly.

The cell is responsible for completing examination forms for students and effectively managing examination stationery and related inventory. It conducts end-of-semester examinations at the institute level, while department examination cells handle internal examinations at the department level. The department examination cell conducts result analysis and maintains records, providing the analysis to the director for review and further action.

The Director, Deans of the Institute, and all Heads of Departments monitor activities to ensure adherence to the academic calendar.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	http://www.amgoi.org/uploads/academics/IQA R%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/1-1-2%20%20Academic%20Calender%20Adherence%20Odd%2022-23.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	B. Any 3 of the above
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File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

5

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

14

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

899

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

899

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The institute proudly affiliates with DBATU, Lonere, and Shivaji University Kolhapur, renowned for their educational excellence. This affiliation ensures a well-structured syllabus covering diverse subjects like human rights, law, and constitutional principles. Students engage in courses such as "Universal Declaration of Human Rights" and "Constitution and Law," fostering deep comprehension of human values and rights, particularly for individuals with disabilities.

In addition to the human rights curriculum, the institute prioritizes communication and employability skills. Subjects like "communication skills" and "employability and skill development" enhance English proficiency, self-management, time management, computing, and interpersonal skills. The institute organizes regular training programs on soft skill development and communication, ensuring holistic student development.

Recognizing the importance of energy and the environment, the curriculum includes "Energy and Environment Engineering." The institute actively promotes environmental sustainability through programs on energy literacy, plastic bans, waste management, and practical demonstrations of eco-friendly practices on its green campus. A solar energy system underscores the practical benefits of renewable energy.

To address gender inequality, the institute organizes programs to raise awareness and empower women, including health camps and celebrations for International Women's Day. In summary, the institute's affiliation guarantees a comprehensive syllabus, and its proactive initiatives instill values of equality, sustainability, and practical learning, empowering students to be responsible global citizens. This multifaceted approach aligns

with the institute's commitment to holistic education and societal impact

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

17

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1075

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System	
1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File
1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
File Description	Documents
Upload any additional information	View File
URL for feedback report	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/1-4%20Feedback%20_2022-23.pdf
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment Number Number of students admitted during the year	
2.1.1.1 - Number of sanctioned seats during the year	
612	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

146

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institution provides various ICT tools to faculty and motivates them to utilize diverse teaching-learning methodologies in their courses. Faculty members complete the teaching-learning process according to the curriculum while considering the students' learning levels.

Induction Programme: Every year, the institution organizes a Student Orientation Programme for newly enrolled 1st-year students. This program shares information about the staff, academic sessions, guardians and their responsibilities, anti-ragging norms, Code of Conduct, and events for the forthcoming year.

Extra Coaching: For students joining under the lateral entry system (diploma holders entering the second year of an engineering course), the college offers additional lectures and peer guidance.

Advanced Learners: Advanced learners are encouraged to participate and present papers in various seminars, conferences, and workshops, and are motivated to take part in inter-collegiate competitions. Value-added programs and content beyond the curriculum are arranged for them, and meritorious students are felicitated with mementos.

Remedial Classes for Slow Learners: A separate timetable is prepared for slow learners, focusing on teaching them fundamental concepts to aid their understanding of the current curriculum. Special attention is given to slow learners during these remedial

classes.

File Description	Documents
Link for additional Information	http://www.amgoi.org/uploads/about/Policy/Identification%20of%20slow%20and%20fast%20learners%20and%20Implementation%20of%20corrective%20Actions.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1721	109

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

To enrich practical knowledge, the institution integrates modern tools such as Matlab, CAD, and CAM into projects, bolstering hands-on experience. Emphasis is placed on experiential learning through fieldwork, internships, mini-mega projects, hands-on workshops, and industrial visits. These activities provide invaluable insights into real-world industrial practices and regulations, preparing students for the professional realm. Virtual labs and simulation tools complement these experiences, offering additional avenues for learning and experimentation.

Participatory learning is actively promoted through seminars, group discussions, and skill-based add-on courses. These initiatives encourage students to apply specialized technical or managerial skills in a collaborative setting, fostering teamwork and critical thinking. Furthermore, interactive sessions enhance engagement and facilitate deeper understanding of complex concepts.

By incorporating a diverse range of teaching methods and immersive learning experiences, the institution creates a dynamic learning

environment that caters to the needs and interests of all students. Through these initiatives, students not only acquire theoretical knowledge but also develop practical skills and competencies essential for success in their chosen fields. Overall, the institution remains committed to providing holistic education that prepares students for the challenges and opportunities of the modern world.

File Description	Documents
Upload any additional information	View File
Link for additional information	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AOAR%20Data%20April%202024/New%20docs%20AOAR%2022-23%2014%20May/2-3-1%20Innovative%20Teaching%20methods_organized.pdf

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Smart classrooms and seminar halls boast cutting-edge technology, including projectors, high-speed internet connectivity, smart boards, computers, and laptops, aimed at enhancing the teaching and learning process through Information and Communication Technology (ICT). Pedagogical approaches, such as incorporating real-world examples, promoting collaborative learning, utilizing ICT tools, and conducting interactive classroom sessions, contribute to an enriched educational experience. Evaluation methods involve Q&A sessions, quizzes, and group discussions to assess students' learning and stimulate cognitive engagement.

Teachers harness various ICT tools, encompassing desktops, laptops, projectors, digital cameras, printers, scanners, pen drives, microphones, interactive whiteboards, DVDs, and CDs. Additionally, they utilize ICT resources such as MOOCs (Massive Open Online Courses) like Swayam, Google Suite (Drive, Forms, etc.), YouTube, Swayam Prabha, National Digital Library, Spoken Tutorial, and E-library resources like Vidyasagar and GATE Tutor. Industrial visits and training sessions contribute to skill development, while workshops broaden students' understanding beyond the curriculum. The integration of diverse technological resources and pedagogical strategies fosters a comprehensive and interactive learning environment.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	http://www.amgoi.org/uploads/academics/IQA R%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/2-3-2%20ICT.pdf

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

94

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

109

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

7

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

5

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Internal assessments are conducted at the department level. The department's examination coordinator drafts and circulates notices for the conduction of continuous assessment-I to students and faculty, adhering to the University and Institute Calendar. A well-organized examination timetable is then circulated to faculty and students. Faculty members submit question papers and model answers to the examination coordinator well before the commencement of examinations. As the examinations are conducted at the department level, faculty members also serve as invigilators. This same mechanism is followed for mid-semester examinations and .continuous assessment-II.

The department maintains a structured approach to internal assessments. Continuous assessment-I consists of a written examination covering 40% of the syllabus, while the mid-semester examination covers 60% of the syllabus. Continuous assessment-II

is based on the continuous performance of students, measured through assignments, question answering, oral examinations, or written examinations covering the remaining part of the syllabus per semester, all in adherence to university guidelines. Class tests are scheduled according to the academic calendar, promoting effective time management. Meticulously designed question papers facilitate learning, drawing from a question bank aligned with Course Outcomes (COs), Program Outcomes (POs), and Blooms Taxonomy guidelines.

The examination and evaluation process at DBATU are streamlined, with students having personal login credentials for accessing information, filling examination forms, receiving instructions, and checking internal marks and final results. This system ensures transparency, efficiency, and student engagement throughout the assessment process.

File Description	Documents
Any additional information	View File
Link for additional information	http://www.amgoi.org/uploads/academics/IOAR%202022-23/NEW%2022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/2-5-1%20internal%20examination.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute has devised an efficient mechanism to address examination-related grievances, which is transparent in the pattern and conduction of CIE, and rectification of grievances is time-bound. The Institute strictly adheres to the guidelines and rules issued by DBATU, Lonere, an affiliating University, while conducting internal and semester-end examinations.

At the Institute level, an examination committee is constituted, comprising a controller of examination as convener, a student grievance coordinator, and other teaching and non-teaching staff as members, to handle issues regarding the evaluation process. Teachers distribute evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. Internal marks are displayed on the notice board. If any discrepancies such as mistakes in question papers, mark allocation, or corrections are noticed by students, the concerned teacher resolves the discrepancy, and necessary corrections are

made.

If a student remains unsatisfied with the marks awarded even after resolution by the teacher, they may represent the matter to the concerned Head of Department (HOD). All such representations are taken positively and reassessed by another teacher if necessary. Parents are informed about their ward's performance through phone or SMS. Students receive counseling from faculty mentors, and remedial classes are conducted for those who have failed in the examinations.

Retests for Internal Assessments are conducted for students who were absent for internal exams due to genuine reasons. Internal Assessment marks are entered into the University web portal within a time-bound manner.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/2-5-2-Examination%20Grievance.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The teachers played a crucial role in guiding students through the learning process. They are well aware of the vision, mission of the Institute, Program Outcomes, and Program Specific Outcomes of the Program. At the beginning of teaching each subject, the teacher provides insights on the Programme Outcomes, which are generic and stated by the National Board of Accreditation. They also explain to students the Program Specific Outcomes formed by the department after brainstorming sessions conducted with stakeholders. After elucidating the significance of each Program Outcome and Program Specific Outcome, the teacher provides insight into the outcomes that will be gained after learning the course.

At the start of each chapter, teachers emphasize the significance of the content and the knowledge and skills that students will gain upon completion. Course outcomes are clearly stated using the Revised Bloom's Taxonomy and incorporated into the lesson plans. These plans detail the specific knowledge, skills, and

competencies expected from students after completing each chapter. By providing clear course outcomes, faculty members enable students to comprehend and appreciate the skills they have acquired at the conclusion of each chapter.

The Head of Department's cabin also plays a significant role in showcasing the program outcomes and program-specific outcomes. Prominently displaying the objectives and outcomes emphasizes their importance within the department and creates a visual representation of the program's goals.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AOAR%20Data%20April%202024/New%20docs%20AOAR%2022-23%2014%20May/CO-PO%20list%20final.pdf
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

To assess course outcomes comprehensively, a dual strategy incorporates both direct and indirect assessment tools. Direct methods include institute and university-level exams, employing assignments and continuous assessment examinations to gauge engineering understanding and practical application. These assessments guide tailored teaching approaches and ensure standardized evaluation.

Indirect assessment involves survey feedback. The Program Exit Survey gathers insights on curriculum and teaching effectiveness. The Alumni Survey, conducted during alumni meetings, elicits feedback on facilities and industry experiences, informing improvements. The Employer Survey assesses alumni employability skills through HR departments, identifying strengths and weaknesses.

This integrated approach combines quantitative data from direct assessments with qualitative insights from surveys. Assignments and exams yield numerical subject knowledge data, while surveys provide qualitative perspectives on curriculum effectiveness. The synthesis of these methods ensures educational objectives are met,

continually enhancing the overall learning experience for students.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/Attainment%20final.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

338

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/2-6-3-Pass%20Percentage%20of%20final%20year%20students.pdf

2.7 - Student Satisfaction Survey

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

<http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/2-7%20SSS.pdf>

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	NIL

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

6

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

22

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

14

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institute places a strong emphasis on fostering engagement among faculty, students, staff, and the community, aiming for comprehensive development and lasting community progress. Various

programs encourage active participation from students and staff in community-based activities addressing issues such as cleanliness, gender sensitization, and environmental conservation. Annual blood donation camps and health check-ups demonstrate the institute's commitment to community welfare.

Specialized programs promoting women's empowerment and awareness aim to diminish gender biases. Beyond its immediate surroundings, the institute extends its social commitment by organizing events at a special children's school, distributing mats, and providing food to mentally challenged students. Recognizing the contributions of housekeeping staff on International Women's Day further reinforces the institute's dedication to valuing and empowering women.

Guest lectures on significant issues, such as electronic waste awareness, exemplify the institute's commitment to spreading awareness. Collaborative efforts with organizations like the Sanjeevan Blood Bank showcase the institute's dedication to community service, organizing blood donation camps with significant donor participation. Overall, these initiatives reflect the institute's unwavering dedication to making a positive impact on society and giving back to the community. Through these endeavors, the institute strives not only to educate but also to inspire social responsibility and active citizenship among its members, contributing to a brighter future for all.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/22-23%20Extention%20Merge%20Activity_compressed.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

2

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

14

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

779

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

11

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

19

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Laboratories:

The laboratories are equipped with experimental kits, along with exclusive computer facilities in all departments, complete with necessary hardware and software. Faculty members oversee lab maintenance, while a dedicated laboratory assistant manages administrative tasks such as updating registers and ensuring

discipline. Equipment maintenance occurs biannually or as needed, conducted either by the assistant under faculty guidance or by external agencies for critical issues with prior approval. Calibration of meters and gauges is entrusted to external experts.

Central Library:

The Central Library serves as a vital repository of knowledge, offering a plethora of resources in both print and digital formats. Accessible from Monday to Saturday with reduced hours on Sundays and holidays, it provides services like membership, circulation, and photocopying. Staff facilitate transactions and uphold decorum, aided by software for book management. Books follow the Dewey decimal system, with engineering volumes organized in specific sections. Digital resources, including online journals and video lectures, are accessible through high-end computers and Wi-Fi-enabled reading areas, allowing laptop use. Borrowing privileges extend to students and faculty, with limits on loan periods and quantities.

Gymkhana:

Furthermore, the institution provides recreational facilities through its Gymkhana, offering equipment for various sports and a modern gymnasium. Maintenance and utilization are overseen by designated staff, ensuring a conducive environment for physical activities.

Computers:

Additionally, a central computer facility maintains the Institute's computing infrastructure, conducting regular maintenance and disposal of irreparable systems to ensure optimal performance and efficiency.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/SVS/4-1-1%20C4-1-2%20Infrastucture%20facility%202022-23.pdf

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor),

gymnasium, yoga centre etc.

The institute prioritizes the holistic development of students through active participation in extracurricular activities. Both outdoor and indoor sports and games play a significant role in nurturing qualities such as leadership, team spirit, and competitiveness among students. Emphasis is placed on encouraging students to engage in a variety of sports, games, and cultural activities. Additionally, yoga classes are conducted to promote health and well-being among both staff and students, contributing to their overall growth.

Sports and Games Facilities:

The institute boasts a well-equipped indoor sports room where students can enjoy games like table tennis, chess, and caroms, as well as access to a gymnasium and a dedicated hall for yoga practice. Outdoor sports facilities include ample space for activities such as volleyball, throw ball, kho-kho, kabaddi, and cricket net practice. Students are actively encouraged to participate in competitions at various levels, including intra-college, intercollegiate, university, district, state, and national levels.

Cultural Facilities:

An annual social function is organized every year during the even semester, providing students with an opportunity to showcase their talents in cultural events. The campus provides suitable venues, including open spaces and stages, for these gatherings. Musical instruments and sound systems are readily available for student performances. Additionally, the institute offers gymnasium facilities equipped with well-maintained equipment, accessible to students before and after college hours. Meditation and yoga programs are also conducted in the seminar hall, further promoting students' physical and mental well-being.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/SVS/4-1-1%2C4-1-2%20Infrastucture%20facility%202022-23.pdf

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

37

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

37

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/4-1-3%20-%20Number%20of%20classrooms%20and%20seminar%20halls%20with%20ICT-%20enabled%20facilities%202022-23).pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

30.29806

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The AMGOI Library provides a pleasant ambiance for both peaceful

reading and study. It offers a range of services such as

- Circulation and book lending Issue and return through a bar code reader.
- Book Bank Facility OPAC facility
- Open access for staff and students
- Digital Library internet facility with 932 NPTEL video lectures
- Reference services
- Reprography facility
- Online e-journals facility with e-books
- Wi-Fi zone
- Daily News Papers
- CCTV camera surveillance system

Description

Number/Values

Total built up area

615 sq.m.

Total investment

1.60Cr.

Book Titles/Volumes

4833/26949

E-books

500

Print Journals

86

Membership

National Digital Library(NDL),

E-Journals

1151(Subscriptions of DELNET)

Digital Library with PCs

12

E-Resources

NPTEL Course material,

GATE Tutor ,

Project Reports

563

NPTEL Videos

932

Average Users/day

100

Surveillance system

3 CCTV camera

Timing

9.00am to 5.00pm

IT INFRASTRUCTURE:

The Central Library consists of the latest computers, which are connected to the internet network through a LAN to the central network. The internet speed at the institute is 300 Mbps.

Library Automation:

The library uses the "Vidyasagar: Easy and Useful' software package, which is an integrated multi-user library management system that supports all housekeeping operations of the library. The software consists of modules on acquisition, cataloguing, circulation, serial control, utilities, and OPAC. Retrospective conversion of bibliographic records has been completed, and more than 25735 bibliographic records of books are available in the library. These records can be accessed through the easy and useful

software OPAC.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/SVS/4-2-1%20Library%20as%20learning%20resource.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

123448

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

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

100

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution places significant emphasis on the development of its IT infrastructure, recognizing the crucial connection between adequate technological resources and an effective teaching and learning environment. With a well-developed system in place, the institution ensures that IT facilities are readily available to support its educational endeavors.

One notable feature of the institution's IT infrastructure is its comprehensive Wi-Fi coverage, enabling seamless connectivity across the entire campus. This network is secured by firewalls to safeguard against potential threats. Additionally, the computer labs are interconnected through a Local Area Network (LAN) that provides internet access to students and staff members. This reliable internet connection, provided by Airtel, offers a commendable speed of 300 Mbps, facilitating efficient browsing and information retrieval.

To equip students and faculty with the necessary tools for digital learning, all departments within the institution are outfitted with a range of essential equipment. Computers, LCD projectors, printers, scanners, and web cameras are available in each department, ensuring access to cutting-edge technology for instructional purposes. The institution also prioritizes the use of licensed software, guaranteeing a legitimate and optimal computing experience.

The teaching staff recognizes the advantages of integrating Information and Communication Technology (ICT) tools into their classrooms and laboratories. By leveraging these tools, they can effectively communicate complex concepts and engage students in interactive learning experiences. This approach enhances the overall effectiveness of the institution's curriculum delivery.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%202022-23%2014%20May/4-3-1%20IT%20Infrastructure%20with%20Invoice%20of%20300Mbps.pdf

4.3.2 - Number of Computers

552

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

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

8.47863

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

1. Laboratories:

The laboratories are equipped with experimental kits, along with exclusive computer facilities in all departments, complete with necessary hardware and software. Faculty members oversee lab maintenance, while a dedicated laboratory assistant manages administrative tasks such as updating registers and ensuring discipline. Equipment maintenance occurs biannually or as needed, conducted either by the assistant under faculty guidance or by external agencies for critical issues with prior approval. Calibration of meters and gauges is entrusted to external experts.

Central Library:

Accessible from Monday to Saturday with reduced hours on Sundays and holidays, it provides services like membership, circulation, and photocopying. Staff facilitate transactions and uphold decorum, aided by software for book management. Books follow the Dewey decimal system, with engineering volumes organized in specific sections. Digital resources, including online journals and video lectures, are accessible through high-end computers and Wi-Fi-enabled reading areas, allowing laptop use. Borrowing privileges extend to students and faculty, with limits on loan periods and quantities.

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various sports and a modern gymnasium. Maintenance and utilization are overseen by designated staff, ensuring a conducive environment for physical activities.

Computers:

Additionally, a central computer facility maintains the Institute's computing infrastructure, conducting regular maintenance and disposal of irreparable systems to ensure optimal performance and efficiency.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.amgoi.org/uploads/academics/IOAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%202022-23%2014%20May/4-4-2%20Maintenance%20policy%202022-23.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

599

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

877

File Description	Documents
Upload any additional information	View File
Number of students benefitted by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	http://www.amgoi.org/uploads/academics/IOAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%202022-23%2014%20May/5-1-3%20Capacity%20building%20organised.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1126

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1126

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

270

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

10

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

4

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - 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 year.

14

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The department student associations actively participate in a variety of academic, sports, cultural, and social activities organized by the Institute.

The Academic Activities Committee plays a crucial role in the academic administrative work by seeking assistance from other students. Moreover, they serve as motivators, encouraging fellow students to engage in the Institute's activities. This committee also orchestrates technical symposiums like Reflex, arranges industrial visits in collaboration with the Training and Placement Office (TPO), and invites esteemed resource persons for guest lectures.

The Sports Committee demonstrates strong leadership in coordinating various sports activities both on and off campus. They actively promote student participation in inter-college sports festivals, meticulously plan and execute inter-college sports events, and ensure the safety, cleanliness, and good condition of facilities and equipment.

The Cultural Committee is actively engaged in coordinating and participating in several renowned competitions. Additionally, they oversee the organization of the Institute's annual cultural event, ensuring its success and vibrancy.

Social Committees within the student associations have effectively executed events such as tree plantation drives, cleaning campaigns for the Institute premises, and blood donation camps. These initiatives reflect the associations' commitment to social responsibility and community engagement.

Each committee within the department student associations contributes uniquely to fostering a holistic environment for students to thrive academically, socially, culturally, and athletically. Through their collaborative efforts, they enrich the overall student experience and uphold the values of the Institute.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IOAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%202022-23%2014%20May/5-3-2.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

29

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The Alumni Association Cell established in 2012-13 and officially registered as Maharashtra/33745/Kolhapur on November 17, 2014, serves as a vital link between the institute and its graduates. Comprising a director, Training and Placement Officer (TPO), alumni representative, and faculty representative, the cell's primary objective is to maintain a robust alumni network.

Graduates are encouraged to register with the Alumni Association, promoting continued engagement. The cell organizes alumni meetings, fostering friendship and facilitating knowledge exchange among alumni, current faculty, and students.

Proactively forging partnerships with organizations through MOUs, the cell contributes to students' holistic development by providing enhanced opportunities and exposure. Transparency and accountability are ensured through the diligent maintenance of meeting records by the member secretary. The Alumni Cell supports current students through initiatives like Alumni Talks, where accomplished alumni guide on career counseling, industry skills, technological advancements, and project assistance. With an impressive count of 2500 members, the Alumni Association provides a substantial pool of experienced professionals to mentor and inspire current students. Alumni actively participate in institute events, serving as judges and sponsors, showcasing their ongoing commitment.

In conclusion, the Alumni Association Cell enriches the educational experience, strengthens the institute's network, and contributes significantly to its growth and success. By fostering a lifelong connection, organizing alumni meetings, facilitating knowledge sharing, signing MOUs, providing guidance through talks and engaging alumni in various capacities, the cell creates a nurturing environment for both current and future students.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/5-4-1-Alumni%20Contribution.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) **E. <1Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Ashokrao Mane Group of Institutions (AMGOI) was established in 2009 as a self-financed engineering institute located in a rural area. The institution is recognized by AICTE, New Delhi, approved by the Government of Maharashtra, and affiliated with DBATU Lonere and Shivaji University Kolhapur.

Vision of the Institute:

Our vision is to become a globally renowned institute of excellence in technology and management education, specifically catering to rural communities.

Nature of Governance:

The governance of the institution strictly aligns with our vision and mission. The chairman of the institute heads the governing board and, together with board members, makes significant decisions to achieve our set goals. The management grants sufficient autonomy to the director to fulfill the institute's vision and mission. We conduct meetings of the Internal Quality Assurance Cell (IQAC), which serves as a guiding force. Additionally, an internal audit is conducted annually to ensure checks and balances. The Heads of Departments (HODs) serve as department-level authorities, relaying decisions and directions from the Governing Council, Director, and IQAC Cell to the staff to maintain quality standards. Faculty members implement plans provided by higher authorities.

Stakeholders actively participate through various bodies and committees to implement policies in both academic and administrative affairs. The management has decided to apply for NAAC & NBA accreditation to upgrade the institute in all aspects of engineering education and to emerge as a well-known institution in the rural area.

File Description	Documents
Paste link for additional information	www.amgoi.org/about/Vision-and-Mission
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization

and participative management.

The Institute employs various committees to ensure smooth operations and uphold quality standards. These committees dutifully fulfill their responsibilities, demonstrating their integral role within the management structure.

Board of Governance:

Led by the institute's chairman, the Board strictly follows the institution's vision and mission, making pivotal decisions in collaboration with members.

Staff Council:

Under the Director's leadership, the council devises strategic plans with Deans and Heads of Departments to achieve goals set by the Board of Governors, enjoying autonomy granted by management.

IQAC:

The Internal Quality Assurance Cell acts as a guiding force.

Head of Departments:

HODs serve as department-level authorities, ensuring adherence to quality standards and communicating directives from the Governing Council, Director, and IQAC Cell.

Alumni Association:

It Handles alumni affairs including registration, development tracking, expert talks, and organizing annual meets.

Special Cell Committee:

Verifies reservations for backward category candidates, monitors statistics, compiles data, and assists in arranging activities for them.

Library Advisory Committee:

Assesses academic resource needs, recommends procurement, updates, improves infrastructure, and maintains the library environment.

Internal Complaints Committee:

Conducts awareness seminars on sexual harassment, publicizes guidelines, cultivates confidence among females, and offers support.

Grievance Redressal Committee:

Provides a platform for addressing issues, seeks input for enhancement, takes measures to redress grievances, and improves conditions.

Anti-Ragging Committee:

Establishes a ragging-free environment, educates students on laws, fosters friendly relations, and emphasizes individual self-confidence for national interests.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/committees/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institute commenced its journey towards NAAC accreditation cycle-2 by establishing a central committee responsible for overseeing the criteria outlined in the self-study report, under the coordination of the IQAC coordinator. Each department meticulously collected data under the supervision of criterion coordinators, who compiled it alongside supporting evidence.

Initial efforts included completing documentation for the Institute Information & Quality Assurance, submitting the Self-Study Report, obtaining clearance from the Data Validation & verification, and successfully hosting the peer team visit, all managed by dedicated faculty members.

These endeavours culminated in the Institute achieving accreditation from NAAC, Bengaluru. Furthermore, strategic initiatives outlined in the accreditation process contributed significantly to the institution's overall success.

Faculty members were incentivized to publish research papers in reputable journals, resulting in successful completions.

Similarly, efforts to file patents and attend faculty development programs garnered substantial participation, with over 60% of faculty attending workshops.

Expectations regarding the implementation of ICT tools and teaching-learning methodologies were met, along with conducting targeted add-on courses and witnessing increased student enrolment in value-added programs. Notably, the Institute achieved a final year results rate exceeding 80% and a student placement rate exceeding 65%.

Encouragement for student involvement in co-curricular and extra-curricular activities yielded commendable achievements at various competition levels. Additionally, faculty members were motivated to pursue higher education, leading to several registering for Ph.D. programs.

These strategic endeavours underscore the Institute's unwavering commitment to excellence in education, research, and holistic development, solidifying its reputation as a beacon of academic achievement and innovation.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.amgoi.org/Academics/NBA-Accreditation
Upload any additional information	View File

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

The institutional bodies within the institute operate with effectiveness and efficiency, evident in the formulation of policies, administrative setup, appointment procedures, and service rules. These mechanisms ensure smooth academic and administrative functioning.

Various committees are established to oversee different aspects of institutional operations. Recruitment processes adhere to institute policies, beginning with advertisements in state newspapers and candidate demonstrations to assess qualifications and experience. Technical and personal interviews are conducted by

interview panels, with selected candidates appointed following guidelines from the university and AICTE.

Service rules are implemented in accordance with institute policies, allowing staff members to pursue higher education on a part-time basis while serving. The management supports staff by covering 50% of patent filing fees and providing financial assistance for professional development activities such as workshops, seminars, Faculty Development Programs (FDPs), and conferences.

Employee benefits include 12 days of casual leave, 10 days of medical leave, and 28 days of vacation leave per academic year. Additionally, staff members receive 10 days of duty leave for university examinations and 5 days for attending technical workshops and seminars.

These policies and provisions reflect the institute's commitment to fostering a conducive and supportive environment for its staff, promoting continuous learning, professional growth, and well-being. By offering comprehensive benefits and opportunities for advancement, the institute ensures the satisfaction and productivity of its workforce, contributing to overall institutional success and excellence.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/about/Procedure-and-Policies
Link to Organogram of the Institution webpage	http://www.amgoi.org/uploads/academics/IQAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/organogram-final.pdf
Upload any additional information	View File

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

B. Any 3 of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The institute implements comprehensive welfare measures catering to both teaching and non-teaching staff, ensuring their well-being and professional development. These measures encompass various aspects, as outlined below:

- **Health Insurance:** Providing coverage for medical expenses ensures staff members' health needs are met.
- **Leave Benefits:** Medical leave and maternity leave are granted to eligible staff, with education leave available for those pursuing higher education.
- **Financial Assistance:** Faculty members can avail earned leave advances for school fees and festivals.
- **Facilities:** Access to the gymnasium, medical center, and transportation services at reasonable rates are provided.
- **Education Support:** Employees receive fee concessions for their children's education and sponsorships to attend conferences.
- **Infrastructure:** Internet and Wi-Fi facilities, sports activities, and individual cabins with computer facilities are provided.
- **Vacations:** Faculty members enjoy 30 days of summer and winter vacations.
- **Professional Development:** Opportunities such as Faculty Development Programs (FDPs) and skill development courses are offered.
- **Attendance Management:** A biometric system is employed for attendance and leave management.
- **Recognition:** Faculty members are felicitated and incentivized for publishing research in renowned international journals.

- **Motivation:** Counseling sessions aim to boost staff productivity and morale.

These welfare measures collectively foster a supportive and conducive work environment, emphasizing staff welfare and professional growth. By addressing diverse needs and providing ample opportunities for development and recognition, the institute ensures the holistic well-being and satisfaction of its workforce.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%202022-23%2014%20May/6-3-1.pdf
Upload any additional information	View File

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

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

32

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

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

4

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

36

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institute has implemented a mandatory performance appraisal system to assess the faculty's performance in teaching, research, and administrative roles. This appraisal system utilizes a confidential report method, divided into three parts.

The first part of the confidential report is completed by the faculty member and includes details such as subjects taught, student feedback ratings, academic results, participation in Faculty Development Programs (FDPs), attendance at conferences, publications in reputable journals, and any additional responsibilities undertaken at the departmental or institute level.

The second part of the report, filled out by the respective Head of Department (HOD), employs measurement scales like excellent, very good, good, satisfactory, and unsatisfactory. Evaluation criteria encompass performance, leadership abilities, contribution to the institution, and initiative-taking capacity. The HOD assigns ratings and provides recommendations regarding salary increments, along with stating reasons for any non-increment decisions.

In the third part, recommendations for regular or additional increments, or no recommendation, are made. The institute's management and director make decisions on monetary benefits based on performance assessments and HOD recommendations.

This structured approach to performance appraisal ensures transparency and fairness in evaluating faculty performance while facilitating informed decisions regarding salary increments and recognition of achievements.

File Description	Documents
Paste link for additional information	https://www.amgoi.org/uploads/academics/IQAR%2022-23/T%20CNT%20Self%20Appraisal%20Format.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

To ensure comprehensive control over all transactions, the institute should aim to establish a "no cash" environment across its entire campus. This initiative is facilitated by the deployment of Enterprise Resource Planning (ERP) software in administrative areas like the office, store, and library,

facilitating digital transaction activities. Daily receipts and payments undergo scrutiny by the internal audit section to ensure accuracy and transparency.

Each department within the institute prepares its annual budget in February for the forthcoming financial year, submitting them to the Purchase Committee for consolidation into the final institutional budget. Upon presentation to the Board of Governors, the consolidated budget receives approval, and the sanctioned amount is allocated to respective departments.

External and statutory audits of the institute are conducted by a Chartered Accountant, adhering to accounting standards set forth by the Institute of Chartered Accountants in India and the norms of the Indian Income Tax Department. Upon completion of audits for the 2022-23 financial year, the Chartered Accountant compiles a receipt payment account, an income and expenditure account, and a balance sheet, along with accompanying schedules. Audit reports are then filed and submitted to relevant authorities such as the Income Tax Department and Fee Regulating Authority, ensuring compliance with regulatory requirements.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/SVS/4-4-1%20Audited%20statements%202022-23_compressed.pdf
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

137.23

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Throughout the year, the institute allocated a sufficient budget to meet its needs. Budget requirements, both recurring and non-recurring, were collated from every department and section prior to the start of the financial year. Allocations were made based on the availability of funds, with the accounts section monitoring spending and providing supplementary allocations in special cases.

Allocation and Utilization of Funds

Management allocated funds to key figures such as the institute director, the purchase committee, department heads, and various committee secretaries based on their proposals. Major undertakings such as construction, infrastructure upgrades, procurement and maintenance of utilities, housekeeping, and furniture procurement were overseen directly by the director. Departmental initiatives for lab equipment procurement, facility upgrades, and consumable purchases were approved on a case-by-case basis by the institute's accounts office upon directorial approval.

The institute established the following financial delegation policies:

1. Purchase Committee: Over Rs. 5,00,000/-
2. Director: Rs. 5,00,000/-
3. Heads of Departments: Rs. 25,000/-
4. Secretaries of Various Bodies/Committees: Rs. 5,000/-

Financial discipline stands as a cornerstone of institutional success. Internal and external monitoring of financial audits is crucial for institutional growth and should be conducted transparently and impartially.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/6-4-3.pdf
Upload any additional information	View File

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

Quality Enhancement and Sustenance through Academic Audit: The primary responsibility of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of the institution. The IQAC has played a significant role in channelling all efforts and measures of the institution towards promoting academic excellence.

The objectives of the IQAC are as follows:

1. Ensure continuous improvement in all operations of the institution.
2. Foster connectivity between stakeholders and the institution.
3. Develop a quality system for deliberate, consistent, and structured actions aimed at improving both academic and administrative performance.
4. Promote measures to steer institutional functioning towards quality enhancement and the institutionalization of best practices.

The Institute's IQAC prepares, evaluates, and recommends the following for approval by relevant institutional and government statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)
- (b) Self-Study Reports (SSR) for various accreditation bodies such as UGC 12b, NAAC, NIRF, and NBA
- (c) Performance-Based Appraisal System (PBAS) for the Career

Advancement Scheme (CAS)

(d) Stakeholder feedback

(e) Process performance and conformity assessments

Through these measures, the IQAC ensures a systematic approach to quality enhancement and sustenance, thereby contributing to the overall advancement of the institution.

File Description	Documents
Paste link for additional information	http://www.amgoi.org/Academics/IQAC
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC has spearheaded efforts to successfully integrate modern technology into the institute's administrative functions through Information and Communication Technology (ICT). The automation of admission, financial, and examination processes, along with the enhancement of Wi-Fi and LAN facilities, has significantly improved the quality of the teaching-learning experience. The institute meticulously prepares its academic calendar by referring to the university calendar, ensuring adherence to schedules. This calendar, encompassing term commencements, continuous assessment dates, and end-of-semester examination schedules, is disseminated to stakeholders.

Newly admitted students are required to attend an induction program, where they receive comprehensive information about the curriculum, meet faculty members, familiarize themselves with teaching methodologies and evaluation systems, and learn about the institute's culture and facilities. Class coordinators, Heads of Departments (HODs), and academic deans oversee the proper conduct of classes. Feedback from students, collected twice per semester, is utilized to enhance the teaching-learning process. Additionally, individual course feedback is obtained directly from students and through the IQAC, which meticulously analyses and shares it with relevant stakeholders.

The IQAC's recommendations guide the review of teaching-learning

processes and the implementation of improvements. Major initiatives undertaken include the introduction of assignments, automation of admission processes, provision for online fee payment, and campus green initiatives such as tree plantations and solar energy projects. Furthermore, the institute has established Memorandums of Understanding (MoUs) with industries and has applied for recognition under the National Institutional Ranking Framework (NIRF), reflecting its commitment to excellence and innovation

File Description	Documents
Paste link for additional information	http://www.amgoi.org/uploads/academics/IQAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/6-2-1-%20Strategic%20Plan%20for%20AY-(2022-23).pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	http://www.amgoi.org/uploads/academics/IQAR%202022-23/NEW%202022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/6-2-1-%20Strategic%20Plan%20for%20AY-(2022-23).pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

To provide a comfortable space for female students, the institute has established a dedicated common room equipped with essential amenities and resting facilities. This common room is conveniently connected to a washroom for easy accessibility. It is thoughtfully furnished with a first aid box, a bed, a table, chairs, and a wash basin, among other necessary items. Additionally, within each department, separate restrooms have been allocated for both male and female students, ensuring privacy and convenience. Recognizing the importance of gender equity, the institute endeavours to create an inclusive environment for all its students.

To uplift morale and acknowledge the achievements of successful women in various professions, the institute annually celebrates International Women's Day. This global event serves as an opportunity to honour and commend women who have excelled in their respective fields, while also advocating for accelerated gender parity. The Internal Complaints Committee of the institute organizes several programs to address issues related to gender equity. These initiatives include raising awareness about sexual harassment prevention in the workplace, seminars on gender equity, and guest lectures on women empowerment.

Through these diverse initiatives and programs, the institute demonstrates its commitment to promoting gender equity, fostering

a supportive environment for female students, and empowering them to realize their full potential. By providing essential facilities, conducting awareness programs, and commemorating significant occasions, the institute ensures that gender equality remains a core focus of its educational mission.

File Description	Documents
Annual gender sensitization action plan	www.amgoi.org/uploads/academics/IOAR%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/Action%20Plan%202022-23.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://www.amgoi.org/facilities/Girls-Common-Room

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

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management: Each morning, the housekeeping staff gathers solid waste from the canteen and institute campus, separating it into dry and wet categories. This waste is then taken to the designated Garbage Collection Pit at the campus's far end. Throughout the institute, separate garbage bins for dry or recyclable waste are provided in areas including laboratories, the library, and classrooms. Wet waste, including canteen leftovers, is processed in a designated pit to create soil manure and fertilizers, used to enrich the institute's garden.

The institute effectively manages sewage waste, neutralizing inorganic waste before disposal and segregating liquid waste from laboratories into organic and inorganic categories.

Regarding E-Waste Management, the institute operates a Maintenance cum Store Room dedicated to maintaining computers, tube lights, fans, and other electrical equipment. Salvaged components from faulty equipment are repurposed for repairs, ensuring efficient utilization. E-waste and defective items from computer systems are stored in this room.

Furthermore, the institute implements a water recycling system, collecting rainwater from rooftops through ducts and channeling it into a pit. This harvested rainwater serves to irrigate the campus's surrounding vegetation.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	http://www.amgoi.org/uploads/academics/IQA R%2022-23/NEW%2022-23%20AQAR%20Data%20April%202024/New%20docs%20AQAR%2022-23%2014%20May/Waste%20Management.pdf
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	B. Any 3 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

<p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1.Restricted entry of automobiles 2.Use of Bicycles/ Battery powered vehicles 3.Pedestrian Friendly pathways 4.Ban on use of Plastic 5.landscaping with trees and plants 	<p>A. Any 4 or All of the above</p>
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File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

<p>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

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

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

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

The institute is committed to nurturing an inclusive environment for all its students and employees, acknowledging the significance of tolerance and harmony amidst diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds. This dedication is demonstrated through the organization of major events such as Holy, TechFest, Dahi Handi, Ch. Shivaji Maharaj Jayati, and Cultural Festivals at the institute level. These events serve as pivotal platforms for celebrating diversity and fostering unity among the community.

Furthermore, students have established various associations within the institute that actively advocate for and appreciate diverse cultures. Regional festivities like Dahi Handi and Dandiya are enthusiastically embraced, infusing vibrancy into campus life. The jubilant festival of Holi is observed with great enthusiasm, culminating in the colorful revelry of Rangpanchami.

In addition, departments conduct rituals such as Saraswathi Pooja and Ayudha Pooja in their respective laboratories, seeking blessings for academic success and prosperity. During the inauguration of student associations, students showcase their talents in singing, dancing, and mimicry, fostering a sense of community and camaraderie.

Moreover, departments organize welcome parties for newly admitted students, providing them with invaluable insights into the

curriculum from their seniors. The institute also hosts national-level events like Reflex and annual social gatherings, where students express themes of tolerance and harmony through various artistic forms such as rangoli, photography, and poetry.

These initiatives not only offer students a platform to exhibit their skills and talents but also contribute significantly to the creation and maintenance of an inclusive environment within the institute.

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

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

The Ashokrao Mane Group of Institutions places a strong emphasis on sensitizing both students and employees to their constitutional obligations regarding values, rights, duties, and responsibilities as citizens. This focus is designed to cultivate a culture of responsible citizenship within the institution's community. By employing a blend of knowledge dissemination, skill development, and value-based education, the institute endeavors to establish an effective, supportive, safe, and affordable learning environment for all its members.

Students are actively encouraged to participate in a variety of programs that revolve around culture, traditions, values, and civic duties. As part of these efforts, the institute organizes a traditional day where students represent the diverse cultures of various states through their attire and language, showcasing the rich tapestry of Indian heritage.

Additionally, the institute undertakes initiatives to address pressing societal issues such as cleanliness, Swachh Bharat Abhiyan, women's empowerment, energy conservation in rural communities, and the promotion of gender equality.

In alignment with its commitment to upholding core values, the institute has developed comprehensive policies and a code of conduct for both students and staff, ensuring compliance with

ethical standards and guidelines.

Moreover, the affiliating university has integrated courses such as Basic Human Rights, Human Values, and the Constitution of India into the curriculum, reinforcing the significance of constitutional obligations among students.

Significant initiatives undertaken by the institute include organizing blood donation camps, empowering female students through tailored programs, and conducting health awareness lectures specifically targeting girls from rural backgrounds.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

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

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

and festivals

The Institute prioritizes a multifaceted approach to student development, organizing an array of commemorative days, events, and festivals geared towards enriching their social, moral, and scholarly growth. These endeavours serve as dynamic platforms where students actively engage in honing crucial life skills such as event planning, organization, fundraising through sponsorship, leadership, and effective time management.

At the Ashokrao Mane Group of Institutions, a rich tapestry of cultural and historical celebrations mark the calendar year. From commemorating the birthdays of revered figures like Chhatrapati Shivaji Maharaj, Rajarshi Shahu Maharaj, and Gandhi Jayanti to observing significant occasions like Youth Day, Republic Day, Human Rights Day, International Women's Day, Engineers' Day, Teachers' Day, International Yoga Day, Independence Day, and Children's Day, the institute cultivates an atmosphere of respect, reflection, and appreciation for diverse ideologies and contributions.

Furthermore, cultural festivals such as Makar Sankranti, Dahi Handi festival, Dandia Festival, and Rang Panchami are fervently celebrated within the institute's premises. During these vibrant festivities, students actively participate under the mentorship of faculty members, showcasing a myriad of talents and skills while embracing the spirit of tradition and camaraderie.

Additionally, the institute annually hosts a prestigious National Level Paper Presentation competition aimed at fostering students' technical acumen. Beyond showcasing their scholarly prowess through presentations, students actively engage in organizing the event, thus refining their proficiency in crucial areas such as time management, marketing, communication, and leadership.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice-1

Title: Industry Readiness

Objectives:

1. Empower rural students by addressing communication barriers and enhancing confidence.
2. Provide real-world exposure and essential life skills, fostering employability.
3. Cultivate physical fitness, cultural awareness, and career planning for enhanced employability.

Context:

The institute aims to excel in rural technology and management education. Rural student face language barriers and limited awareness. The institute provides holistic support.

Practice:

Programs focus on communication, confidence, skills, and career planning. Mentorship and alumni engagement aid holistic development.

Success:

Students secure placements, enriched by infrastructure and industry collaborations.

Challenges and Resources:

Seamlessly integrating rural students requires strategic partnerships and optimized resources.

Best Practice-2

Title: Social and Scientific Responsibility

Objectives:

1. Educate farmers on agricultural applications for valuable crop and land information.
2. Empower rural community with fee concessions for underprivileged students.
3. Organize annual blood donation drives for community health.
4. Promote electoral literacy and youth participation in elections.

Context:

To modernize rural agriculture, the Institute initiated the E-literacy Program and Philanthropic Approach. Social responsibility includes blood donation camps and Electoral Registration Camps for youth voting.

Practice:

125 students have educated 300 farmers on the "E-Pik Pahani" app. Fee concessions enabled 4629 underprivileged students. Blood donation camps collected 579 blood bags. Electoral Registration Camp registered 535 student voters.

Success:

Programs empowered farmers, increased education access, and ensured blood supply. Voter registration encouraged civic engagement.

Problems and Resources:

Challenges: technological barriers, budget constraints, logistical issues, and bureaucratic hurdles.

Resources: Financial aid, volunteer participation, and collaboration with authorities.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Reflex- Technical Symposium

The Institute hosts "REFLEX," an annual National Level Technical Symposium aimed at fostering students' holistic development. It serves as a platform for students to showcase both their technical prowess and management acumen. To ensure its smooth execution, various committees are formed, each with distinct responsibilities.

Guided by faculty members, including the Program Conveyer, Director, and President, these committees work in coordination. The Invitation and Publicity Committee leads student registration efforts and campaigns to attract participants from nearby institutes. Simultaneously, the Sponsorship Committee secures support from local companies, technical institutes, and event management groups, demonstrating strong communication and persuasive skills.

The Main Function Committee manages critical tasks such as vendor selection, event sequencing, dignitary seating, and technical arrangements, providing valuable experience in negotiation and event planning. Members of the Paper Presentation and Project Competition Event Committee ensure the smooth conduct of technical events within set timelines, showcasing adeptness in time management and rule adherence.

The Refreshment Committee efficiently caters to participants' needs, managing suppliers and large crowds with finesse, highlighting organizational and control skills. The Prize Distribution Committee designs trophies and orchestrates their distribution during the valedictory function, emphasizing synchronization in event management.

Overall, "REFLEX" offer students a platform to hone leadership, verbal communication, marketing, time management, and negotiation skills. The Institute's emphasis on decentralized work and participative management enables students to demonstrate leadership potential while contributing to the event's success.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of Action

- To Implement NEP-2020
- To Nurture Research and Development Culture
- To Collaborate with Multinational Companies
- To Obtain Accreditation for Programmes