



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MIT ART, DESIGN AND TECHNOLOGY UNIVERSITY

**RAJ BAUG, PUNE - SOLAPUR HIGHWAY, LONI - KALBHOR, PUNE 412201
412201**

<https://mituniversity.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MIT Art, Design and Technology University was established in 2016 vide Maharashtra Act No. XXXIX of 2015 at Vishwarajbaug, Loni Kalbhor, Pune.

MIT ADT University is sponsored by Maharashtra Academy of Engineering and Educational Research (MAEER), a leading educational hub in India, founded in 1983, under the visionary leadership of Prof. Dr. Vishwanath D. Karad. MAEER pioneered technical education in Maharashtra in the name of Maharashtra Institute of Technology (MIT) and now the MIT Group of Institutions provide value-based quality education to students throughout India.

Over the period of time the MIT Group now includes 5 universities, 64 institutions across 15 campuses, supported by 6,500 faculty members, and educating over 60,000+ students. Offering programs in diverse fields such as Engineering, Medicine, Design, Management etc.

MIT ADT University embraces a vision to be a new generation university and is built on core values of academic excellence, discipline, and a holistic approach to education.

There are 17 schools in the university, including School of Holistic Development and the School of Corporate Innovation & Leadership as innovative features of the University. The university offers 100 programmes under different 9 faculties. There are 12000 plus students studying in the university, mentored by 614 faculty members and supported by 937 non-teaching and 288 technical staff.

The University is famous for its sprawling lush green campus and picturesque location, spanning over a large area of 85 acres. University is the manifestation of the serenity of Mother Nature and the campus is aesthetically built on the banks of Mula-Mutha river.

Achievements of the university are -

- QS World University Rankings - Ranked in top 151-200 by subject - 2024: Art and Design.
- India Ranking 2024: Rank-band 11-50 in innovation category by NIRF.
- Recognized as band EXCELLENT by Atal Ranking of Institutions on Innovation Achievement (ARIIA)-2021.
- Awarded with Certificate of Excellence in Digital Distinction: Technology conformance to NEP in EduTech 100 Summit, 2022 by ASSOCHAM.
- MIT ADT University is the first private university to get the Atal Incubation Centre from the Central Government.

Vision

The vision statement reflects the University's aspirations and forward-looking goals

VISION

“MIT Art, Design and Technology University aspires to be a university of eminence by amalgamating Art, Design, Science and Technology. The University aims to have a transformative impact on society through holistic education, multidisciplinary research ethos, innovation, and an entrepreneurial culture.”

Mission

MISSION

The Mission of MIT Art, Design and Technology University is to provide impetus to faculty, learners, and staff by developing their innate intellectual capabilities, creative abilities and entrepreneurial mind-set for the socio-economic development of the nation.

- We empower learners to become adaptive and agile global professionals through unique specialized programs building academia-industry partnership.
- We nurture learners to be intellectually curious, technologically equipped, mentally sound, physically fit, spiritually elevated, socio-culturally sensitive, environmentally conscious through continuous holistic education for the ever-evolving world.
- We provide technology-enabled learner-driven curriculum, value added courses, simulated learning environments, state-of-the-art infrastructure and opportunities for community engagement.

In summary, the vision and mission statements of the university guide its pragmatic educational philosophy, positioning it as a leading educational entity and a trailblazer in transforming the lives of its stakeholders worldwide.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strong Leadership - Leadership having respect among the followers and proven capacity & commitment to inspire, guide, and influence faculties and staff members to transform vision of the university into action.

Structure of University – The structure of the university comprising of Art, Design and Technology on a single campus itself is a big strength of the university, which facilitates the students to choose different majors and minors under NEP 2020 or a course of their choice under Choice Based Credit System. This interdisciplinary, and multi-disciplinary approach fosters a holistic learning environment, encouraging collaboration and innovation across fields. Engineering students, for instance, can gain insights from fine arts and design, enhancing their problem-solving skills with creativity. Management students can learn to navigate

the complexities of human emotions through drama and film studies, enriching their leadership qualities.

Emphasis on Winning Personalities – Establishment of School of Holistic Development to develop the personalities of students holistically, as physically fit, mentally resilient, intellectually sharp and spiritually elevated.

Ecosystem for Research and Innovation - Ecosystem for Research, Innovation and Entrepreneurship is made available through Centre for Research, Innovation and Entrepreneurship for Young Aspirants.

Transparent and automated examination system - Continuous Evaluation Systems, automated question paper setting, onscreen evaluation system, system generated results, grade cards and degree certificates in the examination department.

Green and Clean Campus - Lush green campus spread over 85 acres on the banks of river Mula-Mutha built upon the legendary Raj Kapoor's land, World Peace Dome, Museum etc. and rainwater harvesting, solar harvesting, recycling of biodegradable waste, biogas plant, wastewater recycling etc.

Rich Campus Life – Strong sports facilities of national level standards, 50 student clubs with different activities, on campus medical emergency support, separate hostels for boys and girls, functions like Persona Fest and Vishwanath Sports for exposure of the talents of students, then meditation hall, temple, festivals like Ganesh Jayanti, shivjayanti for spiritual development of the students.

Indian Knowledge System - University excels in integrating IKS into multidisciplinary educational framework.

Institutional Weakness

Getting faculty and alumni - As a relatively new institution, attracting quality faculty is difficult. Also, the rising alumni network and contributions from alumni is challenging. Further, building a separate strong brand will take time.

Transition from old affiliated system to university - Developing new programs and transitioning existing ones could lead to operational and administrative challenges, especially in terms of faculty recruitment, curriculum development, and student intake management.

Lack of Residential facilities - Lack of on-campus residential facilities for faculty/staff

Less foreign students - Foreign students' enrollment is on the lower side.

Institutional Opportunity

Growth in Innovation and Entrepreneurship – the university’s focus on innovation and entrepreneurship creates opportunities to foster start-ups and incubate new businesses, tapping into the growing demand for entrepreneurial education. Also, strong ties with industry, incubation centers, and mentorship programs can drive the creation of innovative solutions in the fields of art, design, and technology.

Expansion of Global Partnerships – potential to develop international collaborations, facilitating global student exchanges, joint research programs, and international internships that enhance the university’s academic standing globally. Further, partnerships with foreign universities can also bring new perspectives in interdisciplinary research and curriculum development

Attracting foreign students – the university provides high level teaching, learning and research facilities to the students from different states in India. In due course of time foreign students will be attracted to the teaching, learning and research facilities provided by the university.

Increasing Demand for Design and Technology Professionals – the growing demand for professionals skilled in emerging fields like AI, data science and digital media offers an opportunity for MIT ADT University to attract students and forge strong industry partnerships. Further, with India’s focus on fostering innovation and technological advancement, MIT ADT University could become a major player in training the next generation of professionals.

Increase in Admissions - as the university focuses on holistic development of the students, there will be increase in admission in higher education.

Institutional Challenge

Technological Disruption – rapid advancements in technology require the university to continuously upgrade its curriculum and infrastructure to stay relevant. Failure to adapt quickly to technological changes may diminish its competitive advantage

Attracting and retaining meritorious faculty – Attracting and retaining the talented faculty members in the niche program such as design, computer science, maritime engineering,

Attracting government research projects – it is difficult to attract the government sanctioned research projects and funding.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Aspects

MIT ADT University offers 100 programs, aiming to integrate Art, Design, and Technology.

Innovative and Specialised Programs: Since its inception in 1983, the MIT Group Pune has been recognized for its innovative, industry-relevant education. MIT ADT University is known for specialised undergraduate and super-specialized postgraduate programs in Engineering, Design, Management, Film and Theatre, Vedic Sciences, and Maritime Education. The curricula emphasise interdisciplinary education, critical thinking, creativity, innovation, leadership development, social transformation, entrepreneurship, and social responsibility. We focus on synthesising Art, Design, and Technology courses in alignment with NEP 2020 and globalisation.

Focus on Innovation and Entrepreneurship: To foster innovation and entrepreneurship, the university emphasises design thinking and project-based learning each semester. Industry collaboration is promoted, and funding for product development is provided through CRIEYA. The Atal Incubation Center offers incubation support, while various training programs enhance employability, soft skills, and aptitude building. The syllabi are regularly updated to meet changing needs.

Addressing Local to Global Needs: The curriculum addresses local, regional, national, and global needs through Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Regular revisions are conducted by statutory bodies to ensure that undergraduate and postgraduate programs remain relevant.

Holistic Development: Courses in communication, health education, foreign languages, and creativity are integral to the curriculum. The curriculum is enriched by incorporating cross-cutting issues such as professional ethics, gender equity, human values, and environmental sustainability, in line with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020. The School of Corporate Innovation and Leadership offers courses focused on soft skills, aptitude building, and professional practices to enhance employability.

Feedback Mechanism: A robust mechanism is in place to collect feedback from stakeholders on the curriculum, with corrective actions implemented as needed. Over the past five years, at least one revision has occurred each year, with some programs undergoing more frequent updates. A choice-based credit system ensures academic flexibility, with students registered on the UGC portal

Teaching-learning and Evaluation

Admissions at MIT ADT University are based on merit and transparency, achieving a 90.89% enrollment rate at both undergraduate and postgraduate levels. Scholarships are available for deserving candidates, with special provisions for female students and those from economically disadvantaged backgrounds.

The university values student diversity and implements customized procedures for both advanced and slow learners. Learner identification is facilitated through assessment data, observations, and feedback from parents and teachers. Advanced learners receive support through research-based internships, hackathons, CRIEYA funding, incubation opportunities, and merit-based scholarships. In contrast, slow learners benefit from mentoring, flexible deadlines, remedial classes, summer sessions, and counseling.

The student-to-teacher ratio is well-maintained, promoting a **learner-centric pedagogy** that develops knowledge, aptitude, and skills. Teaching methods include classroom instruction, blended learning, project-

based learning, case studies, field trips, seminars, immersion programs, and workshops. The university utilizes a **Learning Management System (LMS)** and **modern ICT tools** to meet the needs of contemporary learners.

The mentor-mentee program is a core component of the student support system, featuring faculty mentors, regular meetings, performance tracking, academic mentoring, career guidance, emotional support, and personal development. On average, 93% of faculty are appointed against sanctioned posts, with an average teaching experience of 15.14 years, creating an ideal learning environment.

Evaluation: The university employs a **Continuous Comprehensive Evaluation (CCE)** system, accounting for 40-75% of assessments through various methods, including seminars, projects, assignments, internal tests, open book assessments, and concept maps.

Additionally, the university features a **fully automated examination system** that manages the entire process from entry to exit, including **automated question paper generation and online assessment of answer sheets**. Results are typically declared within 16.2 days after the last exam, with only 0.74% of students reporting grievances over the past five years. The average pass percentage is 92.97% (excluding backlogs) for the most recent assessment period.

Outcome-based education focuses on **Program Outcomes (PO)** and **Program Specific Outcomes (PSO)** to measure skills and knowledge, with course outcomes aligned with teaching-learning strategies and assessment tools.

Research, Innovations and Extension

MIT ADT University gives great importance to Research, Innovation and Entrepreneurship. The university has appointed Pro-Vice Chancellor to monitor Research and Innovation ecosystem. The University has established the Research and Development Cell, The Centre for Research, Innovation & Entrepreneurship for Young Aspirants (CRIEYA) in university. There is an Atal Incubation Centre in the university funded by NITI Ayog.

The university has prepared policies regarding Research, Consultancy, Seed Money and IPRs and activities of RDC are performed as per the policies.

Research

As per research policy 84 full time researchers have availed fellowship as per UGC norms. Till date there are 1000 + publications and also 1000+ book chapters with university financial assistance. The H index of the university during the last five years is 16.

As per the Research Seed Money Policy during last five years, Rs 3.08 Cr. seed money has been disbursed. Also, the university has granted Rs.40 lakhs plus incentives to faculties involved in active research.

Total 26 patents have been granted and 46 are published by university faculty members during last 5 years. Further, there are 250+ copyrights and 30 Design registrations of the university faculty members. Till date the university has funded more than 10 lakhs for IP processing.

MOUs have been executed with industry and educational institutions for Research, Innovation and Entrepreneurship.

Innovation

University has achieved significant milestone for NIRF 2024 under Innovation category by getting placed in Rank-band 11-50 & was placed in rank band 51-100 for NIRF 2023, and achieved band EXCELLENT by ARIIA-2021. The Institutions Innovation Council at MITADT University received five stars in 2019-20 and four stars consecutively for 2020-21, 2021-22 and 2022-23 by Ministry of Education, Government of India..

University hosts Smart India Hackathons organized by AICTE and also organizes hackathons at university level for promoting Innovation.

Extension

University has done 157 extension activities through NCC, NSS and schools such as YOGA Sessions for villagers, blood donation, Cambridge Global Certification for school children, Mental health awareness etc.

Infrastructure and Learning Resources

The MIT ADT University is famous for its sprawling lush green campus and picturesque location, spanning over a large area of 85.20 acres. University is the manifestation of the serenity of Mother Nature and the campus is aesthetically built on the banks of Mula-Mutha river.

University has developed its campus by constructing academic buildings, auditoriums, hostel buildings, staff quarters, workshops, sport complex etc. of about **2,15,753.93 Sq.m** Details of the same is as under:

Academic Buildings - 328 fully equipped classrooms, 110 specialized studios, 197 laboratories measuring **1,26,739.64 sq. meters**.

Amenities Buildings – Auditorium, Health club, Prayer Hall, Laundry, Pagoda measuring **7205.24 sq. mtrs.**

Workshops & Shop in Campus 4559.17 sq. mtrs.

Hostel Buildings 6,7727.57 sq. mtrs.

Staff Quarters 8779.35 sq. mtrs.

University has ICT facilities comprising of 4173 plus computers, 394 plus printers, 6 servers, 471 plus projectors, 50 smart boards, 72 tablets, 811 cctv camera, 1000 plus Wi-Fi access points and all other required hardware and software having internet bandwidth of 7 Gbps.

University has KRC divided in Clusters at 4 places with 2,46,726 e-books, 39,417 e-journals, and databases like IEEE Xplore and ProQuest. This complements 7 Gbps internet and 1,000 plus Wi-Fi devices on campus.

University has sports facilities like outdoor spaces for cricket, football, basketball, volleyball, tennis, and a 1.5 km running track. Apart from above, there are facilities like Olympic-standard swimming pool and indoor facilities like badminton courts, a boxing ring, snooker tables, and fully equipped gymnasiums. A dedicated yoga center supports students' mental and physical well-being, contributing to their overall development.

University is having solar panels, rainwater harvesting, and wastewater recycling plants, contributing to our green campus vision.

Student Support and Progression

MIT Art, Design & Technology University places students at the heart of everything it does. Over the past five years, the university has awarded MITADT Merit Scholarships and EWS Concessions to 33497 students, ensuring that financial support reaches those who need it most. Additionally, the university helps students secure scholarships from various external organizations, further easing their financial burden.

To promote holistic student growth, the university offers a range of capacity-building and skill development programs through initiatives like SHD, SCIL, IIC, CRIEYA, and AIC. These programs focus on enhancing students' soft skills, life skills, communication skills, and entrepreneurial abilities. The university also prioritizes student welfare by having dedicated committees for Grievance Redressal, Internal Complaints, and Anti-Ragging to ensure a safe and supportive environment.

The Central Corporate Relations, Training, and Placement Cell (CN CRTP) actively organizes campus and pool campus drives to facilitate job placements, internships, entrepreneurial ventures, and even defence service opportunities. In the last five years alone, 8,211 students have been placed, 743 have gone on to pursue higher education, and 227 have successfully qualified in competitive exams.

Beyond academics, MIT ADT University encourages students to explore their talents through a variety of co-curricular and extracurricular activities. The annual techno-cultural "Persona Fest" provides a platform for students to showcase their skills, and in the last five years, 510 students have won awards in sports and cultural events. With the support of the MIT-IMPACT Student Council and over 40 active clubs, students continuously develop new skills and interests.

The MIT ADT University Alumni Association (MAA) plays a vital role in building a strong network of support. In the past five years, alumni have contributed more than Rs. 1.13 crores in cash and in-kind donations, backing workshops, events, personality development initiatives, and student placement efforts.

MIT ADT University remains committed to fostering a nurturing, student-centered environment where every student has the opportunity to grow, succeed, and thrive.

Governance, Leadership and Management

MIT ADT University embraces transparency and decentralization in its governance, Universities strong leadership has the ability to make vision into reality.

Institutional governance at the University is closely aligned with its vision and mission, fostering an environment that prioritizes faculty development, academic excellence, efficient operations and holistic development by adhering to strategic objectives and promoting a culture of collaboration and innovation.

1st Perspective plan of the 2018-23 is developed and deployed, we have successfully implemented initiatives that have led to sustained University growth, i.e. number of programs, student population etc. **2nd Perspective Plan** 2023-24 strategic plan is also building on these achievements, continuing to focus on enhancing academic excellence and other key targets.

Faculty Development/ Empowerment – University has mature HR policies like Appraisal, welfare measures, Adequate financial support is provided to faculty for seminar/Conferences/FDP's

E-Governance at MIT ADT University utilizes TCS ion software, covering all operational domains such as Administration, HR, Purchase, LMS, Attendance, Virtual Classes, Library Management, Fee Collection, Student Section, and Examinations effectively since inception.

Financial Management at the University is supported by well-established mechanisms to ensure transparency, accountability, and efficient resource allocation. Each year, the budget is prepared consulting stakeholders, after recurring expenses provisions for capital expenditures on buildings and equipment are made. Internal Auditor is appointed to conduct timely internal audits. A Statutory Auditor is also appointed to ensure compliances, & audited reports are available for all years. Statutory Approvals & Compliances for IT, GST, and other authorities are in place. The University's financial stability has been rated consecutively by **The ICRA Ltd as "A+" for 3 years.**

The **Internal Quality Assurance Cell (IQAC)**, established in 2019, has developed university policies and streamlined university operations, ensuring continuous quality assurance through regular academic and administrative audits, as well as strict adherence to compliance standards. The IQAC sets guidelines for curriculum review, validates the processes for course creation and revision, and ensures that all university manuals comply with established rules. It also collects, verifies, and submits data for regulatory requirements. Additionally, the IQAC conducts training sessions focused on quality initiatives to foster continuous improvement.

Institutional Values and Best Practices

The value system of MIT-ADTU is rooted in the belief that harmony between Science and Spirituality alone will bring peace to humanity. It believes in ethical, societal, spiritual, humanitarian, and environmental values.

University is committed to **Societal values** such as **Gender equity, Inclusivity and Safety** by providing barrier free environment for Divyangajan, providing appropriate surveillance systems and day-care center in the campus. Activities for W20, Women Empowerment Cell, Internal Complaints committee (ICC), prevention of Sexual Harassment Cell ensures **conducive atmosphere for women**. Courses such as Societal Immersion, Universal Design develop sense of inclusivity. University promotes sensitisation programs for constitutional awareness, rights, duties, community engagement, fostering civic responsibility.

Spiritual and Humanitarian values such as respect for Human dignity, Humility along with citizenship values

and life skills are inculcated through various courses such as Spirituality and Morality and related activities. To inculcate **ethical values**, university offers courses in professional and research ethics. University follows zero-tolerance policy on smoking, ragging, banned substances, and sexual harassment.

Environmental Values are well-defined by '**Green Campus Policy**'. It envisions a Blue-green environment by water conservation, rainwater harvesting, and plantation drives. The university is aiming at becoming self-reliant for energy, with grid connected PV solar systems, use of bio-gas plant, LED lights, and **sustainable mobility solutions**. University has **waste management system** with organic waste converter, a STP plant for liquid waste. University has received **Platinum rating for IGBC Green Campus Certification in 2024**.

One of the best practices is '**Holistic Student Progression Framework: from classroom to career**' and is achieved by offering University-Common-Compulsory/Electives by 'School of Holistic Development' and 'School of Corporate Innovation and Leadership'. This ensures intellectual, physical, social and spiritual development creating well-rounded professionals, thus contributing to the core values of university.

The other best practice is building ecosystem for '**Innovation and Entrepreneurship**'. To support this, University has established a well-knit ecosystem of **IIC (Awareness)**, **CRIEYA (pre-incubation hub)** and **AIC-MITADTU (Incubation forum)**.

The distinctiveness of the university is in its strong emphasis on integrating **Indian Knowledge System** in its curriculum. This aligns with the vision of the Government and NEP 2020.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MIT ART, DESIGN AND TECHNOLOGY UNIVERSITY
Address	Raj Baug, Pune - Solapur Highway, Loni - Kalbhor, Pune 412201
City	Pune
State	Maharashtra
Pin	412201
Website	https://mituniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Mangesh T. Karad	020-26912901	9552547710	020-26912901	provc@mituniversity.edu.in
IQAC / CIQA coordinator	Niraja Ravindra Jain	020-26912903	9823072774	020-26912902	director.qa@mituniversity.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	21-08-2015
Status Prior to Establishment, If applicable	Other
Establishment Date	08-08-2006
Any Other, Please Specify	Multiple Independent Institutes

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	02-05-2024	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Raj Baug, Pune - Solapur Highway, Loni - Kalbhor, Pune 412201	Rural	85	214546.9	BDes, MDes, BTech, MTech, BArch, MArch, MPlan, BSc, MSc, BA, MA, MBA, BBA, BCom, BCA, MCA, BPA, MPA, BFA, MFA, BJMC, MJMC, LLB, LLM, BEd, PhD		
<i>Institutes</i>	<i>Rajbaug</i>	<i>Rural</i>	<i>85</i>	<i>214546.9</i>	<i>BDes,</i>	<i>21-08-2015</i>	<i>02-05-2024</i>

	, Pune- Solapur Road, L oni- Kalbhor, Pune 412201				<i>MDes, BTech, MTech, BArch, MArch, MPlan, BSc, MSc, BA, MA, MBA, BBA, BCom, BCA, MCA, BPA, MPA, BFA, MFA, BJMC, MJMC, LLB, LLM, BEd, PhD</i>		
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2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	17
Affiliated Colleges	0
Colleges Under 2(f)	17
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	15
Colleges with Research Departments	16
University Recognized Research Institutes/Centers	22

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <tr> <td>SRA program</td> <td>Document</td> </tr> <tr> <td>NCTE</td> <td>116048_14087_4_1720699935.pdf</td> </tr> <tr> <td>BCI</td> <td>116048_14087_8_1720699940.pdf</td> </tr> <tr> <td>COA</td> <td>116048_14087_18_1720699945.pdf</td> </tr> </table>	SRA program	Document	NCTE	116048_14087_4_1720699935.pdf	BCI	116048_14087_8_1720699940.pdf	COA	116048_14087_18_1720699945.pdf	
SRA program	Document								
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BCI	116048_14087_8_1720699940.pdf								
COA	116048_14087_18_1720699945.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	80				118				438			
Recruited	45	28	0	73	66	37	0	103	252	186	0	438
Yet to Recruit	7				15				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				937
Recruited	664	273	0	937
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				288
Recruited	235	53	0	288
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	30	24	0	38	32	0	48	40	0	212
M.Phil.	0	0	0	0	0	0	5	1	0	6
PG	5	3	0	23	5	0	187	145	0	368
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	36	17	0	53
Visiting Professor	55	31	0	86

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Institute of Design	H Kumar Vyas	MIT ADT University
2	School of Film and Theatre	Raj Kapoor Chair	MIT ADT University
3	School of Humanities	Swami Vivekanand Chair	MIT ADT University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4634	1357	5	1	5997
	Female	2963	918	12	0	3893
	Others	0	0	0	0	0
PG	Male	921	236	0	0	1157
	Female	553	269	0	0	822
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	8	5	0	0	13
	Female	8	6	0	0	14
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	1	0	0	20
	Female	22	1	0	0	23
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	68	9	0	0	77
Female	85	14	0	0	99
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
International School Of Broadcasting And Journalism	View Document
Maharashtra Academy Of Naval Education And Training	View Document
Mit Art, Design And Technology University, Punes School Of Architecture	View Document
Mit College Of Management	View Document
Mit Institute Of Design	View Document
Mit School Of Bioengineering Sciences And Research	View Document
Mit School Of Computing	View Document
Mit School Of Education And Research	View Document
Mit School Of Engineering And Sciences	View Document
Mit School Of Film And Theatre	View Document
Mit School Of Fine Arts And Applied Arts	View Document
Mit School Of Food Technology	View Document
Mit School Of Humanities	View Document
Mit School Of Indian Civil Services	View Document
Mit School Of Law	View Document
Mit School Of Vedic Sciences	View Document
Mit Vishwashanti Sangeet Kala Academy	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The University has been established as a Multidisciplinary University offering graduate and Post graduate programs in science, technology, Arts, Fine Arts, Humanities and Design. The Vision of University reads- “MIT Art, Design & Technology University aspires to be University of Eminence by amalgamating Art, Design, Science and Technology. The University aims to have a transformative impact on society through holistic education, multidisciplinary research ethos, innovation and entrepreneurial culture.” Implementation of NEP 2020 began in 2022-23, fully implementing it in eight institutions by 2023-24. The University has established a high-powered committee chaired by Vice Chancellor, with Pro Vice Chancellor, all Deans, Controller of Examinations, & Director of IQAC as members, and Registrar. This committee has held several rounds of meetings to discuss implementation of NEP. Examination and redesigning of Programs is done to have multiple entry and exit points wherever possible. Numerous other programs include outreach and extension activities that promote community engagement, environmental awareness, and human values. To support this integration, multiple steps are taken. The syllabi of various courses include Ability Enhancement Courses in addition to integration of Universal Human Values, Constitution of India, Professional Ethics, Indian Knowledge System etc in core courses. Open Electives from various departments are offered. Students are required to take one Open Elective from a department other than their own each semester. Some NEP- compliant Programs are: Bachelor of Design (B.Des.), B.Tech. (Computer Science & Engineering, Information Technology, Aerospace Engineering, Civil Engineering, Electronics & Communication Engineering, Electronics & Computer Engineering, Mechanical Engineering), Bachelor of Business Administration, Bachelor of Computer Applications, Bachelor of Food Technology, Bachelor of Arts (Honours) English, Psychology, Bachelor of Science (Honours) Psychology with Research. The current NEP-compliant degree programs include credit courses and projects in areas of environmental education and other value-based</p>
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	<p>courses as part of their degree programs. Additionally, yoga is available to all students as a non-credit course. At initial implementation, 12 NEP-compliant programs have been introduced. Under NEP, curriculum is designed so that students can choose Minors and Electives of their interest. Project based education, professional ethics, human values, environment and sustainability, research integration, are key areas of focus. Other decisions related to multiple entry / exit are in pipeline. Additionally, mandatory job internships have been implemented for students who opt to exit. Currently, faculty members are engaged in research, publications, and project work, many of which are multidisciplinary or interdisciplinary. Students are encouraged to undertake internships and research projects on identified societal problems using a multidisciplinary approach. Constituent Institutions- SoA and SVS have received funding of research projects under IKS from an GoI initiative. The university's flexible, value-based programs across eight faculties, including CRIEYA and AIC, address contemporary challenges. MITADTU has interdisciplinary Programs such as B. Tech -Bioengineering, B. Tech- Mechanical (AI & Robotics). The University promotes a multidisciplinary/interdisciplinary approach by encouraging faculty and students to engage in research, internships, & projects that address societal problems, aligned with goals of NEP 2020. https://naac.mituniversity.ac.in/NAAC/NEP_Preparedness/multidisciplinary_index.pdf</p>
2. Academic bank of credits (ABC):	<p>a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. Process of Academic Bank of Credit is already established at University by Exam controller. University is registered with NAD (ID-NAD003243). Several rounds of sensitization and awareness programs were conducted to help students understand the benefits of the Academic Bank of Credits (ABC). Mentors and faculty members provided hands-on support to students until they successfully registered for ABC taking the number of ABC accounts to 15967 till date. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide Details. Process of Academic Bank of Credit is already</p>

established at University by Exam controller. The University is in the process of formulating a policy that will allow students registered under the ABC to benefit from multiple entries and exits during their programs. c) Describe the efforts of the institution for seamless collaboration, internationalisation of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Dedicated International office of international affairs, established 37+ active foreign HEI MoUs for student mobility, full time admissions, internships, FDPs as well as for academic and research collaborations. This has led to significant student mobility, including inbound short-term immersion programs and full-time admissions of international students. Outbound opportunities are available for short-term summer/winter schools or internships, as well as articulation or progression agreements like 2+2 or 3+1 programs. Faculty mobility is also encouraged, with inbound opportunities for visiting scholars, international faculty on teaching assignments, and participation in webinars, masterclasses, or faculty development programs (FDPs) by international faculty. Outbound opportunities include faculty on teaching assignments and joint research or research assignments. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. Faculty members have the flexibility to choose pedagogical tools based on subject requirements, including adding current topics beyond the syllabus. They have autonomy in finalising internal assessments. Participation in various academic committees allows faculty to gather feedback from stakeholders such as students, alumni, start-up founders, and industry representatives. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Several rounds of sensitization and awareness programs were conducted for students to understand the benefits of ABC. Mentors, faculty members at respective institutions undertook handholding of students till they successfully registered for ABC. https://naac.mituniversity.ac.in/NAAC/NEP_Preparedness/abc_index.pdf

3. Skill development:

Skill enhancement in students is ensured through several key interventions. Each institute identifies the essential skills required to meet graduate attributes, and all programs incorporate skill-based experiential learning as a core component of every course. Additionally, specialised programs are offered to impart targeted skill sets to students. Subjects like Innovation, Entrepreneurship, Design thinking are included in the curriculum as a skill component. The University has an in-built mechanism to complement skill development requirements through the School of Corporate Innovation and Leadership (SCIL). This central institution offers structured programs designed to enhance professional skills for both undergraduate and postgraduate students. The programs include three key interventions: Professional Skill Practices, Competitive Aptitude Practices, and Career Advancement Practices. Further details can be found in the NEP Manual by SCIL. Integration is in process and will be updated upon approval. The School of Humanities (SoH) integrates universal values and spirituality into its curriculum, fostering a holistic educational environment through a mandatory non-credited course Societal Immersion, Spirituality & Morality-I and Societal Immersion, Spirituality and Morality-II. The university emphasises value-based education through various activities and events that promote positivity and the development of humanistic, ethical, constitutional, and universal human values. These values include truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and essential life skills. As part of the NEP implementation, the curriculum structure ensures that all students complete at least one vocational course before graduating. Significant efforts are made by all institutions to engage stakeholders from various academic disciplines, industries, professional agencies, and the arts community to provide vocational skills and address gaps in trained faculty provisions. The university has partnerships with professional agencies like TCS iON, ICT Academy, and Coursera to offer vocational education in ODL/blended/on-campus modular modes to learners. These skilling courses are designed to be accessible to students through online and/or distance formats. Aligned with NEP 2020, the University integrates vocational courses into the

	<p>curriculum and collaborates with agencies like TCS iON, ICT Academy, and Coursera to offer skill development through various modes. The School of Corporate Innovation and Leadership (SCIL) enhances students' professional skills, competitive aptitude, and career readiness. For faculty members, need-based Faculty Development Programs (FDPs) are curated to train in-service faculty in major areas, ensuring they remain equipped to deliver high-quality education. https://naac.mituniversity.ac.in/NAAC/NEP_Preparedness/Skill_development_index.pdf</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses. A strategy and detailed plan for integrating the Indian Knowledge System (including teaching in Indian languages, culture, etc.) into the curriculum through both offline and online courses is in place as part of NEP implementation. Components of the IKS are included in the academic curriculum. b) What are the institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. The university is in the process of preparing for bilingual (English and vernacular) classroom delivery to provide training across various faculties of education. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Bilingual courses are under consideration . Indian arts and traditions are amalgamated extensively in curriculum of School of Architecture, School of Fine arts (SoFA), MIT Institute of Design (MIT ID) in their curriculum. SoFA organised events in collaboration with KAARI. Indian culture is showcased in noteworthy work of School of Film and Technology (SFT) which is admired and awarded by national film award and Dadasaheb Phalke award by the President of India. d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) ii. Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions. Response: At the university, the School of Vedic Science, and Vishwa Shanti Sangit Kala and Academy serve as the main pillars for preserving the rich Indian legacy and heritage of ancient knowledge,</p>

	<p>wisdom, culture, and arts. Courses on traditional Indian art forms are offered by the School of Fine Arts and Applied Arts as well as the School of Theatre and Art. The School of BioEngineering Sciences and Research and the School of Architecture also majorly focus on integrating traditional knowledge in their courses. e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. Unique entities like World Peace Dome, RK Museum, VSK demonstrate the University's commitment to IKS https://naac.mituniversity.ac.in/NAAC/NEP_Preparedness/Efforts_of_institution_to_preserve_and_promote_index.pdf</p>
5. Focus on Outcome based education (OBE):	<p>a) Describe the institutional initiatives to transform its curriculum towards Outcome- based Education (OBE)? Vision and mission for each institute and department are established based on the university's vision and mission. Program Outcomes (POs) are established and mapped to the respective vision and mission. In line with the POs, Program Educational Objectives (PEO) and Program Specific Outcomes (PSO) are established for each program. Course Outcomes (COs) are established at the time of syllabus creation. b) Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. POs, PEOs, and PSOs are mapped with COs using a prescribed template. COs are linked to exam assessments, and their performance is monitored and documented for each course. Based on this performance, further improvements and actions are decided. Outcomes are evaluated, and attainment analytics are utilised to enhance academic quality. The current process will be further reinforced, with continued close monitoring of attainment levels to adjust pedagogy and/or evaluation methods as needed. The next phase of OBE implementation will focus on mapping indirect assessments and analysing their attainment. c) Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. Since the inception of NEP implementation in 2023-24, the exercise of CO-PO mapping has been integrated into the syllabus document.</p>
6. Distance education/online education:	a) Delineate the possibilities of offering vocational

courses through ODL mode in the institution. Tie-ups have been established with professional agencies such as TCS iON, ICT Academy, and Coursera to offer vocational education in ODL, blended, and on-campus modular modes to learners. These skilling courses are planned to be offered to students through online and/or distance modes. This is in sync with the blended learning concept note of UGC. b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. Most classrooms are well equipped with ICT tools and equipment for ease and effectiveness of teaching and learning. c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. Currently, students are enrolled in SWAYAM , NPTEL courses. They are guided to select appropriate courses from SWAYAM based on the courses listed for their semester, according to this mapping. The development of Distance and Online Education will happen in future depending on the permissions and requirements set by the apex body. h https://naac.mituniversity.ac.in/NAAC/NEP_Preparedness/DE_OE/professional_agencies_index.pdf

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, with ten student members operating under the guidance of the Director - Student Affairs.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the University appoints both the student coordinator and faculty members, ensuring the Electoral Literacy Club (ELC) operates effectively with students and faculty in key leadership roles, driven by the motto "Learn, Participate, and Lead.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,</p>	<p>MITADT University, located in a semi-urban area near local villages, has been actively working with school principals in the region to set up an electoral awareness program. The students are planning to collaborate with the District Collector to organize an electoral literacy fair in November. This initiative aims to foster a deeper understanding of regional communities, their unique electoral practices, and the political culture that shapes them. Students are also</p>

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>teaming up with local organizations to spread awareness about the importance of voting. The university's photography club plans to document the upcoming state elections in November 2024, showcasing these moments in an exhibition focused on the right to vote. The exhibition will include interactive displays, such as a mock EVM (Electronic Voting Machine) and various electoral forms like FORM 6A, FORM 26A, and FORM 2B, to educate the public. Additionally, the School of Indian Civil Services have planned lecture series on Voting Rights and Indian Democracy, which will provide students with essential insights into the significance of their electoral rights. In the past, the MIT-IMPACT student council has partnered with SHD and NSS to run voter awareness campaigns, celebration of National Voter's Day, and marked the International Day of Democracy. During these events, students and faculty participate in a pledge to promote the importance of voting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Students actively participate in the MIT-Human Library Club to engage in meaningful discussions on social issues, current events, and geopolitical topics. The university also ensures that proper election procedures are followed for the MIT-IMPACT Student Council. Nominations are invited from students, who then present their manifestos for various leadership positions. They campaign through social media and messaging platforms like WhatsApp and Telegram to reach their peers. During the student council elections, members are encouraged to exercise their voting rights by the presiding officer and the Director of Student Affairs. Following the voting and counting process, key positions such as President, General Secretary, Vice President, and Joint Secretary are appointed. This initiative not only promotes active participation in student governance but also provides valuable insights into the democratic process and governance in India.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club (ELC) aims to register over 500 students as voters for the upcoming Maharashtra state elections. To reach this goal, the ELC plans to organize annual voter registration drives, with support from the MIT-IMPACT Student Council. The club is committed to making every effort to guarantee that first-year and second-year students, are successfully registered. https://naac.mitu</p>

niversity.ac.in/NAAC/NEP_Preparedness/ELC_Activities.pdf

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
12045	10555	9133	8154	7039
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2915	2702	2439	2251	1341
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
614	493	383	335	313
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 791

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
14808.83	12134.98	8139.64	5137.92	6863.66

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

The curriculum of all programmes at the university is developed in accordance with the Programme Educational Objectives(PEO) and Programme outcomes(POs / COs) mapping to the mission statements of the university. Curriculum development and implementation is carried out through BoS followed by Academic Council. They are periodically revised based on input received from the stakeholders industry, reputed academic institutions, research organizations, alumni, faculty and students. The curriculum and course content are designed to achieve the desired outcomes at local, regional, national, and global needs. The contribution towards the development needs at different levels with 100 overlapping UG/PG programs are given as follows:

Local Needs

University's programs cater to local needs in sectors like agriculture, SME's, hospital, hotels, Agri/ food processing industry etc.

It caters to job profiles like general office-works, junior engineers, accountants, hospitality executives, teachers, trainers, site-supervisors, architects Technicians, Salesman, etc.

The programs like BEd, BCA, BCom, BBA, BTech/ MTech (Electronics/CSE/IT/Food-Technology), BArch, MBA(Agri and Food Business/ Marketing Management cater to these profiles.

POs/ COs of 22% University programs reflect these local needs.

Regional Needs

University's programs caters to regional needs in sectors like Smart cities, MSME's, food processing, pharmaceutical, transport, design, agriculture, commerce, finance, banking, manufacturing, software industry etc.

It caters to job profiles like MSME, Fintech Professionals, Software/IT professionals, Automobile, Designers, Manufacturing Engineers, media-experts, managers - hospitality, healthcare, pharmaceuticals, Marketing/ HR etc.

The programs like BBA, MBA-Fin/HR/ Marketing, B.Des/M.Des, B.Tech / M.Tech-CSE/IT/Mechanical/Civil, B.Tech/M.Tech Food Technology/ Bio-engineering, BA/MA (Media)

POs/ COs of 33% University programs reflects these regional needs.**National Needs**

University programs cater to national needs in following sectors like Healthcare, Software, Mech, Electronics, IT Industry, Automobile, Travel and Tourisms etc.

It caters to job profiles like Engineers in above sectors, policy-makers, regulators, Managerial administrators, System Designers, CEOs, CTOs, Healthcare Professionals, Judiciary experts and researchers in various sectors.

These specialized programs like BTech/ MTech CSE/IT/ Bio-engineering /B Des/ M Des/ Aerospace with courses like AIML, Cybersecurity, Blockchain, Electronics, Design, Bioengineering, BSc (Vedic Sciences), BBA(LLB), MBA, etc.

The POs/ COs of 57% University Programs reflects these needs and University caters to it.**Global Development Needs**

University programs caters to global needs in sectors like, Shipping, Film and immersive media, IT, FinTech, Global Consulting Firms, MNC, Insurance, Finance, Marketing Firms etc.

It caters to job profiles like Vice-presidents, Managers, Engineers in specialized areas, Fintech Professionals, administrators, chief engineers, Captain of ships, Healthcare Professionals, and researchers in various sectors.

This is catered by specialized programs as BTech Marine Engineering, B.Sc. Nautical Sciences, B.Sc/M.Sc Film-Making, B.Des/ M.Des /UI/UX, B.Tech/ M.Tech, Cloud Computing/Big Data and Data Analytics, Hybrid and Electric Vehicle etc.

The POs/COs of 37% University Programs reflects and caters to Global Needs .

All the university programs contribute to the development needs at different levels with few overlaps and are leveraged with the co-curricular activities integrated into the curriculum.

Percentage of Programs is exceeding 100% due to overlapping of programs in different areas.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

MITADT University aims to cultivate skilled, employable individuals for society. The signature Programmes in Film Making, Performing Arts, Design, Architecture, Law are intrinsically entrepreneurial and skill-based fostering creativity and innovation. Additionally, the university adopts a competency-based curriculum that emphasizes enhancing the skills, employability and entrepreneurship of its students with a substantial proportion of these courses being integrated into the curriculum.

Out of the total 7318 courses, 3203 courses reflect contribution to Entrepreneurship, Skill Enhancement and Employability. Few courses like Data Science contribute to all of these.

Following are the curricular and co-curricular initiatives to enhance the skills, employability and entrepreneurship among the students.

Skill Enhancement Courses:

- **Technical Skills:** Courses fostering digital literacy, programming, data analysis, and marketing are offered to students of programmes in Art, Design and Technology.
- **Soft-Skills:** Courses inculcating communication skills, teamwork, and leadership development are offered across all programmes in university as part of curriculum.
- **Project Management:** Courses with mini-projects, courses with project-based learning, project management are included.
- **Social Skills:** Initiatives in Environmental studies, National Service Schemes, Environment club sensitize students to social needs.
- **Internships and Practical Experiences:** On-field Training, industry projects, internships are part of professional programmes
- **Certifications:** Open/industry electives comprise courses encouraging credentials in specialized areas.

Out of the total 1968 Skill enhancement courses in university, Technology courses are 16 %, Management Courses-8%, Creative Courses-70% and Humanities -6%.

Employability Courses:

The curriculum emphasizes courses to improve job readiness and marketability of students.

- The curriculum emphasizes courses like resume writing, interview preparation and group discussions.

- Project-based courses emphasize empathy, user-centric thinking, teamwork, leadership skills
- Conduction of value-added courses on latest trends in respective disciplines enhancing employability
- Inclusion of interdisciplinary courses in Indian Knowledge Systems, Environment, Design, Artificial-Intelligence aims leveraging industry readiness and employability.
- Collaborative initiatives as MoUs with industry, institutions result in more field-visits, mentorships, industry-projects, internships and placements.

Out of total 1331 Employability courses Technology courses are 26%, Management Courses-10%, Creative Courses-60% and Humanities-4%.

Entrepreneurship Courses:

The university through its innovation ecosystem- Centre for Research Innovation Entrepreneurship for Young Aspirants(CRIEYA) and Atal Incubation Centre (AIC) offer support from Pre-incubation stage to launching startups

- Inclusion of courses like Design Thinking, Entrepreneurship, Economics set the culture of innovation and entrepreneurship.
- Interactive Sessions on refining business ideas, and conducting market-research are conducted at CRIEYA.
- Sessions by experts on prototyping, planning and preparing for funding with pitching and presentations for investors is part of mentoring at AIC.

Out of 772 Entrepreneurship courses Technology courses are 36%, Management Courses-12%, Creative Courses-50% and Humanities-2%.

Revisions to incorporate contemporary requirements:

All Programmes offered by MITADT University adopt an Outcome Based Education(OBE). Programme outcomes adhere to the Graduate attributes that are aligned with employability, entrepreneurship and skill development. The curriculum is designed with industry-specific goals, revised by taking yearly feedback from industry stakeholders, corporate world to incorporate market requirements.

Additionally, adoption of NEP-2020 curriculum with skill-based education and multidisciplinary minors aims to create skilled and employable workforce, equipped to thrive in competitive market.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 28.41</p>	
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 2079</p>	
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 7318</p>	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

<p>1.3.1</p> <p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p>

Response:

MIT ADT University fosters a strong value-based holistic development of students by effectively integrating cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics through our curriculum. The Universities value-based education prepares the students to face the future challenges in line with SDGs and NEP 2020. Project based learning, choice-based learning, internationalisation of education, experiential learning, Indian knowledge systems are the focus areas in these formative years of implementation of NEP 2020.

Professional Ethics and Human Values (SDG 3, 4, 10, 16)

The curriculum includes compulsory core courses in all UG and PG programs, specifically focused on the development of professional ethics and human values. The School of Holistic Development and SCIL are specialized units that conduct various programs to ensure training in values and professional ethics. Through these initiatives, MIT ADT University aims to instil a strong ethical foundation and promote professional integrity among its students.

Gender Sensitivity (SDG 5, 10)

Gender-related courses are integral components of various programs. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Many courses we offer promotes inclusivity to encourage empathy about gender issues.

Gender sensitization programs are organized focusing on women's rights, human rights, child rights, gender justice, health issues and gender equality. A counselling cell provides comfort and confidence for many students in need. We organize seminars, conferences, expert lectures, street plays and literary activities to promote gender sensitisation.

Environment and Sustainability (SDG 6,7,11,12,13)

MIT ADT University's strong community-oriented work culture is based on sustainable living practices, integrating aspects such as water quality, air quality, education and healthcare, innovation, and human values. The university has included vocational and skill development education by introducing courses related to Water and Waste Management, Renewable Energy, Environmental and Green Technology. Environmental Studies course is included in most UG and PG programs.

Environment awareness sessions, industry visits, field excursions are organized regularly. MIT ADT University conducts research in interdisciplinary areas focused on renewable energy, environmental pollution, education, health and wellbeing in line with our collective mission towards achieving the SDGs.

Out of the total 7318 courses offered by the University 2923 courses reflect Professional Ethics, Gender Sensitivity, Human values and Environment & Sustainability. Many courses overlap multiple parameters.

Parameters-> Course Category	Professional Ethics	Gender Sensitivity	Human Values	Environment & Sustainability
Technology	644	20	106	310
Creative	1075	109	406	215

Management	32	9	28	26
Humanities	124	12	106	36
Total	1875	150	646	587
Examples	<ul style="list-style-type: none"> • Cyber Law • Professional Practice • Foundations Facets of Ethics • Art & Design Appreciation World Art Movements • Health law ethics & regulations 	<ul style="list-style-type: none"> • Gender school & Society • Introduction to Women & Gender studies • Literature and Gender • Human Lifespan Development • Sociology of deviance, Social control and law • Human Nutrition • Introduction to Vedas 	<ul style="list-style-type: none"> • Mental Health and Well-being • Understanding self • Urban studies • Peace Education • Life Skills Education • Design for defense: forts castles • Indian Religion Architecture 	<ul style="list-style-type: none"> • Environmental Science • Solid and Hazardous Waste Management • Green building technology • Disaster management • Planning for sustainable development

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

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 566

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 85

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 85

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 100

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.57

2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4929	4333	3471	2608	2849

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

2023-24	2022-23	2021-22	2020-21	2019-20
4396	4052	3235	2265	2526

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 63.2

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
743	523	449	307	278

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
983	865	693	521	577

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

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

MITADTU admits students from diverse academic and social backgrounds to several programmes. The

university conducts an **inclusive week-long induction programme** that aims to amalgamate the new students into a unified learning ecosystem. The university consciously nurtures **student-centric education** with an **outcome-based curriculum and teaching-learning pedagogy** that enhances **student engagement and participation**. The university adopts a **variety of continuous internal assessments and evaluation methods** that cater to the differential learning needs of students.

The University has laid down the **guidelines for the identification of Advanced and Slow Learners** exercised at different schools. The students performing on an average scale are referred to as **Medium Learners**. The mechanisms to identify the learning potential of students include

1. Course performance in continuous assessments which are about 40-75% weightage of total marks, conducted as 2-4 tests, 3-5 assignments etc. in a semester and also through the end-semester exams which are 60-25% weightage of total marks in a semester.
2. Performance in proficiency tests like English communication, diagnostic tests like AMCAT, CoCube where over 1500 students have been evaluated.
3. The university undertakes sessions in aptitude and professional skills in which over 15000 students have been trained and assessed.

Initiatives for Slow Learners:

1. Conduction of **remedial classes** for almost 3-4 courses per semester where the students face learning challenges.
2. Conducting **bridge courses** in subjects like Electronics, Programming languages, Mathematics, Accounting and Finance, and Statistics to address learning gaps of the students, especially in Engineering and Management.
3. Building **soft skills and aptitude proficiency** for the students with university credit courses by School of Corporate Innovation and Leadership where over 14000 slow and medium. learners are trained across university.
4. **Language Proficiency** is enhanced with language courses and global certifications including Cambridge certifications with the School of Holistic Development where over 7000 students have been trained and certified across the university.

Initiatives for Advanced Learners:

The advanced learners are encouraged, mentored and supported to participate in **seminars, workshops, symposiums, project exhibitions, hackathons, and conferences at national and international levels**.

1. The advanced learners are supported by enrolling on various **MOOC** Platforms to leverage their knowledge. The university has supported 7000+ student certifications through Coursera, Swayam and NPTEL courses.

2. The medium and advanced learners are supported to acquire an additional edge in their skill sets with value-added courses with over 18000 students who are benefitted.
3. Around 50+ student global certifications from prestigious industry partners like Microsoft, Amazon, Cisco, Salesforce and more have been achieved in the recent past.
4. The advanced learners are encouraged to represent and support peers with representation in university **student associations and student councils**.
5. The university **seed funds** innovative and meritorious student ideas with financial support of up to 5 Lacs per idea through **CRIEYA (Centre for Research, Innovation and Entrepreneurship for Young Aspirants)**.

The adoption of the **National Education Policy (NEP)** based curriculum from AY 2023-24 at university caters to differential learning needs with a more **flexible curriculum, multimodal teaching methods** and **emphasis on formative assessment** methods leading to **personalized learning** of the students.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 19.62

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student Centric Methods

MIT ADTU's entire curriculum's emphasis is towards student centric methods such as experiential learning, participative learning, problem solving methodologies practical sessions, seminars, mini and major projects, internships, quizzes, case studies, industrial visits, guest lectures, value added courses, workshops, hackathons etc.

Design Thinking, Project-based learning, holistic education is adapted in all clusters of the university i.e. Technology cluster, Creative cluster to facilitate life-long learning and knowledge management.

Students undergo mini/major projects based on their curriculum. In technology cluster, Industry expert from the relevant domain is assigned as mentor for evaluation of projects whereas in creative cluster subject experts and industry experts are assigned to a class.

Participative learning

At MIT ADT University, learning methods like group discussions, technical workshops, assignments, value added courses, hackathons, project expos, mini and major projects, model making, prototype, block teaching help students to learn with their peers and faculty members, encourage teamwork and self-confidence.

Flipped Classes, blended learning and model making methods are introduced for selected topics to enhance participative learning.

Student clubs at university level helps students to learn with their peers to share interdisciplinary knowledge.

Case Study, Analysis and Discussion.

Experiential learning

At MIT ADTU, while designing the curriculum, appropriate credits are assigned to laboratory courses, projects and internships where students experience learning by doing.

Simulations, demonstrations, case studies, Virtual labs, Centre of Excellences etc. are utilized for effective experiential learning.

Best student projects selected through Project Expos/Competitions are rewarded with awards, probable seed funds and entrepreneurial opportunities. Students will also get financial, technical and legal support to convert their ideas into prototypes, product through CRIEYA and AIC.

Creative and Performing Arts courses such as drama, music, photography, dance, sculpture, offered by SHD whereas ability & soft skill enhancement courses offered by SCIL are part of the curriculum.

Students also learn through Extension activities, field/industrial visits, techno-cultural Fest 'Persona', annual student work showcase named 'Abhijat', 'KAARI' and 'Meraki'. A unique course Inter-Design Studies at MIT IOD make all UG students experience the life of rural society by staying in village for 5 days.

MIT ADT University has strong industry association and more than 149 MoUs have been signed with reputed industries across various domains. Students are encouraged to undergo Practical training/internships with firms/industries including business organizations, media houses, art firms and related organizations.

Problem Solving Methodologies

At MIT ADTU, the curriculum includes courses like Design Thinking, Innovation, Entrepreneurship and Idea Lab, Scientific Communication & Writing Skills, Engineering Economics, Financial & Project Management, to identify the real-life problems and use engineering principles to solve problems by considering socio-economic, technical, environmental issues.

Giving assignments and quizzes at the end of each unit.

Real life problems are explored in front of learners and faculty members, instruct these members to guide learners to solve these problems through mini and major projects.

ICT-enabled tools

Institute has full-fledged Learning Management System (LMS) developed by TCS iON. Students use this LMS for curriculum related resources, assignment submission, evaluation, fees payment, feedback submission, attendance record etc.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-

psychological issues

Response:

Mentor-Mentee Scheme

At MIT ADT University, the mentor-mentee ratio is 1:23 and total number of mentors at university around were 515 for A. Y. 2023-24 in Seventeen institutes under the MIT ADTU implement the mentor mentee scheme.

To every batch, one teacher, preferably teaching to them, is assigned as Mentor. Mentor is expected to monitor academic performance of his mentees and counsel them whenever necessary.

Besides this, in some of the institutes, industry mentors are also assigned to project groups and regular interaction happens with the industry mentors. Also, mentor is supposed to identify the domain and skills in each student and try to nurture them.

Mentor-mentee relationships play a crucial role in personal and professional development across various fields especially so in the higher education sector. These relationships foster growth, knowledge transfer, and career advancement through structured guidance and psychological support.

The mentors are encouraged to have empathy, seek feedback from students and guide them to the right path.

The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's intelligent quotient, emotional quotient and adaptability quotient.

Mentor Duties:

- Mentor conducts meeting with mentees once in every month and as per the requirement. These meetings enable the mentees to gain industry specific knowledge and access mentor's experience that serves as a catalyst for the mentee's learning curve.
- Mentor discusses attendance record with each student, take feedback about academic activities and instructs students having less attendance to improve it.
- Mentor identifies technical skills of each student, guide him/her accordingly to enhance it, advise students regarding choice of electives, project, placement and training activities and internships etc.
- To inform parents regarding mentee's attendance & performance time to time by calling/sending letters and during parent-teacher meetings.
- Mentor does the counselling of mentees which creates a sense of belongingness among the students towards the faculty and the University.

Common issues that are tackled by Mentors:

Students from diverse geographical backgrounds face problem in verbal and non-verbal communication skill, ability enhancement skills, managerial skills. These issues are resolved in association with SHD and SCIL.

- Students express homesickness and mentors provide psychological support by participation in various student clubs and techno-cultural fests like Persona, Kaari, Project Expos.
- By monitoring attendance and performance of students, mentor recommends and plans remedial classes, open book tests, assignments.
- Mentor support for food, residential, health and fitness related issues.

Challenges faced by

Mentors:

- Making decisions for mentee, its about guidance not control.
- Being overly critical about mistakes and failure.
- Assuming one-size-fits-all advice works for every mentee.
- Assessing mentee’s background (knowledge and skill)
- Setting limits and boundaries for mentor/mentee relationships.
- Ensuring attendance and performance record of every mentee, keeping mentees engaged.

Mentees:

- Expecting mentors to have all the answers to solve their problem.
- Relying solely on mentor for professional advancement without putting in personal efforts.
- Difficulty in setting up priorities

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 93

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
636	544	389	342	366

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 31.35

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 248

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.14

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 9296

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 16.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
8	12	21	21	19

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.74**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
15	17	45	0	9

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2915	2702	2439	2251	1341

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3**Status of automation of Examination division along with approved Examination Manual/ordinance**

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Outcome Based Education policy at MITADTU guides the implementation of Learning outcome-based curriculum framework at university. Faculty was equipped to design and attain outcomes through a series of workshops.

- **Program Level:** Programs have generic program outcomes (PO) which ensure attainment of graduate attributes (GA) and vision of the university. Ex: B.Ed- GA: Digital competency is mapped with PO5: Demonstrate knowledge related to design and plan lessons using ICT.

Program specific outcomes cater to specific requirements of the program. Outcomes are formulated considering the requirements of applicable regulating bodies like UGC, AICTE, COA and NCTE. Experienced faculty designs the POs/PSOs for a program considering the local, national, and global needs. The POs/PSOs are approved in BOS meeting.

- **Course Level:** Courses in a program have clearly stated course outcomes (COs) catering to employability, higher-order thinking skills and competencies. COs are mapped to POs/PSOs at high(3), moderate(2) and low(1) levels for assessing attainment. Ex: M.Arch (Traditional IKS):

PO4-Research Skills: Independently carrying out research, based on ancient written and visual texts to unfold the traditional knowledge is mapped at level 3 to CO1 of course 23ARCH5101: Demonstrate observation and documentation skills through literature study.

COs are written using Bloom's action verbs. The CO's are approved by BOS. Course outcomes are designed to cover the entire syllabus.

Integration of Outcomes into Assessment Process

- Due to multidisciplinary nature of programs at MITADTU, various tools of assessments like Jury, assignments, open book, studio, presentations etc. are used for evaluation of outcomes. Rubrics are available for skill-based courses. Each outcome of the course is mapped to assessment tools.
- Automated question paper generation system is used at the university. Each question in the question paper is mapped with outcomes and is displayed on the question paper.

Attainment of the course outcomes:

Is through direct and indirect method. Direct method involves marks obtained by students on various assessments and indirect is feedback of students on outcomes attained. Results of attainment of COs/POs/PSOs are used to develop an action plan for next academic year. Ex: At Computer Science and Engineering Department of MIT SOC direct assessment, contributes to 80% of final attainment. It includes Continuous Assessment (CA) through assignments, quizzes, internal tests and End Semester Examination (ESE). Indirect assessment, contributing 20%, involves student feedback collected through course exit surveys, rated on a scale of 1 to 5. A threshold percentage, often set at P%, is established for CO attainment and attainment percentages are decided based on P%. CO attainment targets are defined and reviewed annually and increased 2-5% every academic year if targets are met and if targets are reviewed and adjusted.

Publicizing Outcomes:

- The POs, PSOs, and COs are displayed on the university website and strategic locations in the schools.
- Syllabus with outcomes is available at Learning Management System (TCSionLX).
- Teachers of the course clearly inform students about COs, assessments, Pedagogy during course orientations and induction.
- Library has copies of syllabus with outcomes for students.
- Course files prepared by faculty includes list of outcomes, mapping, attainment, and action plan.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 92.97

2.6.2.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2710

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

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.42

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research and Development Cell (RDC) has been established as per UGC guidelines. RDC is structured as: Doctoral Program, Sponsored Research, IPR cell, Tech Transfer office, Capacity Building Cell and Publication Support cell.

All Research activities are governed by:

- PhD Ordinances (2016 and 2023)
- Research and Consultancy Policy 2020
- Intellectual Property Rights Policy 2020
- MIT ADT University Aided Research Guide (MAARG) 2020
- Funding Support Policy

The salient features of the research ecosystem are:

- The university offers JRF/SRF of INR 30,000 per month for 2 years and INR 32,000 per month for the next 2 years. It offers 30 Full Time research fellowships every year. In the last five years, 84 scholars have benefitted from this fellowship.
- The total number of supervisors are 61 with total PhD scholar enrollments are 157.
- Seed money of INR 308.21 lakhs has been granted to 85 faculty members.
- INR 40.0+ lakhs of financial Incentives have been given to ~100+ faculty members for: Quality publications, Book chapters, IPR, travel grants, PhD supervision, contingency fund.
- Travel grants for conferences are INR 25,000 National and INR 1.5 lakhs International.
- Conducted ~50 sessions to upgrade research skills.
- It has subscribed to various journal databases, software tools, e-contents and magazines. MITADTU has subscribed to IRINS, Shodhganga, Shodhshuddhi, and Shodhchakra, to support scholarly work.

A Comprehensive Research & Innovation Booklet with the details of all equipment and respective software has been created.

Major research labs are as:

- Electric Vehicle
- Advance Manufacturing
- Environmental Engineering
- Hydraulics and Pneumatics
- Aerodynamics

- CAD/CAM
- High Performance Computing CoE
- Network Security and Digital Forensics
- Apple Lab
- Food Process and Product Technology & Engineering
- Food Safety, Quality and Nutrition
- Tissue Engineering
- Genomics
- Nanobiotechnology
- BSL II
- Model Making Studio
- Print Making Studio
- Sound and recording Studio
- Film Studio

Some of the high-end equipments are:

- CNC VMC Machine
- 3D Printers (Model: 400V3 and i250+)
- 3D Scanner
- Laser Engraving & Cutting Machine
- Applied Biosystem realtime PCR-QUANT studio5
- Mixed Signal Oscilloscope
- PCB- Prototype Machine
- Subsonic Wind Tunnel
- Smoke Tunnel
- Cascade Wind Tunnel
- Tyrone Workstation and Rack Server
- ZetaSizer
- Lyophilizer
- Contact Angle Analyzer
- Plasma Cleaner
- Syringe Pump (Harvard)
- Microplate Multimode Reader
- Inverted Fluorescence Microscope
- Qubit 4 Fluorometer
- GC, FT- IR and HPLC
- Flow cytometer
- Oxford Nanopore

Growth of Research ecosystem during assessment period (From AY 2019-20 To AY 2023-24):

- PhDs Awarded: 03 – 64
- Paper Publications (Scopus, WoS, UGC Care Journals): 150 – 1175
- h-index: 05 – 21
- Patents Published: 10 – 46
- Patents Granted: 00 – 26
- Research Grants: 00 – 1188.18Lakhs

- Technology Transfer: 00 – 02

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 60.69

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
235.40	46.20	16.50	5.35	0.0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 26.8

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 212

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 53.5

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 84

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 157

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 1188.18

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0.07

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 59

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

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

Response:

MITADTU aspires to be a ‘New age University for Innovation and Entrepreneurship’. To support **Idea to Startup** journey, the university has established Institution Innovation Council (**IIC**) ?Pre-Incubation Hub - Centre for Research, Innovation & Entrepreneurship for Young Aspirants (**CRIEYA**)? Incubator – AIC MIT ADT Incubator Forum (**AIC-MITADT**).

IIC:

IIC engages students, faculties and staff in innovation related activities. Awareness sessions by IIC inspire students to explore entrepreneurship as a career choice.

Impact created by IIC:

- Highest star ratings (4/5 star) every year by AICTE
- Conducted 500+ innovation awareness sessions
- Received INR 5.0 lakhs to Mentor nearby IICs
- Hosted 5 editions of Internal Hackathon (500 teams) and 2 editions of Smart India Hackathon (SIH) where 55 teams participated from across the country.
- Contributed towards MITADTU securing high Innovation rankings over the years with Top 50 (NIRF – Innovation 2024) and QS I-GUAGE – Gold Rating for Entrepreneurship

CRIEYA:

CRIEYA is a pre-Incubation Hub to convert **Projects to Products**. The university follows Project Based

Learning (PBL) at SoC, SoES, ID and SBSR that generate 1000+ projects every year. Each faculty (PI) is paired with an Industry mentor (as Co-PI) to enhance the Technology Readiness Levels (TRL) from TRL 0 to TRL 3-4. A INR 300 lakhs per year '**CRIEYA Innovation Fund**' is created for financial support.

Impact created by CRIEYA:

- 5 successful cohorts supporting 103 Inno-projects
- 70+ projects have been funded with INR 87.0 lakhs
- 37 Industry mentors onboarded
- 30 faculty members have been trained/certified by Wadhvani Foundation
- 46 Patents Filed; 26 Patents Granted
- 2 Successful Tech Transfers
- 2 Projects converted to startups
- 5 Projects received National/International awards

AIC – MITADT:

AIC-MITADT helps startups to increase **Investor Readiness Level (IRL)**. It is a section -8 company, supported by NITI Aayog, Govt. of India. The total budget outlay is ~INR 17.5 Cr for 5 years. MITADTU has allotted INR 2.0 Cr as a Host Applicant.

Impact created by AIC-MITADT:

- Total 55+ startups supported over 5 years
- Strong network of 57 mentors, 54 academic/non-academic partners
- Number of Startup events/activities: 120+
- Total IPRs Granted: 30 (Patents, Design Registrations, Copyrights, Trademarks)
- Raised ~INR 100.0 lakhs from CSR partners
- Raised ~INR 300.0 lakhs under SISFS scheme by Startup India
- Total Jobs created by startups: 300+
- Total Startup Revenue: 50 Cr+

Few Success stories are:

- Vcreatek Consulting Services Pvt Ltd. <https://vcreatek.com/>
- forHealth (<https://www.forhealth.co.in/>)
- Care Form Labs Pvt Ltd <https://www.onperly.com/>
- Cerebrospark Innovations <https://www.cerebrospark.in/>
- Defence Forge Industries Pvt Ltd

Indian Knowledge System (IKS):

MITADTU offers IKS based programs since 2017 under SVS, SOA and SHD. Some of programs are:

- B.Sc. Integral Psychology
- M.Sc. Vedic Sciences
- M.A. Sanskrit
- Ph.D. Vedic Sciences

- M. Arch Traditional Indian Architectural Knowledge Systems’

Awards and Recognitions:

- INR 8.0 lakhs grant received for Project ‘Ayurpadvishleshika’ under Ashtadashi Scheme, Govt of India
- Received center of IKS, Ministry of Education
- INR 18 lakhs grant received by the Teachers Training Centre at SoA.
- 4 faculty members onboarded as Mentors by MoE’s IKS division
- PhDs Awarded: 4, Registered: 9
- Dr. Siva Panuganti awarded as Best Translator by Transoplanet (Australian NGO)

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 128

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**

3.Plagiarism check through software**4.Research Advisory Committee****Response:** A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2**Total number of Patents awarded during the last five years****Response:** 21

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 1.05**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 64

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 61

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 1.36**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1072

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

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 1.6**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 1267

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

3.4.6***E-content is developed by teachers :***

- 1. For e-PG-Pathshala***
- 2. For CEC (Under Graduate)***
- 3. For SWAYAM***

4. For other MOOCs platform
 5. Any other Government initiative
 6. For institutional LMS

Response: B. Any 4 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 6.26

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 26

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 329.18

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2023-24	2022-23	2021-22	2020-21	2019-20
224.97878	25.02718	33.41571	13.42567	32.32897

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

MITADTU conducted below mentioned activities to make the students aware about social issues and to motivate them to perform responsible acts. The activities supported to carve holistic personalities of

students

- Food safety awareness
- SHODO Japanese Calligraphy Workshop
- Transformative Mural Project to bring Art and Inclusion to Life
- Voting registration and Women rights drive
- Red dot campaign
- Traffic safety awareness
- Orphanage visit.
- Food and Book donation
- **Village Adoption Program**
- Environment day, World Food Day, World Food Safety Day, Women's day,
- Independence Day, Republic day.
- **Saksham Sakhi Saheli project**
- Mula –Mutha river hyacinth cleaning
- Solid waste management Demonstration (SDG6)
- The Bio enzyme technology Demonstration.
- RUCO (Reuse Cooking Oil Initiative)
- Addiction free campus; No tobacco, No alcohol
- Celebration of International Millet Year
- EAT RIGHT Campus, Health check-up camps, running marathon
- Mental wellbeing
- **Tree plantation conservation**
- Heritage conservation
- Mera Yuva Bharat Abhiyan
- Blood Donation Drives
- **Bamboo craft cluster**
- Transformative Mural Project

Activity 1: Saksham Sakhi Saheli Project

Objective: Encouragement of Women Empowerment

Activities conducted:

Saksham Sakhisaheli project is coordinated by School of Education and Research. The sessions of personality development, bank transaction. Exhibition for self-help group. Health and Hygiene sessions, skill enhancement sessions, and Grooming sessions were planned/Over 185 women's were participated till date in this initiative.

Outcome: Rural women got realizes their potential to become self dependent. Social rights awareness and vocational skills were developed (SDG5).

Activity 2: Village Adoption Program

Objective: To develop the cross linkage between students and villagers

MITADTU supports through initiatives like Village adoption Program (VAP). Over 120 students per

year are participating in the ten days planned program since the last more than four years includes workshops and sessions on post-harvest processing for elevating the scope of local agriculture produce to the global market. Cropping pattern survey, Food hygiene, health awareness, Primary Food processing, career guidance to school childrens were planned to obtained net outcome.

Outcome:

Villagers got to know the significance of agriculture produce processing and its global demand and students were able to understand the challenges in rural India (SDG 1 and 2). **University received the recognition from Village Gram Panchayat.**

Activity 3 : Design in bamboo craft for sustainable development

Objectives: Ensuring sustainable growth of artisans through cocreate bamboo product experience for the contemporary market.

Activities conducted: A design sensitization and intervention workshop for bamboo artisans was hosted and around 22 artisan were participated. Best bamboo articles were made by artisan. Product quality, user friendly designs, finishing etc were the key aspects focused to achieve the outcome.

Outcome: New product design ideas were generated and exchanged within bamboo craft community.(SDG9)

Activity 4: Tree plantation and conservation

Objective: Inculcation of awareness about environment protection.

Activities conducted:

Over 500 students were participated plantation drives. More than 10,000 plants at the villages/nearby places and at Alandi–pandharpur road. Apart from this plans were painted at Villages and nearby places by students. On campus plant conservation is also practiced to inculcate the environment protection responsibilities among the students.

Outcome: On campus trees conservation reflected emphasis on SDG6.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 153

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

2023-24	2022-23	2021-22	2020-21	2019-20
87	38	8	13	7

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

3.7 Collaboration

3.7.1

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

Response: 104

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Teaching-Learning Facilities (Classrooms, Laboratories, Studios)

MIT Art, Design, and Technology University provides world-class teaching-learning facilities across its three clusters: Technology, Creative, and Humanities.

MIT ADT University campus spans **85.20 acres** with a built-up area of **2,15,753.93 square meters**. The infrastructure includes **328 Classrooms and 197 Laboratories/Studios** equipped with modern technologies like LCD projectors, smart boards, audiovisual systems, LAN, and Wi-Fi, ensuring norms of AICTE and UGC standards. The following are highlights of cluster-wise laboratories:

1. Technology Cluster Labs.

- **CSE and IT:** AI-ML, Blockchain & Fintech, IoT, Network Security, Cloud Computing, Data Visualization, and Apple iOS.
- **Mechanical:** Turbo Machines, Refrigeration and Air Conditioning, Electric Vehicles, Solar, and Geometric Modelling.
- **Aerospace:** Flight Dynamics, Avionics, Aircraft Structure, AI & Robotics.
- **Civil:** Concrete Technology, Geotechnical Engineering, Transportation Engineering, Environmental Engineering.
- **School of Management:** Business Simulation, Entrepreneurship & Innovation.
- **School of Food Technology:** Bakery Processing, Food Technology.
- **MANET:** Marine Engine Simulator, Bridge Simulator, Seamanship, Shipping Campus.

2. Creative Cluster Labs

- **School of Design:** Studios in AR/VR, Product Design, Design Thinking, Creative Media & Animation, Painting and Clay.
- **School of Architecture:** Laboratories in Sustainable Architecture, Urban Planning, Architectural Design Studio.

- **School of Film and Television:** Studios in Film-Editing, VFX, Sound Design.

3. CRIEYA – Preincubation Ecosystems for Innovation

ICT-Enabled Facilities (Smart Classes, LMS)

The university incorporates ICT-enabled facilities to modernize and enhance the academic experience.

- **Smart Classrooms and Studio:** These are equipped with smart boards, projectors, and high-speed internet, enabling interactive teaching and multimedia learning to improve student engagement.
- **Learning Management System:** The TCSiON LMS is central to the university's digital infrastructure. It allows faculty to manage course content, assignments, and student progress while supporting virtual classrooms and assessments.
- **TCSiON ERP System:** The ERP system manages academic, administrative, and financial functions such as student enrollment, fee management, and exams. The university also facilitates on-screen evaluation for transparent assessments, integrating it with Continuous Assessment for a seamless educational experience.
- **Campus-Wide Wi-Fi:** The entire campus is Wi-Fi-enabled, providing easy access to online resources, virtual labs, and research platforms and supporting academic and administrative functions.

Facilities for Cultural and Sports Activities

- The university provides extensive sports facilities. The **Outdoor Sports Facilities cover a 34,199 Sq m** area, including cricket, football, volleyball, basketball, tennis, Kho-Kho, kabaddi grounds, archery ranges, a boat club, and swimming pools.
- The university's **indoor Sports Facilities** occupy a 3000 sq m area and comprise badminton courts, table tennis tables, a boxing ring, and indoor games like chess and snooker.
- Additionally, the **Gym and yoga center** span 697 sq m, including two gymnasiums in MANET, a central extensive gym, and a dedicated yoga center.
- **Cultural Spaces:** Vishwashanti Sangeet Kala Academy provides dedicated music, dance, and theater spaces. School of Film and Television also offers specialized labs for film editing, sound design, and media production, fostering creativity.
- **Auditoriums and Event Halls:** The five auditoriums - World Peace Dome, MANET Auditorium, R.K. Auditorium, Vishwaraj Studio, and ten seminar halls with advanced audiovisual systems and host academic and cultural events.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**Response:** 76.41**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
7246.94	15837.52	3390.69	1045.23	8459.54

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Knowledge Resource Center (KRC): The Knowledge Resource Center (KRC) at is a centralized library system serves as a comprehensive resource hub. It meets the needs of constituent's schools for serving the users by utilizing the TCSiON (ERP) platform. The Modules in this platform are Acquisition, Cataloging, Circulation, Serial control, Patron management, Report generation. KRC is functioning in four clusters. KRC houses 87,257 print books and 268 periodicals.

Automation Details:

- **Year of Automation:** 2017
- **System Used:** TCSiON (ERP) with bar code generation.
- Automated services include bar code generation, social sharing, customizable searches, email

notifications, online circulation-reservation-renewals, Web OPAC (Online Public Access Catalogue), and barcode printing. The library follows the Open Access System and Dewey Decimal Classification.

- The platform gives titles, volumes, issue, return statistics, & statistical reports generation.
- Barcode Readers, Barcode Printers, Scanners, and Reprography systems available.

Digital Library System:

- More than 2,56,000 e-books and 44,994 e-journals, with databases, including journals, magazines, newspapers and case studies E-resources like databases - Air Online, ASCE, ASME, EBSCO includes 6 packages of E-books and E-journals, IEEE (ASPP), J-Gate Complete, Manupatra, Prowess IQ-CMIE, Advanced Car Design, Car Design News. Harvard Business Review, Coursera, Plagiarism Detection Software – Turnitin, Open Resources: DOAJ, DOAB, Project Gutenberg, DART, DiVA. NPTEL
- Institutional Repository (Digital Learning Platform) with educational audio/video lectures, periodicals, question papers, syllabi, new arrivals, and e-resources.
- Information on E-resources are made available via QR Code.

Digital Facilities:

- 24/7 Wi-Fi access.
- Online Feedback System with analysis and action follow-ups.
- Suggestions and grievances through WEBOPAC, and email.
- Details of KRC holding can be viewed in TCSiON mTOP – mobile app.
- Online access to digitized/subscribed resources via individual credentials.
- CDs and DVDs.
- Detailed information on library hours, rules, services, collections, and staff are available in MIT ADT University website with section in KRC.
- Remote access to E-resources anytime.

Memberships:

KRC is a member of ARAI, DELNET, INFLIBNET and the National Digital Library (NDLI).

Optimal Usage of KRC:

- The Footfall of Students and Staff (Digital + Physical) in the last academic year was 708477. The average is around 2834 per day
- Physical book issue: 49930 per year thus, average 200 per day.
- Usage of subscribed e-resources: 130780 per year thus, 523 per day
- Usage of E Learning Platform: 10200 per year

Specialized Services and Digitization:

- Services include inter-library loans, document delivery, reference services, and information literacy.
- Digitization facilities for students and faculty, holding institutional resources like thesis, manuscripts, Project reports, old question papers, and newspaper clippings or archives for future

reference.

Activities and Events:

- Orientations for new students
- Training in various E-resources and databases for students, faculty and staff.
- Book bank scheme for first-year students.
- Book exhibition for staff and students

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.09

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
189.16	98.90	162.53	25.38	37.06

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

MIT ADTU continually enhances its IT infrastructure and services to foster academic and research initiatives. Following semester reviews, administrative heads strategize for the upcoming semester or year, pinpointing IT hardware and software needs, and initiating procurement.

MIT ADTU's **IT policy** outlines various IT processes such as procurement of IT resources, IT asset management, Email allocation, Identity Access and Management, Cyber Security, and acceptable use of IT resources.

Budget for IT Infrastructure Incurred in the last 5 years:

FY	2019-20	2020-21	2021-22	2022-23	2023-24
Expenditure (in Lakhs)	860	220	830	2010	2060

Internet Bandwidth:

With rising mobile device usage for online learning and collaborative education, ADTU continuously upgrades its internet bandwidth, increasing from **800 Mbps in 2018 to 7 Gbps by July 2024**.

Central IT Infrastructure:

A Cisco 9500 series multi-gigabit core switch is installed in the server room. Nutanix HPC and Dell physical servers have increased from 2 numbers to 6 numbers. 30+ Virtual machines are configured as servers for installing software applications.

Buildings are connected via a 10 Gbps fiber backbone, utilizing 600+ L2-L3 switches in a 3-tier network for **robust wired and wireless access, supporting 1,000+ Wi-Fi Access Points, 800+ CCTV cameras, and 550+ IP phones**.

Cyber Security:

As per the **Cyber Security policy**, ADTU ensures robust cybersecurity by utilizing:

- Microsoft Defender for data protection, data encryption and information security.

Previously Seqrite software was used. Since 2022 all the systems are upgraded with Microsoft Defender

latest build. **Multi-Factor Authentication (MFA)** is used to prevent unauthorized access to systems.

- Newly purchased next generation FortiGate Firewall (1801F) is used for **Intrusion Detections Systems (IDS) and Intrusion Prevention System (IPS)**. Firewall upgraded from previous version 300D to latest one also provides comprehensive protection against malware, phishing, and other cyber breaches.
- **WPA3** encryption is used to secure wireless networks.

Hardware Upgrade:

The last five years, course offerings and student enrollment have increased, prompting the university to upgrade IT devices.

IT Devices	As on June 2019	As on June 2024
PCs	864	4173
Printers	103	395
Projectors	91	471
Scanners	4	18
Smart Boards	0	50
TV, Display	10	38
Network Switches	124	611
Wi-Fi Access Points	225	895
CCTV	37	811
UPS (KVA)	510	1120

Software Upgrade:

The institution prioritizes keeping up with technological advancements by regularly updating its software. MIT ADTU assesses its software license needs and upgrades or procures additional licenses. Recently Upgraded licenses are -

- Unity from 10 to 30.
- Sketchup from 40 to 70.
- Adobe Creative Cloud Enterprise licenses from 160 to 260.

Email accounts:

Email accounts have been provided to every student, faculty, and staff. All the accounts are synced to the on-premises active directory (AD) and with AD in the cloud.

LMS:

The university places a strong emphasis on technology-enhanced learning, integrating digital tools and platforms to enrich the educational experience. Microsoft Teams and TCS iON LMS are utilized for

recording and storing lectures, allowing students to access them anytime, anywhere.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 3.65

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

Response: 3300

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 15.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
2250.20	1974.78	1340.3	713.89	1239.19

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

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The university has established systems and procedures to maintain and utilize its physical, academic, and support facilities, such as laboratories, classrooms, libraries, sports complex, IT infrastructure, classrooms, and hostels. University's maintenance approach is structured into **Preventive, Routine, and Breakdown Maintenance**, all supported by detailed **Standard Operating Procedures**. Maintenance **logs track issues**, actions, and solutions, ensuring **optimal utilization and safety** of all facilities.

Optimum Utilization of Infrastructure

At university, **optimal utilization of infrastructure** is a key priority to ensure efficient resource management and enhance learning experience. The time-table committees meticulously plan and coordinate the use of classrooms, laboratories, seminar halls, and tutorial rooms. By adhering to SOP, these resources are shared effectively across departments, allowing for seamless academic and extracurricular activities.

Central facilities such as auditorium, ICT facilities, and sports amenities are accessible to all schools and departments, ensuring inclusive and effective usage. These facilities are utilized for various academic, cultural, and extracurricular activities as per requirements. Their usage is systematically monitored by university-level committees as per SOPs.

Maintenance

Routine Maintenance:

ensures daily focusing on cleanliness, functionality, and minor repairs such as

- **Classrooms**, offices, and labs.
- **Electrical systems**, such as light bulbs, and minor electrical repairs
- **ICT facilities**, including computers, monitors, and printers, and internet connectivity.
- **Sports facilities**, such as gym equipment and sports grounds
- **Vehicles and Transport**: University vehicles are cleaned and fuelled regularly to maintain readiness.
- **Sanitation and Cleanliness**: Toilets and washrooms are cleaned daily.
- **Garden maintenance** is done on a daily basis.
- **Road and campus cleanliness** is a daily task

Breakdown Maintenance:

following equipment are addressed by university committees as per SOPs for emergency repairs, with aim of restoring functionality as quickly as possible.

- **Plumbing Failures**: Biogas and sewage treatment plants
- **Electrical Systems**: Air conditioner failures, transformers, generators, and control panels
- **ICT**: Networking and server crashes are fixed immediately; faulty computers, printers, and lab equipment are repaired or replaced as needed
- **Sports Facilities**: Gym equipment and other sports-related equipment
- **Vehicles and Transport**: Buses, e-vehicles, and audio-video systems

Preventive Maintenance:

Preventive maintenance focuses on performing scheduled tasks to minimize the risk of equipment breakdowns and extend their lifespan. This proactive approach ensures that systems and equipment are regularly inspected, and and serviced to maintain optimal functionality and safety. List of Preventive Maintenance are:

- Biogas and sewage treatment, and firefighting systems
- Solar power generation systems and rainwater harvesting systems
- Lifts and elevators (AMCs for safety and service checks)
- Swimming pool (chemical treatments and filtration maintenance under AMCs)
- Air conditioners and air cooling systems (bi-annual cleaning and electrical inspections)
- ICT and Communication (software updates, data backups, server and router inspections)
- Vehicles & Transport (scheduled servicing, oil changes, brake checks, diagnostics)
- Laboratory Equipment (periodic calibration and servicing, supported by AMCs)

Maintenance Log Reports

As per Standard Operating Procedures (SOPs), university maintains detailed **logs to track preventive, routine, and breakdown maintenance**. These logs record the date, location, type of maintenance, tasks performed, and personnel involved, ensuring all facilities are well-maintained and fully operational to support academic environment.

File Description	Document	
Upload any additional information	View Document	
Provide the link for additional information	View Document	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
9642	8961	6988	4299	3848

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The university adopts a unique approach that combines traditional counselling methods with a holistic development strategy, ensuring students are prepared not only academically but also personally and professionally.

Career guidance at MITADTU begins with the Induction Program, counting throughout a student's academic journey until graduation.

Here are some common objectives which are achieved through carrier guidance cell with the help of Central Corporate Relation and Training Placement (CN CRTP), School of Corporate innovation and Leadership (SCIL), School OF Holistic Development (SHD), School of Indian Civil Services (SICS), CRIEYA and Atal Incubation Centre (AIC), International Relation Cell (IRO), Armed Forces wing (AFW).

Awareness and Exploration:

CN CRTP creates awareness among students about various career opportunities, trends, and pathways available in different fields by conducting carrier guidance sessions from 1st year to final year. Total 209 sessions conducted in last 5 years.

Skill Development by SCIL &SHD:

Workshops, seminars, and training sessions aimed at enhancing employability skills such as communication, leadership, teamwork, and problem-solving, soft skills, interview techniques, and resume building.357 sessions by SCIL &108 SHD

Industry Interaction and Exposure by CN CRTP:

Interaction with industry professionals through guest lectures, internships, and industrial visits to provide students with real-world exposure. We involve alumni for carrier guidance session to prepare our students in better way. Because of these combined efforts our last year years average placement percentage is 75.3%

Higher Education Guidance BY CRTP & IRO:

Seminars on higher education opportunities, including entrance exams, application processes, and scholarships for further studies in India or abroad, also help them qualifying exams like GMAT, GRE, CFA, TOEFL, IELTS etc. These efforts helped 21.62% students going for higher education.

Placement Support BY CRTP:

Assist students in securing internships, full-time employment by connecting them with potential employers through campus recruitment drives, job fairs, and company tie-ups Highest stipend is 1.6 LPA, minimum 10000 monthly.

We provide continuous support in preparing students for recruitment processes, including GD/PI, aptitude tests using professional platforms like AMCAT/AON/TALENT BATTLE etc.

This helped our students increasing their average package and we have been getting highest CTC of 60.42 LPA with increased number of recruiters coming to hire our students.

Entrepreneurial Guidance by CRIEYA & AIC:

CRIEYA is nurturing Inno-preneurship among students. It creates vibrant innovation ecosystem to convert projects into products as well as AIC is an umbrella organization hosted by MIT ADT University to promote Entrepreneurship and Innovation. It is supported by AIM, Govt. of India with the main objective to build the ecosystem of entrepreneurship. Aims to build a community that nurtures the IDEA (Innovation, Design Thinking, Entrepreneurship, Arts) amongst next-gen leaders. Currently 55+ startups are supported.

Personalized E-Counselling:

Using online platform for e-counselling for those who are unable to attend in person sessions.

Competitive Exam Guidance by SICS and Armed forces preparation centre:

Counselling to address student’s needs, helping them to prepare for various national and international competitive exams & qualifying exams like UPSE/MPSC/Armed forces preparation to get defence opportunities. 10 sessions conducted

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 75.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
1947	1989	1702	1646	927

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

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 21.62

5.2.2.1 Number of outgoing students progressing to higher education

2023-24	2022-23	2021-22	2020-21	2019-20
161	173	192	133	84

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.95

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 227

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 148

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

2023-24	2022-23	2021-22	2020-21	2019-20
35	58	18	15	22

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The MITADTU-IMPACT Student Council plays a pivotal role in student welfare & student-centric campus. As a new-generation university committed to research, innovation, & entrepreneurship, empowers students to lead & actively participate in shaping academic & campus life through various student-driven initiatives designed for holistic development, span across curricular, co-curricular, & extracurricular activities, ensuring students gain knowledge & develop leadership/organizational skills.

Student	Professional	Sports	Campus
Welfare	Development		Facilities
Scholarship	Value Added Programmes	Shri Samarth Ramdas	Stores, Mess, Hostels, Guest House
Assistance		Swami Sports Complex	
OCEAN (Eam & Leam Scheme)	MOOCs thro' Coursera & SWAYAM-NPTEL	Rev.Dr.Vishwanath Karad Sports Academy	Medical Rooms & Ambulance
Psychiatrist & Counsellor	MIT-SHD	Khelo India Assessment Centre	Smart Bicycles for IntraCampus Commutation
Dietitian	MIT-SCIL	Gymnasium	Central Establishment, Vigilance & Security
Anti-Ragging	CRiEYA	Swimming Pool	World Peace Prayer Hall
Grievance Redressal Cell	AIC-MITADT Incubator Forum	Boxing Arena	

Internal Complaint Committee	Cambridge Assessment Centre	Certified & NIS Qualified	
ABC ID & DigiLocker	Internships, Placement Support Guidance for Higher Studies Armed Forces Preparation	Trainers/Coaches	
MITADTU Alumni Association (MAA)	International Relations- Student Exchange		

Students are integral to many key functions, including active representation on committees viz. Anti-Ragging, IQAC, Grievance Redressal, ICC, etc. Students play a central role in Sports, Hostel & Mess Management, Campus Wellbeing, International Relations, Placements, CRiEYA, E-Cell, & Alumni Association. Students nominated based on willingness & capability, allowing students to be liaisons among stakeholders.

Student Representation	Outcomes & Impact on Institutional Development
<i>IQAC</i>	<ul style="list-style-type: none"> • Active involvement in enhancing academic standards • Learned documentation and recordkeeping
<i>Class Representative Committee</i>	<ul style="list-style-type: none"> • Governance and decision-making impact • Organized industrial visits/training • Resolved student-centric issues
<i>Placement Committee</i>	<ul style="list-style-type: none"> • Motivated students for placements, contributing to an average placement record of 75.3% • Encouraged preparation for higher studies (21.62% pursuing further education)
<i>Anti-Ragging</i>	<ul style="list-style-type: none"> • Maintained a ragging-free campus
<i>Hostel Committee</i>	<ul style="list-style-type: none"> • Improved hostel facilities through student feedback • Timely resolution of grievances fostering a comfortable, conducive living environment
<i>Mess Representative Committee</i>	<ul style="list-style-type: none"> • A balanced menu catering to the dietary preferences, nutritional needs • Enhanced food quality and hygiene through regular monitoring and student feedback

<i>Persona Fest Committee</i>	<ul style="list-style-type: none"> • Boosted MIT-ADT University’s branding • Developed management and organization skills • Enhanced finance control, crowd management, and safety protocols
<i>Vishwanath Sports Meet Committee</i> (A state-level intercollegiate sports)	<ul style="list-style-type: none"> • Provided student athletes exposure to sports, enhancing competitive edge for regional, zonal, state, national competitions • Elevated the university’s reputation as a hub for sports excellence
<i>MIT-ADT Talk Committee</i> (A student-driven forum and a super speaker oratorical championship)	<ul style="list-style-type: none"> • Improved Public Speaking & Communication Skills • Encouraged students to express their perspectives, a culture of open dialogue, debate, constructive criticism
<i>Spectra Committee</i> (A monthly cultural fest)	<ul style="list-style-type: none"> • Provided platform to showcase talents in music, dance, drama, public speaking • Appreciated top performers with prizes, created pool for Youth Festival Competitions
<i>NSS and NCC</i> (fostering civic engagement & social responsibility)	<ul style="list-style-type: none"> • Students partnered with governmental and NGOs for BloodDonation, Plantations, Plogathons, UnnatBharat Abhiyan, Swachh Bharat Abhiyan, Anti-Drug, etc.
<i>Over 40 Active Student Clubs</i> Right from Technology to Arts & Culture, from Adventure to Innovation & Entrepreneurship	<ul style="list-style-type: none"> • Encouraged learning beyond the classroom through co-curricular activities
The details of clubs, activity calendar, event reports on http://studentleadership.mituniversity.edu.in/	
File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 113.53

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2023-24	2022-23	2021-22	2020-21	2019-20
48.59	64.94	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The MIT-ADT University Alumni Association (MAA) is a registered ‘Section 8’ company (Registration No. U80300PN2022NPL208235), serving as a vital bridge between the university and its alumni. Its mission is to foster lifelong connections and mutual growth, supporting both the university and Alumni.

MAA is empowered to adapt to changing needs and make impactful decisions that benefit both the university community and society at large. MAA plays an instrumental role in advancing the university’s mission through active involvement in various initiatives and programs. MAA boasts a vast and diverse alumni network that spans industries, disciplines, and geographies, serving as a key resource for professional networking and collaboration. Alumni contribute significantly to institutional growth through mentorship programs, guest lectures, internships, and by sharing their industry insights with current students.

Three prominent alumni chapters have been established in Mumbai, Delhi, and Bangalore, regularly organizing meetups to strengthen alumni engagement and encourage professional connections. MAA is looking to expand its global reach, with plans to open chapters in London, UK, USA soon, strengthening its global presence and offering alumni across the world opportunities to stay engaged with university’s mission.

Alumni Contributions through:

- Skill-Building Workshops & Webinars are being regularly organized to enhance student learning and professional development; these sessions connect alumni expertise with student needs.
- Reunion & Networking Events: Annual alumni meet, chapter-based reunions provide opportunities for reconnecting, celebrating milestones, and exploring new collaborations.
- Scholarships & Endowments: Alumni actively contribute to scholarship funds, supporting deserving students and helping them access quality education.
- Alumni also serve on advisory boards, offering strategic input on curriculum development,

research initiatives, and industry partnerships.

- Alumni play a pivotal role in driving the university's placement success by connecting students with internships, job opportunities, and professional networks.
- Through incubators and mentorship programs, alumni help budding entrepreneurs turn ideas into successful ventures.

Some of our notable alumni:

- Mr. Mahesh Korade, Dy. DG (Tech), DG Shipping, Govt of India
- Mr. Anish Wankhede Co-Founder, Marine Insight
- Ms. Divyakshi Kaushik, Founder-Anatomech
- Ms. Manasvini Purohit, Goldman Sachs
- Mr. Suraj Bhagat Lieutenant, Indian Army
- Mr. Pranav Iyengar Sub Lieutenant, Indian Navy
- Ms. Somkanta, Founder Taali
- Mr. Pramod Priya Ranjan, Founder Onpery Labs
- Ms. Kartika Patil, Central Food Safety Officer at FSSAI
- Dr. Prabodh S. Halde, Head Regulatory Marico Ltd.
- Mr. Ashish Bodake, TEDx Speaker Entrepreneurial Mind
- Mr. Tejas Suthar, Now Foods, Illinois, USA
- Mr. Monik Ruparel, Great Lakes Cheese, USA

Alumni contribute financially to the MAA through endowments and donations.

So far, alumni have collectively contributed **INR 113.53 Lakhs**, supporting the university in several important areas, including scholarships, financial aid programs, and academic initiatives. These contributions help enhance student opportunities and drive the university's growth.

The MAA stands as a cornerstone of the university's continuous growth, innovation, and academic excellence, building a powerful legacy of alumni leadership and engagement. The more details about MAA can be found on <https://alumni.mituniversity.edu.in/>

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At MIT ADT University, the Governance and Leadership Practices are firmly rooted in the Vision and Mission of the university.

Vision: University aspires to be the university of eminence by amalgamating Art, Design, Science and Technology which fosters multidisciplinary research ethos, innovation, entrepreneurial culture and holistic development.

Mission:

- To provide impetus to faculty, learners, and staff by developing their innate intellectual capabilities, creative abilities and entrepreneurial mind-set for the socio-economic development of the nation.
- To empower learners to become adaptive and agile global professionals through unique specialized programs building academia-industrial partnership.
- To nurture learners to be intellectually curious, technologically equipped, mentally sound, physically fit, spiritually elevated, socio-culturally sensitive, environmentally conscious through continuous holistic education for the ever-evolving world.
- To provide technology-enabled learner-driven curriculum, VAC, simulated learning environments, state-of-the-art infrastructure and opportunities for community engagement.

NEP-2020 Implementation:

MIT ADT University embraces NEP-2020 principals such as Indian Knowledge System, Holistic Education, Multidisciplinary approach, Project based Learning, fostering industry collaboration, focusing on skill development, Research and Innovation, Entrepreneurship and Internationalization into curriculum, assessment methods, pedagogical practices.

NEP-2020 guidelines implemented in 50% schools covering 75% students. As on today, 16800 ABC accounts are created.

Sustained Institutional Growth:

University has shown sustained institutional growth which translated into doubling the number of students in five years, a significant increase in research productivity, diverse course offerings, and center of excellence. University has received various accolades and awards for its academic and research

excellence. In the last declared NIRF ranking 2023, the university occupied place in top 100 in innovation category, Innovation Council ranked in top 50 in country and 4-star rating by MoE, ARIIA 2022 Innovation ranking in band excellent and top 50 in private University category, QS World ranking 2024 by subject Art and Design in 151-200 rank band. University’s two teams won first prize in hardware category of SIH-2022, sponsored by Ministry of Home Affairs, Indo-Tibet Border Police, Ministry of Social Justice and Empowerment.

Decentralization and Participation in Governance:

By decentralizing Administrative Functions, the University imbibes a culture of Participatory Governance. This approach encourages “Shared Responsibility” and “Collaborative

Decision-making”, which results in the Collective Decision Making Process. Institutional Governance reinforces the principles of Transparency, Inclusivity, and Shared Decision-making. The value placed on the participation of various Stakeholders in Institutional Governance reinforces the principles of Transparency, Inclusivity, and Shared Decision-making at the University.

Short-Term and Long-Term Institutional Perspective Plans:

University has Institutional Perspective Plan (short and long term) which fosters global competencies among the students, inculcating sound value system among the students, promoting use of technology and quest for excellence. The formulation and implementation of these Plans demonstrate the proactive approach of University to Governance and Leadership in realizing its Vision and mission.

Summary: MIT ADT University has articulated its Vision and Mission that encompasses in its Academic and Administrative Governance. By incorporating NEP-2020 guidelines, Participatory Governance, decentralization, Sustaining Institutional Growth, and engaging in Strategic Planning, University epitomizes its commitment to delivering high-quality and forward-looking education to its learners.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

University's Strategic Plans (USP 2018-23 and USP 2023-28) are created as per the Vision and Mission of the university. They have been the guiding documents that outline both short-term and long-term goals of the university for every 5 years duration.

Some of the key differentiators of our Strategic plans are:

- Launching new multidisciplinary and holistic programs in Art, Design and Technology
- Focus on creating skill building initiatives for increased employability
- Promoting Innovation and Entrepreneurship ecosystem
- Enhance life and leadership skills by creating lifelong learners
- Creating winning personalities who are physically fit, mentally alert, socially conscious and spiritually elevated

All the statutory bodies of the institution are constituted as per UGC norms and they meet periodically to formulate policies, critically review the progress made and offer suggestions to implement strategic plans. These include the Governing Body, Board of Management, Academic Council, Board of Studies, Board of Examination, Board of Research, Department Undergraduate Committee (DUGC) / Department Postgraduate Committee (DPGC) and IQAC among many others.

Administrative setup of the University:

The day-to-day functioning of the university is taken care of by the Officers of the University: (1) Vice-Chancellor (2) Pro Vice-Chancellors (3) Registrar (4) Controller of Examinations (5) Chief Accounts and Finance Officer (6) Dean Academics (7) Director of Schools (8) Head of Department (9) Director Research and Development. The University has appointed 3 Pro Vice-Chancellors to head various clusters: (1) Technology cluster (2) Creative & Humanities cluster (3) Research & Innovation cluster

To attract, retain and nurture top-quality talent, the university has approved various policies, rules and procedures. Some of them are:

- Recruitment Policy
- HR Policy Manual
- Curriculum Revision Policy
- Administrative Audit Policy
- Policy on Maintenance of IT Infrastructure
- Policy on Procedures for Maintaining and Utilising Physical, Academic and Support facilities
- PhD Ordinances (2016 and 2023)
- Research and Consultancy Policy
- Intellectual Property Rights Policy
- Funding Support Policy
- Disaster Management Policy

Impact created by the effective Implementation of USPs:

- Launch of new Schools:
 - School of Holistic Development (SHD)
 - School of Vedic Sciences (SVS)
 - School of Corporate Innovation and Leadership (SCIL)

- Research and Development Cell (RDC) has been established as per the UGC guidelines. RDC is structured as: Office of Doctoral Program, Office of Sponsored Research, IPR Cell, Tech Transfer Office, Capacity Building Cell and Publications Support Cell.
- Launch of new Centers to kickstart Innovation & Entrepreneurship journey:
 - Institution Innovation Council (IIC)
 - Centre for Research, Innovation & Entrepreneurship for Young Aspirants (CRIEYA)
 - Atal Incubation Centre – AIC MIT ADT Incubator Forum (AIC-MITADT)

Some of the **Key Performance Indicators (KPIs)** with respective growth over the assessment period (AY 2019-20 To AY 2023-24) are:

- Number of Students: 3500 – 12045
- Number of Faculty members: 200 – 603
- Number of UG/PG programs: 60 – 106
- Percentage placement: 45% – 75%
- Median salary for placements: 3.0 lakhs – 4.7 lakhs
- No. of functional MoUs: 20 – 147
- No. of Research Scholars: 40 – 157
- No. of Supervisors to be on boarded: 25 - 61
- Events to be conducted to promote RI&E activities: 10 – 50+
- No. of Innovative ideas for Pre-Incubation: 25 – 70+

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

MITADT University is committed to the development, recognition, and well-being of its teaching and non-teaching staff. This is achieved through a structured **Performance Appraisal System, the Career Advancement Scheme (CAS)**, and a comprehensive set of **Welfare Measures**.

Performance Appraisal System: The University is transparent, structured, and results-oriented, catering to teaching and non-teaching staff. The **Academic Performance Index** procedure at MIT ADT University evaluates faculty performance across three key clusters: **Cluster-1** (Design, Arts, Architecture), **Cluster-2** (Engineering, Management, and Sciences), and **Cluster-3** (Naval Education and Training). The university has designed various forms based on the clusters mentioned, which include teaching effectiveness, research output, administrative contributions, and co-curricular engagement. Faculty members are evaluated across these domains, ensuring comprehensive assessment through the appraisal forms provided.

- Faculty are evaluated based on their teaching load, student engagement, innovative teaching methods (ICT-tools, MOOCs), and student feedback. Subject results are also included, with higher points awarded for achieving over 85% pass rates.
- In **research**, publications in indexed journals (Scopus, UGC-Care) and conference participation contribute to the API-score. Research grants, patents, and student mentorship further enhance the score.
- In **administrative contributions**, leadership roles in committees, event organization, and co-

curricular engagement are rewarded.

- API points are assigned to each cluster with minimum score requirements. Evaluations are conducted by the HoD, Director, and Pro-VC. To ensure transparency the faculty members must provide supporting documents for score verification.

Non-Teaching Staff Appraisal: Non-teaching staff are appraised based on their technical skills, professionalism, and contributions to the university's administrative and operational functions.

Effective Welfare Measures for Employees: The University ensures the well-being and professional development of its teaching and non-teaching staff through a range of welfare measures:

- **Medical Benefits:** The university offers group insurance coverage of ₹1 lakh for all staff members and discounted medical treatment at Vishwaraj Hospital.
- **Financial Support:** Staff are provided with gratuity benefits per university norms, while the Contributory Provident Fund (CPF) becomes available after three years of service. Faculty pursuing Ph.D. programs are granted a fee concession of ₹50,000; financial assistance is extended to employees' wards for higher studies at foreign universities. Non-teaching staff can access loans and salary advances through the Co-operative Society.
- **Transport and Accommodation:** The university provides concessional and convenient bus services for staff and offers on-campus housing at concessional rates for non-teaching employees.
- **Leave Benefits:** To maintain a work-life balance, staff are entitled to medical, maternity, casual, and earned leave. Additionally, faculty receive on-duty leave for professional development activities like conferences and research.
- **Professional Growth:** MIT ADT encourages research and professional development by providing research funding, financial support for Scopus/UGC Care publications, and 50% seed funding for faculty training programs. The Career Advancement Scheme (CAS) promotes career progression for non-teaching and teaching staff.
- **Recreational and Well-being Support:** The university promotes a healthy work environment by offering sports and recreational activities, team-building events, free dietary advice from an on-campus dietician, and uniforms for non-teaching staff.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 89.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
690	539	116	219	348

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 73.15

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
731	224	240	194	175

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Resource Mobilization Policy and Procedures: MIT-ADT University has adopted an efficient and scientifically sound financial planning system to ensure optimal resource utilization. **Annual budgeting** is initiated each February when department heads submit their requirements, which are rigorously scrutinized before finalization. The Finance Committee, the Board of Management review the budget for approval.

A **half-yearly review** evaluates the financial standing, factoring in **admission results, tuition fees**, and other income streams. Salary & Operational Expenses are prudently managed through educational receipts from students and internal accruals, including bank interest from Fix Deposits, etc. Any surplus is directed toward capital expenditures. In cases of deficit, the university secures loans to meet shortfalls.

Strategies to Enhance Income:

- Tuition fees collected from domestic and international students, including those from **NRI/OCI** backgrounds.
- Encouraging faculty to seek **government grants** elevates the university's research capabilities and infrastructure.
- Commercializing **patents and IPRs** developed by the university's academic community.
- Collaborations and **consultancy services** with industry partners.

- Establishing incubation/start-up ventures through the **Atal Incubation Centre (AIC)** and the **CRIEYA innovation ecosystem**.
- Offering **value-added courses** through platforms like **MOOCs, NSDC, and Executive MBA** programmes.
- Leveraging existing **MOUs** with foreign universities to offer joint programmes and degrees.
- Other financial sources include revenue from **hostel fees, shop rentals, guest house services, and corporate donations** to the university corpus. The **alumni network** also contributes significantly to financial growth through donations.

Optimal Resource Utilization:

To ensure the optimal utilization of resources, the University has established a Budget Committee, which, in turn, has implemented a robust Financial Management System. This system revolves around meticulous **Budget Planning, continuous Monitoring, and regular Reviews to guarantee the efficient and effective allocation of resources.**

The University places a strong emphasis **on transparency and accountability in its financial practices**, adhering rigorously to **Regulatory Guidelines and Reporting Standards**. Regular audits are conducted to ensure compliance with these standards and to identify areas for improvement.

Every expenditure is rigorously controlled in adherence to the University's approved Financial Budget and is closely monitored by the Finance & Accounts Office. Funding requests from various areas are meticulously examined, and funds are disbursed only after careful verification and thorough scrutiny by the Finance & Accounts Office.

In keeping with the University's commitment to responsible Financial Management, the institution maintains separate account to meticulously track all **Grants and Funding sources**. This practice ensures that funds are utilized effectively for their intended purposes, and these efforts are reinforced through regular audits and the issuance of **Fund Utilization Certificates**.

The University also fosters a culture of Resource Optimization and sustainability across all areas. Faculty members and staff are encouraged to explore innovative means to maximize the use of available resources, reduce waste, and implement energy-saving measures. This commitment to sustainability not only supports the institution's financial well-being but also underscores its broader commitment to responsible resource management and environmental stewardship.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the

last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 111.61

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
103.71	1.25	0	1.65	5

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

MIT ADTU follows the mercantile system of accounting and complies with the guidelines and Indian Accounting Standards (Ind AS) recommended by the Institute of Chartered Accountants of India. It has a well laid down internal control mechanism by internal auditors, audited independently periodically, apart from in depth annual statutory audit carried out by reputed external auditors. Periodical monitoring of expenditure, compared with the approved budget, is carried out. The institution's financial stability has been rated consecutively by The ICRA Ltd. From FY 2019-20 to FY 2021-22 credit rating is 'A-(stable)' upgraded to 'A- (positive)' in FY 2022-23 and now University has achieved the rating of 'A' in the FY 2023-24.

Internal audit:

Internal audits are conducted once in every six months. Pradeep K Lodha & Co. Pune is involved in conducting internal audit during which vouching of bills, checking and scrutiny of high value bills are done.

The internal audit is used to monitor the accounting process on a continuous basis. For this purpose a standard format is designed by the University. The audit objections raised during internal audit are rectified and recommendations for process improvement are implemented.

Typical audit objections raised and addressed are:

- Unidentified collection of fees from student of Rs. 158.71 lakhs is recorded in books of accounts. Missing names of the students are circulated to the schools and names of the students are identified and then shifted to respective ledger accounts.
- Sundry creditors of Rs. 17.39 Crores are outstanding payable as on 31 March 24. Sundry creditors outstanding on 31st March are cleared by following the parties.

External audit:

An external audit is conducted every year by M/s. V. A. Dudhedia & Co., a renowned Chartered Accountants firm in Pune. The audit starts (for the previous year) at the end of April and is completed in September.

Mechanism for settling audit objections:

During audit, the queries raised are addressed by the finance team and CAFO and the rectification entries are made. Explanation to the queries is given within 15 days' time and the rectification entries are made within the next 10 days.

Auditor reviews the audited financials, and after discussion with the Management, signs the financials before filing of returns with the income tax department. Areas of improvement are suggested by the auditor for implementation in the subsequent year. Typical suggestions that were implemented in the last five years are:

1. Bank reconciliation procedure for various e-transfers
2. TDS reconciliation with 26AS
3. GST implementation on various auxiliary services
4. Maintenance of adequate supporting documents for payment of donations.

Taxation compliance:

A reputed Chartered Accountants firm M/s Mundhe Shah & Co. has been appointed for various compliances of taxations viz. TDS, PT and GST. They are responsible for payment of applicable taxes

and filling monthly, quarterly and annual returns.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

MIT-ADTU established IQAC Cell and appointed IQAC Director in 2019, for streamlining the operations of university and quality assurance. Being a young university, IQAC initially focused on Preparing Policy Documents, establishing central units such as SHD, SCIL, IIC, CRIEYA, RnD, TnP, developing review mechanism and decentralization by creating Technology and Creative Cluster.

Process for continuous review of teaching-learning: IQAC initially focused on streamlining the teaching-learning processes, as it's the core of any academic institution.

Curriculum review: Curriculum review is obtained from a well-defined **Feedback System**, from stakeholders i.e. students, teachers, parents, industry experts, academia, and alumni and the BOS. The feedback is analyzed, and action taken reports are generated by the respective departments. These are further discussed with IQAC, and suggestions are sought. Faculty training becomes a crucial part of the teaching-learning process.

Training: IQAC has trained the faculty to map POs and PSOs, and implement OBE, through regular training programs, specially designed to suit the requirements of particular discipline. Through this

following milestones are achieved:

CO, PO mapping: Each program has well-defined POs and PSOs, mapped with COs.

Adherence to Academic Plans: Academic plans are strictly followed to achieve COs, POs, and PSOs.

Course Files: contain CO-PO mapping and attainment, assignments, attendance, past exam papers, and records of slow learners.

CO PO Attainment: CO PO attainment is worked out at the end of the semester, and the difficulty levels are revisited.

Pedagogical Innovations: IQAC encourages faculty to explore innovative teaching methodologies. During COVID, shift of academics on digital platforms was possible with TCSiON, MS Teams, etc. Introduction of interactive digital teaching methods such as Share and Pair, Jamboards, Interactive videos, using OBS, Edpuzzle, etc.

Assessment and Evaluation: As an IQAC initiative, university examination and evaluation systems are completely digitized on the 'weshine' platform, including the exam-form-filling process.

Important practices undertaken for quality assurance to meet the larger vision:

Practice 1: Academic and Administrative Audits (AAA):

IQAC undertakes regular **Academic and Administrative Audits (AAA)** from 2019. Over the last five years, through mechanism of verification, feedback and reflection, IQAC has achieved streamlined documentation by constituent units, pedagogical reforms, E-governance, internationalization, seed money for research, establishment of clubs, reforms in training and placement and alumni, and facilitated NEP.

Practice 2: Achieving Quality Enhancement Goals

IQAC undertakes **Central Review Meetings** to review the planning and progress of each unit in the areas of Teaching-learning, students support and research activities. HOIs present the yearly plan to the IQAC and guidance is sought for future directions. Plans for the next year are prepared based on **SWOC and Quality Enhancement Goals** are set per institute in consultation with HOI and respective cluster Pro VC. These are further discussed with faculty to appraise them about their individual targets. **Intermediate Review Meetings** are conducted by cluster Pro VCs, to monitor the progress of the **Quality Enhancement Goals** by each constituent unit. Training programs for leaders, faculty, and non-teaching staff are conducted to enhance efficiency.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)**Response:**

MITADTU has adopted effective internal and external quality enhancement systems and processes. IQAC contribution towards initiating and streamlining various processes and policies has included following:

IN ACADEMIC DOMAINS**Curriculum**

- First revision of curriculum is done in all schools with emphasis on research, innovation, entrepreneurship, CBC, industry-oriented programs & skill-based learnings.
- Academic quality improvement is done with PO, PSO, CO mapping and attainment, enabled AOL & OBE with 'Bloom's taxonomy' emphasizing critical thinking, problem-solving.
- Curriculum enrichment with evolution of supporting schools like SHD, AIC by NITI Aayog, SCIL (2019), IIC (2020), CRIEYA (2021). These precisely formulated pre-requisites to NEP-2020.
- NEP-2020 implementation from YR 2023-24, MITADTU has opted for Choice based credit system.

Technology Enable learning

University has introduced digital tools and platforms in all aspects of teaching, learning and evaluation.

- Use of digital platforms like TCSiON, Coursera, SWAYAM-NPTEL were introduced prominently during Covid.
- AMCAT, Talent-battle and Cocubes are used for employability evaluations
- Classrooms & labs are equipped with ICT tools, biometric attendance system.

Examination reform

- Adequate weightage to continuous assessment (from 40% to 75%) and end-examination, evaluation through theory, practical & Jury,
- Use of digital platform, examination process has become transparent & efficient.
- Academic Bank of Credit registration is mandatory before examination

Research, Innovation and Entrepreneurship Support

- IIC and R&D cells for monitoring and promoting research work.
- Establishment of Pre Incubation Centre-CRIEYA for Seed Funding, Product development, Technology Transfer, Patenting etc.
- Establishment of Atal Incubation Centre for Entrepreneurs.
- Training faculty and staff on quality initiatives

IN ADMINSTRATIVE DOMAIN

Administration

- Creating process flows for various functions of University.
- Data collection, validation and submission for regulatory purposes.
- Dissemination, collection and analysis of surveys.
- Energy audits demonstrate compliance to environment regulations.
- Academic and administration audit is periodically conducted.
- Recommendations of quality improvement measures to BoM.

E-governance

For E-Governance, Digital tools like **TCSiON ERP system, Calixpod** used for administration of academic, financial, student centric, HR processes with **dedicated ERP cell**.

Internationalisation

MITADTU has dedicated **Office for International affairs**, with **36** active international MoUs for faculty and Students mobility initiatives.

Placement and training

- Internships in 7th or 8th semester in professional organisation.
- SCIL conducts professional competency enhancement trainings.
- Academics and T&P cell established 145+ industry functional MoUs.
- Overall Placement increased to 73.75% with highest package from 34L to 60.42L

Student support system

- Mentor-mentee process (ratio 1:23) address student issues.
- Student councils & clubs (46) support extra / co-curricular activities.

With meticulous strategic approach towards academic excellence, MITADTU has achieved notable accolades:

- QS World University Ranking by Subject: Art & Design (151-200) (2024)
- NIRF- India Ranking by Category :

Innovation (11-50) (2024)

Innovation (51-100) (2023)

- Atal Ranking of Institutions on Innovation Achievement (ARIIA).

EXCELLENT (2021)

- 68th National Film Award for Most promising Debut by President of India (2022)
- Certificate of Excellence in Digital Distinction: Technology conformance to NEP by ASSOCHAM. (2022)

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Promotion of Gender equity:

Gender audit for ensuring gender equity is conducted by university. University had 42% female faculty and 40% female students in the year 2023-2024. More than 50% women representation is visible at the senior administrative positions. Committees like Board of studies, Academic council, Board of Management, Board of Examinations, Grievance committee, ICC, anti-ragging etc. has women representation.

Welfare Mechanism adopted by University:

MITADTU to its female employees provide, Health insurance, maternity leave, study leaves, sabbatical leave, day care center, gym facility, swimming pool, yoga classes, meditation classes, CAS promotions, promotion to leadership positions and equality in appraisals. Visit to national/international University, paper publications, projects, memberships are funded by the university. Children of employees are provided with concession in the fees.

Facilities and Security for women on campus:

- The university has 16 girls and 12 boy's hostels.
- Female wardens with 24 hours security are provided at hostels.
- Ex-army personnel are appointed as security and bouncers are there for additional security.
- Unauthorized people and vehicle entry is strictly prohibited.
- CCTV cameras are installed throughout the university.
- University is well lighted, fenced and security deputed at all locations.
- Common rooms, sanitary pad vending machines are available on campus.
- Separate gym and swimming pool timings for female staff and students.

- Female sports trainers and dietician are appointed for guidance.
- Wellness center with female counselor caters to mental health needs of the students.
- Vishwaraj hospital provides support for any health needs of female students.
- Mentor-mentee scheme provides professional and personal support to students.
- **Internal complaint committee (ICC)** is established at the university in accordance with UGC guidelines. ICC creates a safe environment for female employees and students by investigating complaints and taking appropriate actions to address the grievances.

Activities catering to Gender Sensitization:

- **Gender Related Courses:** Programs at university offer various gender-related courses like Gender, school and society, Introduction to Women & Gender studies, Literature & Gender. Curricular activities like gender vase exhibition sensitizes students about gender and issues related to gender.
- **Celebration of International women's day:** Expert talks, awards and competitions are part of celebrating women.
- **Exhibition** showcasing paintings of women artist was organized by university enabling gender sensitization.
- Women students are oriented about various facilities and opportunities at the university induction.
- Awareness sessions on POSH, Breast cancer awareness, health and hygiene are conducted at the university.
- **Red Dot Campaign** organized by university creates awareness about menstrual hygiene.
- University hosted **Women@20** as a part of G20 Many activities like session on banking services, grooming and skill development was organized by university for women from society.
- **Sakhi-Saheli** an annual event hosted by MITADTU provides platform to women entrepreneurs to earn by selling their products.

Impact of Gender sensitization: Conducive ecosystem for gender sensitization is created at MITADTU where women employees and students can flourish. It is visible by the National and International awards won in sports by our students. Faculty at university designed a menstrual cup. Students create gender based films, documentaries and projects.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Adhering to the MITADTU's Green Campus Policy the university aims to Reduce, Reuse, and Recycle

the generated waste. A dedicated team for Waste Management manages waste through a system that includes collection, storage, segregation, treatment, transportation and disposal of waste without damaging the environment. The primary types of waste generated on campus are solid, liquid, biomedical, and e-waste.

Solid Waste Management:

- University optimizes the use of paper by strengthening digital communications and data records. University uses digital display boards in campus to optimize the use of PVC flex.
- Total waste generated on campus is 105 tons per month (excluding the garden waste) which is segregated at the source / central scrapyards. The non-recyclable waste is collected, segregated (as metal, plastic, glass, tin, bio-medical, e-waste) and stored at the central scrapyards and disposed of through authorized waste management services. 70-80% is either reused or sent for recycling.
- Biodegradable food waste from mess/canteen is converted into compost by Organic Waste Compost unit (capacity 1200 kg/day). Garden waste (dry leaves, twigs, dry grass) is converted into organic manure by 'mulching pits' on the campus.
- Biogas plant (2500 Lit gas generation capacity) is connected to the kitchen stove.
- A small Trash-flasher Kiln, to convert dry garden waste into biochar, is installed in the Sustainability lab at the SOA for experimentation.
- Used flowers and garlands are processed into bio-enzymes and manure.
- Paper, metal, glass, tin, and plastic waste are sold to authorized waste dealers. Sanitary napkins incinerators are placed in buildings.
- Use of reusable menstrual cups (designed by our own students) is encouraged.

Liquid Waste Management:

- Rain water harvesting system, drip irrigation system is installed.
- Regular monitoring of water with frequent meter readings.
- The University operates two Sewage Treatment Plants with capacities of 100KLD and 400KLD respectively. The treated water is reused for toilets and gardening.

Biomedical Waste Management:

- MIT ADT University has a Memorandum of Understanding with Vishwaraj Hospital for the safe disposal of biomedical waste (such as used lancets and blood-soaked cotton swabs from the School of Bioengineering Sciences & Research). It is segregated into designated colored bags and delivered to the hospital as per Maharashtra Pollution Control Board (MPCB) guidelines.

E-waste Management:

- Smart Campus Cloud Network team (SCCN) collects and manages the e-waste by arranging collection drives for employees and students, processing the recyclable e-waste, and its disposal through government approved vendors.

Waste Recycling System:

- Waste is segregated into recyclable and non-recyclable categories.
- Materials that can be reused are returned to respective departments, while non-reusable materials are sold to external vendors.

Hazardous and Radioactive Waste Management: No hazardous or radioactive waste produced.

MIT ADTU’s comprehensive waste management system underscores its commitment to environmental sustainability and responsible stewardship. Through strategic initiatives and partnerships, the university effectively manages the waste, promoting recycling and minimizing landfill disposal. These efforts contribute to a cleaner and healthier environment and reflect the institution's dedication to foster a culture of sustainability.

File Description	Document
Any other relevant information	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

In response to growing environmental awareness, MITADTU, with **Platinum rating for IGBC green campus**, envisions a clean green campus with optimum resource utilization, conservation of ecology, biodiversity and environment, with sustainable and eco-friendly and energy efficient practices integrated in daily life on campus by effective implementation of a well laid 'Green Campus Policy'.

Restricted Entry of Automobiles:

University encourages public transport and provides its own transport services, including shuttle buses and private vehicles on a shared basis. The vehicular traffic within the campus is restricted, reducing carbon emissions and enhancing air quality. Restricting auto and taxi entry further mitigates traffic congestion, ensuring a safer and cleaner campus environment. This initiative promotes alternative transportation modes like walking, cycling, and shuttle services, along with the adoption of electric vehicles (EVs).

Use of Bicycles/ Battery powered vehicles:

University has EVs on campus. Use of these vehicles for internal campus movement of people is encouraged beyond the drop-off point of autos and taxis at the entry. Charging stations are provided at strategic places in the campus such as at the main gate for students and faculty alike. The university has made an agreement with MYBYK: My Bike (Active & Sustainable Micro Mobility Service) for commuting within the campus and has 395 cycles on campus. These initiatives exemplify the institution's commitment to energy-efficient and eco-friendly practices and serves as a model for sustainable mobility solutions.

Pedestrian Friendly Pathways:

MITADTU promotes pedestrianization by providing pedestrian-friendly pathways adorned with lush greenery and interactive spaces. These pathways encourage physical activity, foster interdisciplinary interaction of various departments, and enhance safety by separating pedestrians from vehicular traffic. This encourages walkability within campus.

Ban on Use of Plastic:

The university advocates for alternatives to single-use plastics on campus. Grassroots initiatives include replacing disposable items with reusable alternatives like reusable cups and steel water bottles at individual departments. Water dispensers and refill stations are available at all strategic locations, reducing consumption of single-use plastic bottles. Awareness campaigns educate the campus community about the environmental impact of plastic, fostering a culture of sustainability and responsible consumption.

Landscaping with trees and plants:

MITADTU is dotted with a variety of dense foliage shade giving trees, flowering and fruit bearing plants, shrubs and lawns, etc. with native and exotic species. Native species ensure rich biodiversity. Initiatives are taken to create shaded pathways and roads help to reduce the heat island effect. A Miyawaki forest (with native trees) is developed to enrich the local ecology.

As highlighted in **Environmental, Energy and Green Audit**, MITADTU has adopted blue-green practices such as use of day-light for classrooms, LED lights, Solar PV Plant, solar Thermal Water heating system, star rated equipment, waste segregation at source, organic composting unit, STPs for liquid waste management, tree plantation in campus, rainwater harvesting, community engagement activities such as plantation drives with Anandvan, river hyacinth cleaning, waste segregation awareness, red dot campaign, by involving APCCI, nearby villagers (Loni Kalbhore, Kadamvak Vasti), etc. University is near to becoming self-reliant for electricity.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environmental audit

2. Energy audit**3. Clean and green campus recognitions/awards****4. Beyond the campus environmental promotion and sustainability activities****Response:** A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

MIT ADT University ensures that maximum campus facilities are accessible to divyangajan taking in consideration congenital disability, temporary or incidental disability. Buildings are equipped with ramps designed with a suitable inclination for safer wheelchair movement, adhering to specific requirements for divyangajan. Lifts are available to allow divyangajan to access all floors, featuring wide doors and

sufficient space to accommodate wheelchairs. Wheelchairs with assistance are made available in buildings for ease of users whenever required.

Built environment with ramps/lifts:

Out of the buildings across the University, most of the Schools are hosted in multi storeyed buildings. On average there are 2 lifts per building while 12 lifts are installed in the IT Establishment Building which has the largest floorplate and 8 floors and houses all engineering and management departments. Wheelchair friendly ramps and lifts allow the universal access to all buildings.

Divyangajan-Friendly Washrooms:

Divyangajan friendly washrooms are available in the buildings on the campus. These washrooms are spacious, accessible, provided with grab bars for added convenience. The university ensures these facilities are kept clean and clearly marked with signages to prevent misuse by others.

Signages:

Signages are strategically placed throughout the campus to assist divyangajan students in navigating the university easily and comfortably. These signages enhance the mobility and independence of disabled individuals, helping them reach their destinations without confusion. These signages include disabled parking, disabled toilets, dry and wet bins, first aid, ambulance parking, medical facility, etc. apart from the regular destination directional signages.

Assistive Technology:

The university provides assistive technology, such as screen reading software available on University website, to support the technical and skill development of divyangajan. Use of simple and freely available ICT tools is incorporated for the Teaching-Learning processes as well as other activities. University has facility of audio books. Additionally, human readers and scribe assistance are offered as per norms by the Government of India during examinations to ensure equitable access to academic assessments. This assistance is not only for congenital disabilities but also for temporary as well as incidental. When human assistance in form of scribe is required, adequate facilities such as separate room/cabin/computer for typing or voice typing are provided so as to not disturb other examinees and ensure smooth functioning of examination.

Provision for Enquiry and information:

Human assistance is readily available on campus to aid divyangajan to get access to information. This is provided in the form of support staff who are trained to assist the divyangajan.

File Description	Document
Upload supporting document	View Document

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 such other diversities (within 500 words).

Response:

In today's diverse society, fostering an inclusive environment is essential for **academic growth and social harmony**. MIT-ADTU reflects the rich diversity of India, with students from various states across the country living in harmony and peace. To promote unity and create a cohesive academic environment among its diverse student body, MIT-ADTU has implemented several initiatives fostering inclusivity.

The university's **Open Admission Policy** welcomes students from diverse backgrounds, regardless of caste, creed or culture, urban or rural background, fostering a diverse student body. The University's central vision is the holistic development of students and as part of various initiatives, it offers **Curricular Courses** on value education, ethics and societal immersion such as "*Societal Immersion, Spirituality & Morality*", "*Intercultural Appreciation and Exchange*", "*Relevance of Vivekananda's Teaching in Today's Context*," and opportunities to participate in **NSS, NCC, SCCN**, promoting students' holistic development.

At the heart of the University's commitment to promoting **Religious Harmony, World Peace, and Inclusivity** is the **World Peace Dome**, as a symbol of religious harmony. It houses scriptures and sculptures from all religions, promoting spiritual well-being. Each year, a peace conference is organised, that provides a readymade platform for reflection, meditation, and interfaith dialogue with distinguished global speakers, deepening their understanding of world peace and religious coexistence.

Throughout the academic year, MIT-ADTU celebrates **Days and Festivals** like Independence and Republic Day, Gokulashtami, Onam, Ganesh Chaturthi, International Women's Day, Navratri (Garbha), Diwali, EID, Christmas, Guru Nanak and Chattrapati Shivaji Maharaj Jayanti, National Youth Day, etc., reflecting its commitment to the motto of "**Sarva Dharma Sambhav**". Furthermore, it welcomes the Palkhi of Saint Tukaram Maharaj, preserving Maharashtra's cultural heritage. MIT-ADTU declares holidays to celebrate festivals like Mahashivratri, Dhulivandan, Good Friday, Eid, Gauri Pooja, Anant Chaturdashi, Diwali, Christmas, etc., promoting cross-cultural understanding. It also hosts flagship events like PERSONA Fest, Garba-Nights, Vishwanath Sports Meet, Mini-Marathon, and MIT-ADT Talk, Debate Club, fostering student engagement.

Recognising the importance of **Linguistic Diversity**, MIT-ADTU organises events like 'Alfaz', Sanskrit Day, and Hindi Diwas. Additionally, University Common Compulsory (UCC) Courses in French, German, Japanese and Spanish are offered. Remedial courses such as MITRAM and Super-30 support language learning and overall educational experience.

The University's **50 Student Cultural Clubs** collaborate to organise over 136 events each year, creating a vibrant and inclusive campus community. These clubs encourage students to express themselves, share experiences, and promote cultural exchange.

To support **Socio-Economic Diversity** and ensure equitable access to education, unique scholarships for students from UG to PG/Ph.D. assist them with financial needs, ensuring equal access to education. The university offers an Earn and Learn Scheme, allowing students to gain practical experience with financial literacy and self-reliance.

All 28 hostels, as a **Home Away from Home**, accommodate 3846 students, enhance students' learning experiences and foster understanding among students from diverse cultures and various states.

MIT-ADTU is committed to cultivating a campus culture where diversity is celebrated and differences are respected. Through such initiatives and a holistic approach, the University prepares students for academic success and responsible leadership in a globalised world.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

At MIT-ADTU, the development of responsible citizens upholding constitutional values is the key component through **holistic education**. This is achieved through formal and non-formal initiatives, ensuring that students and staff imbibe the core values enshrined in the Indian Constitution.

The University offers **formal courses, societal immersion** and **value-added courses** to educate students on constitutional values: Constitutional Law, Constitutional and Legal History, Constitutionalism, integrated into various curricula, particularly in law, humanities and holistic development courses.

MIT-ADTU celebrates Independence and Republic Day to foster a **sense of patriotism**. As part of the University Induction Programme for 5000+ students, special awareness sessions by esteemed advocates on the **Constitution of India: Discovering the Power of Democracy** are organised. MIT-ADTU acknowledges **World Heritage Day** to raise awareness about cultural & natural heritage. On Constitution Day, an annual quiz competition enhances and assesses awareness of constitutional values. The **World Parliament** offers students hands-on experience with the democratic process, fostering a deeper understanding of legislative responsibilities in light of science, spirituality, philosophy and religion.

Environmental and Social Responsibility is another commitment under which the University has planted 16,000+ trees along the Alandi-Pandharpur Palkhi route and plogging campaigns through its

SEVA programme by maintaining a **green campus**. Furthermore, the annual **Budget Discussion** encourages student participation in public policy engagement.

MIT-ADTU organises **character-building** activities through the **Swami Vivekananda Chair** and celebrates **National Youth Day** with guest sessions, Khadi March, competitions like poster-making, cultural dress, debate and essay-writing. The **International Day of Yoga** is celebrated at the World Peace Dome, with yoga sessions for local communities at Loni Kalbhor, Kadam Wak Vasti and nearby industries.

Shiv Jayanti is celebrated to honour Maratha's heritage and values. The university promotes cultural pride through activities, including specialised training in constitutional and ethical values. The **Moot Court** and free legal aid initiatives such as the **“EmpowerHer” Legal Advice and Counselling Drive** are available for all. The **Legal Aid Clinic** organises social media awareness campaigns on preventive measures for social media usage, and prison visits. MIT-ADTU hosts music therapy workshops, lectures on cleanliness during Gandhi Jayanti, and legal awareness sessions covering the Immoral Traffic (Prevention) Act 1956.

MIT-ADTU is involved in **legal and social outreach activities** like field visits, counselling sessions at Yerwada Mental Hospital, career guidance for prisoners' children and awareness camps on the effects of corruption. **TEDxMITADT** organises a range of talks featuring speakers from various fields who impart knowledge on constitutional obligations. Students are actively encouraged to participate in the **Modern United Nations (MUN)**, providing a platform to engage in global issues, diplomacy and negotiation. MIT-ADTU organises the **Akhil Bhartiya Adhivakta Adhiveshan**, a national seminar for senior advocates/judges, blood donation drives, helmet awareness campaigns, and voter awareness camps. Outreach efforts include the **Village Adoption Programme**, NCC cadets undertaking visits to orphanages like Dharamveer Orphanage to educate children about the Agnipath Scheme.

In essence, the university dedicatedly promotes a comprehensive understanding of constitutional rights, duties, and values among all stakeholders through its academic programmes, extracurricular activities, outreach efforts, and sustainability initiatives.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

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.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**

3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Holistic Student Progression Framework: From Classroom to Career

MIT-ADTU fosters holistic development through the School of Holistic Development (SHD), School of Corporate Innovation and Leadership (SCIL), and Training & Placement (T&P). Offering University-Common-Compulsory and Electives for 18 credits, these departments equip students with professional and personal growth.

Objectives:

- To develop well-rounded professionals using the Panch-Kosha System (Annamaya, Pranamaya, Manomaya, Vigyanamaya & Anandamaya sheaths) & nurture physical, emotional, intellectual and spiritual well-being
- To enhance employability through specialised professional training & industry-aligned courses
- To bridge the gap between academia & industry, offering customised domain-specific training for industry-readiness

Context:

This practice emphasises intellectual, physical, social and spiritual growth, creating well-rounded professionals, offering a smooth transition from campus to corporate, bringing happiness and leading innovation.

Practice:

SHD has trained **46,869** students with courses:

- Health Practices
- English Communication & Holistic Personality
- Creative and Performing Arts
- Societal Immersion, Spirituality & Morality
- Foreign Languages

SCIL has trained **15,672** students with courses:

- Professional Development & Aptitude
- Company-Specific Training

The T&P Department has conducted:

- **4594** Placement Drives
- **209** Training Sessions
- 28 Pre-placement workshops on C/C++; 340 workshops on verbal ability, GDs, interview skills, resume writing, etc.

A **Holistic Proficiency Excellence Report**, detailing every student's holistic development, is issued to every student. Employers highly appreciate it as they learn candidates' skill-sets required for recruitment.

Evidence of Success:

- **Health & Well-being:** Yoga course with Panch-Kosha counselling improved physical and mental health for 9941 students, with feedback indicating reduced stress. 61.30% of students witnessed positive changes in physical and mental well-being.
- **Success through English Proficiency:** Cambridge English Linguaskill certification for 7085 students resulted in confidence building and better placement. There is a significant improvement in moving students from low (Red & Amber) and moderate (Yellow) proficiency to higher proficiency levels (Green), with 17.93% improvement annually. Honoured with the 'Éxcellence in Employability-Support' award by the Univesity of Cambridge. 5125 students enhanced public speaking through MIT-ADT-Talk.
- **Artistic Excellence through Creative-Performing Arts:** 8726 students participated in Creative & Performing Arts & 500 students participated in competitions and won awards like Voice of Pune Karandak.
- **Societal Immersion, Spirituality & Morality:** shaped students' ethical values and social responsibility through community projects. Over 7,615 students have actively engaged in social initiatives.
- **Foreign Language Courses & Cultural Understanding:** 9947 students have expanded their cultural awareness with global opportunities and international certifications.
- **Career-ready Professional Skills:** Vocational & campus-to-corporate crash courses, reaching 15672 students, increased job-readiness. AMCAT Training: 497 out of 1200 students improved their scores. 1142 students built aptitude skills through Introbuzz, Aptispark & Talent Fusion.
- **Career Placement Milestones:** Rigorous skill development helped in securing internships/full-time-employment through recruitment drives, job fairs, and company tie-ups. The highest stipend is 1.6 LPA, min. 10k/month. The continuous recruitment support, using professional platforms like AMCAT/AON/TALENT-BATTLE, helped to increase the average package and the highest CTC of 60.42 LPA with more recruiters that yielded 75% average placement.

Challenges:

Initial departmental resistance and time constraints posed challenges. However, this practice has significantly enhanced holistic student progression from classroom to career and career to life-long learning.

Building a strong ecosystem for 'A New Age University for Innovation and Entrepreneurship'.

Objectives:

- A platform to solve problems of national/international importance
- Inculcate entrepreneurial mindset by leveraging multidisciplinary teams
- Strong IPR repository and commercialization of same

- Network of mentors, partners, collaborators, investors etc

Context:

Based on the detailed SWOC analysis, MITADTU has curated University Strategic Plans (USP 2018-23 and USP 2023-28) as per the Vision and Mission of the university.

Few salient features of the Strategic Plans that helped to create the I&E ecosystem are:

USP 2018-23: Unique Centre of Teaching-Learning intense, Research focused University

- Set up the governance and leadership as per Act, Statutes and Ordinances
- Recruit faculty and staff from premier institutions with focus on diversity, equity and inclusion
- Develop a culture of Innovation and Entrepreneurship

USP 2023-24: A New age University for Innovation and Entrepreneurship

- Launch new programs to offer flexibility, freedom and choices as per NEP 2020
- To strengthen the Research, Innovation and Entrepreneurship (RI&E) ecosystem.
- Promote the culture of *Publish, Patent and Prosper*

Practice:

To support *Idea to Startup* journey, the university has established Institution Innovation Council (**IIC**) ? Pre-Incubation Hub - Centre for Research, Innovation & Entrepreneurship for Young Aspirants (**CRIEYA**) ? Incubator – AIC MIT ADT Incubator Forum (**AIC-MITADT**).

IIC engages students, faculties and staff in innovation related activities. Awareness sessions by IIC inspire students to explore entrepreneurship as a career choice.

CRIEYA is a pre-Incubation Hub to convert *Projects to Products*. Each faculty (PI) is paired with an Industry mentor (as Co-PI) to enhance the Technology Readiness Levels (TRL) from TRL 0 to TRL 3-4 for the projects.

AIC-MITADT helps startups to increase *Investor Readiness Level (IRL)*. It is a section -8 company, supported by NITI Aayog, Govt. of India. The total budget outlay is ~INR 17.5 Cr for 5 years. MITADTU has allotted INR 2.0 Cr as a Host Applicant.

Evidence of Success:

Impact created by IIC:

- Highest star ratings (4/5 star) every year
- Received INR 5.0 lakhs to Mentor nearby IICs
- Hosted 5 Internal Hackathons (~500 teams) and 2 Smart India Hackathons (~55 teams)
- Contributed towards Top 50 (NIRF – Innovation 2024) and QS I-GUAGE – Gold Rating for Entrepreneurship

Impact created by CRIEYA:

- 5 successful cohorts supporting 103 Inno-projects
- 70+ projects funded with ~INR 87.0 lakhs
- 46 Patents Filed; 26 Patents Granted
- 2 Successful Tech Transfers and 2 converted to startups
- 5 Projects received National/International awards

Impact created by AIC-MITADT:

- Total 55+ startups supported over 5 years
- Strong network of 57 mentors, 54 academic/non-academic partners
- Raised ~INR 100.0 lakhs from CSR partners
- Raised ~INR 300.0 lakhs under SISFS scheme by Startup India
- Total Jobs created by startups: 300+
- Total Startup Revenue: 50 Cr+

Challenges: Absence of defined policy, trained manpower and support from various stakeholders is the biggest challenge. The collaboration of Government, Corporate and University helped to overcome the same. MITADTU has allotted 2-3% of annual budget to it.

Notes: MITADTU has laid down a comprehensive plan to establish a dedicated Research & Innovation Park by 2030.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

MANTHAN: *Multidisciplinary Approach to Nurturing Tradition, Heritage, and Ancient Narratives*

MIT-ADTU is proud of its distinctive practice of integrating Indian Knowledge Systems in education with the help of an inbuilt ecosystem, MANTHAN. This is rooted in the vision, 'Integrating Science and Spirituality in Education', by the Founder President of MAEER'S Group of Institutions, Prof. Dr. Vishwanath Karad.

As the university's name suggests, it is a multidisciplinary university, spanning various disciplines from Art, Design, Technology, to Humanities, demonstrating the integrated approach proposed in the Ancient Indian Education system. In alignment with the NEP 2020, the university aims to preserve, explore and apply IKS in contemporary education.

There is a renewed interest in the IKS at the national level, which is seen from the initiatives such as the establishment of the IKS division at MoE, due to its relevance in contemporary times in subjects such as Vastushilpashastra, Temple design, performing art, visual arts, ayurveda, food, nutrition, organic farming, etc. This is being integrated with digital technology in areas such as animation of Indian narratives, App development for IKS, Natural Language Processing, etc.

IKS as an Integral Part of the Syllabi

MIT-ADTU offers an extensive range of Indian Knowledge Systems (IKS) syllabi (6 to 90 credits) across various disciplines, enhancing student learning and holistic development. Key highlights include:

Panchakosh Model:

School of Holistic Development (SHD) provides courses like Yoga, Meditation, and Spirituality.

6 credits to all the schools from the University.

Alignment with NEP 2020:

School of Vedic Science (SVS):

Domain-specific IKS courses (2 credits each) for Engineering and Psychology.

Minor in Indian Mind Sciences (20 credits).

Publication: “Student's Hand-book of Indian Mind Sciences” by faculty.

Degree offerings: M.Sc. in Vedic Sciences (40 credits), and M.A. in Sanskrit (40 credits).

IKS integrated in B.Sc. in Integral Psychology (34 credits),

School of Architecture (SOA):

M.Arch. in Traditional Indian Architectural Knowledge Systems (90 credits, COA approved).

IKS integrated into B.Arch. curriculum (14 credits).

Open Electives, Indian Iconography, and Vastushilpashastra (2 credits each)

School of Drama: Natyashastra (7 credits) as a core unit.

School of Food Technology: “Technology of Traditional Foods” (2 credits).

School of Indian Civil Services: Courses on heritage and ancient administration (20 credits for BAA and MAA).

School of Fine Arts (SoFA): 6 credits focusing on Indian tradition and culture.

Institute of Design (IoD) and School of Education and Research (SoER): Value-added IKS courses (6 and 2 credits respectively).

The above courses and programs based on IKS are reflected in the COs and POs of the respective schools in the university.

Application-Based Research and Innovations and its relevance in today’s context

- The School of Bioengineering Sciences & Research focuses on applied research using medicinal plants to develop treatments for rheumatoid arthritis. By integrating Ayurvedic knowledge with modern biotechnology, the school innovates therapies and agricultural practices through phytoconstituent and microbiota analysis. The creation of "Vruksha Sanjivan Koshah," a web-enabled knowledge base of medicinal plants from ancient Ayurvedic texts, exemplifies the university's commitment to merging IKS with advanced research .
- MIT-ADTU has funded innovative research projects such as ‘Toolkit for Traditional Indian Column Orders in Architecture’, and ‘Integrated Application for Preserving Bhartiya Heritage through Scholarly Photography’ in the School of Fine Arts.
- MIT-SOA has edited the book, ‘Documenting Heritage’, published by the COA.
- School of Engineering developed an algorithm for ‘Assessment of Accuracy of Indian Almanac for Daily Rainfall Prediction’.
- SVS has awarded four PhDs, and eleven are registered under SVS and SOA, with research areas

such as Psychology and Indian Aesthetics, Contemporary Application of Union Strategies of Arthashastra, Traditional water systems, Sompuras and their traditions, etc.

Cultural Preservation and Hands-on Learning

- SoFA organizes Indian Traditional Art Study tours, enabling students to document and appreciate diverse art forms and traditional techniques, enriching their understanding of India's cultural heritage.
- IoD offers courses such as Design Overview, Indian Folk Art, and Communication for Social Impact, highlighting traditional art's role in socio-economic solutions.
- Additionally, SOA engages in activities like settlement studies, documentation, and cultural mapping, resulting in annual exhibitions and book-publications showcasing India's tangible and intangible heritage at KAARI/Abhijaat to promote awareness.

Societal Engagement and Spiritual Development

MIT-ADTU embraces a holistic approach beyond academics, promoting societal engagement and spiritual growth. SHD offers a "Societal Immersion, Spirituality & Morality" course, integrating projects like tree plantations and community service, Swaccha Bharat Abhiyan, nurturing empathy and moral responsibility in students.

Through the 'Heritage Club' activities, IKS awareness is spread to the masses. e.g, Workshops, Competitions, Heritage Quizzes, and heritage walks are regularly organized in and around Pune, in which students, people of Pune and international visitors have participated.

Professional and Academic Benefits

MIT-ADT's collaboration and MOUs with institutions such as Deccan College, KKS University, Hindu University of America, Indic Academy, Maharashtra Baarav Mohim, ISKCON, Art of Living, etc. extend IKS beyond the classroom, nurturing the development of well-rounded individuals. With such MOUs, experts from diverse disciplines in IKS are brought together for further professional and academic benefits.

Success Stories

SVS has secured **Rs. 8 lakh research grant from MoE**, through CSU for the project of development of an App, 'Ayurpadvishleshika' based on Ayurvedic Lexicons.

SOA has secured **Rs. 18 lakh grant by the IKS division of the MoE** to develop the curriculum of two subjects in IKS and train 100 teachers.

Three faculty members from SOA and SVS were **onboarded as Mentors by MoE's IKS division** since the A.Y. 2022.

Dr. Siva Panugati was **internationally awarded the Best Translator** award for his work in Sanskrit and Tamil.

MIT-ADTU's student innovation in IKS was also showcased in the 2024 Smart India Hackathon, where

the team TEST-O-STAT developed the Tongumeter device, which detects the tastes in herbs and interprets analyte concentrations using a machine-learning model. **This project, backed by the Ministry of Ayush**, exemplifies the practical application of IKS in modern technology and problem-solving.

The IKS division, MOE has established multiple IKS research centers across the country. Our **students trained in IKS have secured jobs** in these centers.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In an age where the convergence of technology, creativity, and education shapes the future, MIT ADT University stands at the forefront as a beacon of technology, creativity, innovation and inclusivity. The integration of media, art, architecture, and information and communication technology (ICT) into the curriculum reflects contemporary trends and fosters a holistic learning environment, preparing students for the complexities of the modern world. By prioritizing diverse educational experiences, the institution cultivates thinkers and creators equipped to navigate the evolving landscape of their fields.

The programs at MIT ADT University are distinguished by their interdisciplinary approach, bridging gaps between traditional subjects and modern skill sets. The Media and Journalism program empowers students with hands-on experience in content creation, from documentaries to social media campaigns, promoting technical skills alongside critical thinking and inclusivity. The Institute of Design emphasizes AR/VR and media design, nurturing entrepreneurial spirit and creativity while encouraging exploration of new avenues of expression. The Masters in Architecture focuses on traditional Indian architectural knowledge systems aligned with sustainable development goals (SDGs), enabling students to contribute meaningfully to urban planning and community development.

The School of Engineering and Sciences (SOES) excels in industry relevant programmes, student placements, national competitions, and research collaborations, with a curriculum centered on hands-on experience through internships and practical sessions and project based learning. The School of Indian Civil Services (SICS) prepares students for the Civil Services examination, offering skill enhancement activities, lectures by experienced civil servants, and opportunities for internships and study tours. Additionally, SOER's commitment to leveraging ICT in teacher training positions MIT ADT University as a leader in educational innovation. By integrating digital literacy and ethical considerations, future educators are equipped with the skills necessary to thrive in tech-driven classrooms while fostering responsible digital citizenship.

In essence, the institution's unique blend of media, art, architecture, engineering, and ICT fosters an environment where creativity meets critical inquiry, preparing students for impactful contributions to society. This educational philosophy encourages challenges to conventions, embraces diverse perspectives, and cultivates innovative solutions that resonate beyond the classroom. This holistic approach, combined with a commitment to diversity and inclusion, positions MIT ADT University as a transformative force in the educational landscape.

Concluding Remarks :

MIT ADT University, Pune excels in Higher Education, and holistic development, distinguished by its collaborative efforts and well-defined organizational structure that ensure efficient operations and success. The university's journey from the dream of university to reality highlights its meticulous process and determination, transitioning from a gurukul model to a modern university that embraces

innovation while preserving traditional values. Focused on creating global professionals, MIT ADT University adopts a Panchkosh approach, nurturing individuals intellectually, technologically, spiritually, socially, and environmentally. This comprehensive method equips students with academic knowledge, essential skills and values for thriving in a diverse and interconnected world. In summary, MIT Art, Design and Technology University's collaborative spirit, organizational efficiency, transformative journey, and commitment to nurturing global professionals affirm its status as a societal trailblazing institution dedicated to creating impact and shaping future leaders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.3.2	<p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :566 Remark : As per documents provided by HEI, thus DVV input is recommended.</p>																														
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years Answer before DVV Verification : 91 Answer after DVV Verification: 85</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 100 Answer after DVV Verification: 100</p> <p>Remark : As per documents provided by HEI, thus DVV input is recommended.</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <tbody> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>4929</td> <td>4333</td> <td>3471</td> <td>2608</td> <td>2849</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tbody> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>4929</td> <td>4333</td> <td>3471</td> <td>2608</td> <td>2849</td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <tbody> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>4406</td> <td>4077</td> <td>3244</td> <td>2275</td> <td>2531</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	4929	4333	3471	2608	2849	2023-24	2022-23	2021-22	2020-21	2019-20	4929	4333	3471	2608	2849	2023-24	2022-23	2021-22	2020-21	2019-20	4406	4077	3244	2275	2531
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2023-24	2022-23	2021-22	2020-21	2019-20
4396	4052	3235	2265	2526

Remark : As Number of students admitted (Total as well as program - wise) should not be more than seats Sanctioned, thus DVV input is recommended.

2.4.2 **Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

2.4.2.1. **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Answer before DVV Verification : 259

Answer after DVV Verification: 248

Remark : As per documents provided by HEI, thus DVV input is recommended.

3.1.2 The institution provides seed money to its teachers for research (average per year)

3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
238.3593 6	46.89640	17.10449	5.85	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
235.40	46.20	16.50	5.35	0.0

Remark : As per documents provided by the HEI and according to amount of the seed money is reflected in audited statement provided by the HEI, thus DVV input is recommended.

3.1.3 **Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

3.1.3.1. **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 86

Answer after DVV Verification: 212

Remark : As per documents provided by HEI, thus DVV input is recommended.

3.3.2 **Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years**

Answer before DVV Verification :
 Answer After DVV Verification :128
 Remark : As per documents provided by HEI, thus DVV input is recommended.

3.4.2 **Total number of Patents awarded during the last five years**

Answer before DVV Verification :
 Answer After DVV Verification :21
 Remark : As per documents provided by HEI, thus DVV input is recommended.

3.4.6 ***E-content is developed by teachers :***

1. *For e-PG-Pathshala*
2. *For CEC (Under Graduate)*
3. *For SWAYAM*
4. *For other MOOCs platform*
5. *Any other Government initiative*
6. *For institutional LMS*

Answer before DVV Verification : C. Any 3 of the above
 Answer After DVV Verification: B. Any 4 of the above
 Remark : As per documents provided by HEI, thus DVV input is recommended.

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

Answer before DVV Verification :
 Answer After DVV Verification :104
 Remark : As per documents provided by HEI, thus DVV input is recommended.

4.1.2 **Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5316.42	15565.42	3072.66	1045.23	8459.54

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7246.94	15837.52	3390.69	1045.23	8459.54

Remark : As per revised documents provided by HEI, and Expenditure for infrastructure

development and augmentation, excluding salary to be considered, thus DVV input is recommended.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8726.41	7216.34	4267.41	2675.57	3959.05

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2250.20	1974.78	1340.3	713.89	1239.19

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
119	159	139	17	76

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
35	58	18	15	22

Remark : As per clarification received from HEI and excluding multiple counting of the student for the the same sports/cultural activities and Award for team event will be counted as one, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
690	539	116	220	348

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
690	539	116	219	348

Remark : As per clarification received from HEI and excluding multiple counting of the teacher, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>14948.20</td> <td>19500</td> <td>7834.10</td> <td>3980.08</td> <td>12813.16</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>14808.83</td> <td>12134.98</td> <td>8139.64</td> <td>5137.92</td> <td>6863.66</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	14948.20	19500	7834.10	3980.08	12813.16	2023-24	2022-23	2021-22	2020-21	2019-20	14808.83	12134.98	8139.64	5137.92	6863.66
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14948.20	19500	7834.10	3980.08	12813.16																	
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14808.83	12134.98	8139.64	5137.92	6863.66																	