



ANJUMAN-I-ISLAM'S
KALSEKAR TECHNICAL CAMPUS
School of Engineering & Technology

An Autonomous Institute, Affiliated to the University of Mumbai

Celebrating



years of
ANJUMAN-I-ISLAM

**ACCREDITED BY NAAC &
CERTIFIED BY ISO 9001:2015**



Academic Manual

(Rules & Regulations for Academics & Examinations)
(R-2025)

**Applicable with effect from
Academic Year 2025-26
(Learner Centric Autonomy Model)**

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1. *Title and Commencement*

These regulations shall be called the “Anjuman I Islam’s Kalsekar Technical Campus School of Engineering and Technology (AIKTC-SoET), Panvel - Regulations for Academics and Teaching Learning”

- a) They have been evolved, drafted and implemented after deliberations and approvals from the heads of the departments, academic council of the institute and are subject to changes/modifications from time to time (major modifications at a frequency of TWO to FOUR years in synchronization with the Curriculum structure revision and minor changes as and when applicable);
- b) The major version shall be applicable for students enrolling for all the B.E./B. Tech Degree Program at the Institute from the Academic Year 2025-26. Also, examination and other content is applicable for all the students.

2. *Definitions*

- a) “Institute” means Anjuman I Islam’s Kalsekar Technical Campus School of Engineering and Technology Panvel (AIKTC-SoET).
- b) “University” means University of Mumbai (UoM).
- c) “Bachelor of Technology” B. Tech means, Undergraduate Degree awarded by UoM
- d) “Semester” means period in which Academic activities are carried out.
- e) “Course” means theory/laboratory/project/mini project/tutorial etc.
- f) “Course Credit” means weightage assigned to a Course.
- g) “Course Teacher” means Faculty member assigned to teach a Course.
- h) “Grade” means Single Letter assigned to indicate the Performance of Student in a Course.
- i) “GB” means Governing Body
- j) “Academic Council” means apex Academic Body governing the academic programs & policies in SoET.
- k) “Board of Studies” (BoS) means Departmental Academic Body common for UG and PG Program.
- l) “Examination and Evaluation Committee” (EEC) means apex Examination Body responsible for Examination related reforms approved by Academic Council.
- m) “Grievance Redressal Committee” (GRC) means committee appointed by the principal to deal with cases of Grievances and Indiscipline of Unfair means/Malpractice/s in Examination.

- n) “DTE” means Directorate of Technical Education, Mumbai.
- o) “AICTE” means All India Council for Technical Education, New Delhi.
- p) “NBA” means National Board of Accreditation.
- q) “NAAC” means National Assessment and Accreditation Council, Bangalore.
- r) “UGC” means University Grants Commission
- s) “Honours” means a set of courses taken from the verticals of the same program of B.Tech study by a student, over and above the prescribed credits for B.Tech and receiving an additional degree at the end of graduation period
- t) “Minor” means a set of courses taken by a student from another department or interdisciplinary programs, over and above the prescribed credits for B. Tech and receiving an additional degree at the end of graduation period.

3. *Overview*

Anjuman-I-Islam’s Kalsekar Technical Campus – School of Engineering and Technology (AIKTC-SoET) is granted academic autonomy by the University Grants Commission (UGC) and subsequently by the University of Mumbai (UoM), commencing from the Academic Year 2025–26. With the grant of autonomy, the stakeholders of AIKTC-SoET will benefit through our enhanced ability to:

- Design our own curriculum tailored to current industry needs and future innovations.
- Implement **innovative teaching and assessment methods**.
- Conduct **examinations** and manage the academic calendar independently.
- Promote a **student-centric learning environment** with more flexibility and creativity.

AIKTC-SoET will continue to remain affiliated with the University of Mumbai, and degrees will be awarded by the university, ensuring continued national and international recognition and credibility.

4. *Purpose of the Academic Autonomy Manual*

To ensure a smooth transition and clear understanding of the new system, the institute has prepared an **Academic Autonomy Manual**. This comprehensive guide outlines key information and policies for students, faculty, and staff, including:

- **Course Structure and Requirements**
- **Academic Integrity and Honesty Guidelines**

- **Grading Policies and Evaluation Systems**
- **Disciplinary Rules and Procedures**

This manual serves as a reference manual for planning, organizing, and managing academic activities effectively. The autonomy is aligned with the objectives of the National Education Policy (NEP) 2020, which encourages multidisciplinary learning, flexibility in education, and skill development. Our revised and enriched curriculum is designed to:

- **Foster technical excellence, professional ethics, and life skills**
- **Meet all 11 Program Outcomes (POs)/ Graduate Attributes prescribed by regulatory authorities**
- **Offer a dynamic and responsive education that adapts to global challenges**

5. *Key Features of the New Curriculum*

- **Major and Minor Courses** across core and interdisciplinary domains
- **Mini and Major Projects** to apply theoretical knowledge in practical settings
- **One-Semester Industry Internship** for hands-on experience and industry readiness
- **Skill-Based Labs** focused on real-world application and innovation
- **Vocational Courses, Ability Enhancement Courses, and Experiential Learning Modules**
- **Communication Skills, Language Proficiency, and Personality Development Courses**
- **Value-Added Courses, Honours Programs, and Minors** for academic customization based on individual interests and career paths

6. *Role of Faculty and Innovation in Teaching*

Faculty members at AIKTC-SoET are at the heart of this transformation. With increased flexibility, they are encouraged to:

- Employ **creative and engaging teaching pedagogies**
- Use **technology-enabled learning tools**
- Design **continuous and comprehensive assessment methods**
- Facilitate **collaborative and project-based learning environments**
- **Empowering Students for the Future**

Our goal is to nurture well-rounded, industry-ready professionals equipped with:

- **Critical thinking and problem-solving skills**
- **Innovation and creativity**
- **Ethical and social responsibility**
- **Effective communication and leadership abilities**

We are committed to offering an academic environment that not only supports academic excellence but also encourages personal growth and holistic development. **Together, as a vibrant academic community, we look forward to shaping the future of engineering education, empowering students to become tomorrow’s leaders, innovators, and changemakers.**

7. Abbreviations

List of Abbreviations	
AEC	Ability Enhancement Course
BSC	Basic Science Course including Mathematics
BSC-LC	Basic Science Laboratory Course
ELC	Experiential Learning Course
ESC	Engineering Sciences Course
ESC-LC	Engineering Sciences Laboratory Course
HSSM	Humanities Social Sciences & Management Course
IKS	Indian Knowledge System Course
INTR	Internship
LC	Laboratory Course
LLC	Liberal Learning Course
MDM	Multidisciplinary Minor Course
MJP	Major project
MP	Mini Project
OE	Open Elective Course
PCC	Program Core Course
PE	Program Elective Course
SBL	Skill Based Laboratory
SEC	Skill Enhancement Course
VEC	Value Education Course

8. *About the Institute*

8.1 Institute Vision and Mission

- **Vision: To be the most sought-after Academic, Research and Practice-based school of Engineering & Technology that others would wish to emulate.**
- Mission: **Creating Exuberant Engineering Professionals**
- **Mission Elements**
 - To implement the Outcome Based Education (OBE) Model to conform to our belief "Students Learn What We Teach"
 - To encourage and upgrade teachers for innovative teaching skills, research and practice.
 - To provide necessary facility, machinery, equipment, atmosphere and ambience that would enable quality academics, research and practice.
 - To create an eco-system for professional competition, lifelong learning and reward mechanism.
 - To prepare and encourage students for societal welfare activities, higher studies, entrepreneurship, employment, research and innovations to become a complete Human Resource.

8.2 Brief Profile

AIKTC-SoET was established in 2011 as a religious minority Institute by Anjuman-I-Islam, a 150-year-old charitable organization. The institute is located at New Panvel, Navi Mumbai, Maharashtra, and is approved by the All-India Council for Technical Education (AICTE), New Delhi, recognized by the Directorate of Technical Education (DTE), Government of Maharashtra, and affiliated with the University of Mumbai. It has state-of-the-art infrastructure and instructional facilities for undergraduate, postgraduate, and research students in various functional areas.

AIKC-SoET offers a diverse portfolio of undergraduate (B.E./B.Tech), Postgraduate (M.E./M.Tech.), and Doctoral (Ph.D.) programs:

- **Undergraduate Programs (B.E./B.Tech):**
 - Civil Engineering
 - Computer Engineering
 - Electrical & Computer Engineering
 - Electronics and Computer Sciences
 - Mechanical Engineering
 - Computer Science & Engineering (Artificial Intelligence & Machine Learning)
 - Computer Science & Engineering (Data Science)

- **Postgraduate Programs (M.E./M.Tech.):**

- Construction Engineering & Management
- Structural Engineering
- Computer Engineering

- **Doctoral Programs (Ph.D.):**

- Research Centre in Civil Engineering (established in 2017 and recognized by the University of Mumbai)

8.3 Excellence in Academics and Beyond

AIKTC SoET has quickly emerged as one of the most reputed technical institutions in the Mumbai Metropolitan region, known for delivering academic excellence, fostering innovation, and nurturing holistic development. The institute maintains consistently high end-semester academic results, good placement records, and active student engagement in co-curricular and extracurricular domains at regional, state, and national levels.

Our students have secured accolades in technical competitions, innovation challenges, hackathons, sports, and cultural fests **demonstrating not only academic proficiency but also leadership, creativity, and teamwork.**

AIKTC-SoET places a **strong emphasis on industry integration** through:

- Internship programs and live industry projects
- Seminars and guest lectures by industry experts
- Memorandums of Understanding (MoUs) with leading companies and research organizations
- Dedicated Training and Placement Cell for career guidance, skill development, and campus recruitment

8.4 Faculty and Research

The institute boasts a dedicated and highly qualified faculty team actively involved in research, consultancy, and curriculum development. Through collaborative efforts and mentorship, faculty members play a pivotal role in shaping the academic and personal growth of students, preparing them to meet the dynamic challenges of industry and society.

8.5 Programs offered at the institute

Table 1 gives the details about various undergraduate and postgraduate programs offered at AIKTC-SoET.

Table 1: UG PG and PhD Programs Offered at AIKTC-SOET

Sr. No.	Name of the Program (Nomenclature)	Year of starting	Current intake
1	Civil Engineering	2011	30
2	Computer Engineering	2011	120
3	Electrical & Computer Engineering	2011	60
4	Electronics and Computer Sciences	2011	60
5	Mechanical Engineering	2011	60
6	Computer Science & Engineering (Artificial Intelligence & Machine Learning)	2023	120
7	Computer Science & Engineering (Data Science)	2023	60
PG (ME/M.Tech) Programs offered			
1	Construction Engineering and Management	2014	18
2	Structural Engineering	2024	24
3	Computer Engineering	2025	18
PhD			
4	PhD Research Centre in Engineering	2017	10

9. Admission and Scholarship

9.1 Admission

The first-year undergraduate intake at AIKTC-SoET is fixed at 510 students. Of this, 80% of admissions are conducted through the Centralized Admission Process (CAP) regulated by the Admission Regulating Authority under the CET Cell, Maharashtra, while the remaining 20% are filled through the Institute-level quota. As a recognized Minority Institute, 51% of the CAP seats are reserved for candidates from the minority community, with the remaining 29% allocated to the open category for candidates from the state of Maharashtra. Table 2 gives the breakup of the percentage intake for various categories at the institute

Table 2: Percentage of seat reserved for various categories at AIKTC-SOET

Sr No.	Type of Institute	CAP Seats		Institute Level Quota
		Open	Minority	
1	Minority institution	29%	51%	20%

9.1.1 Documents required for Admission

The following documents are required for admission are as per DTE and State CET cell of Maharashtra

- a) cetcell.mahact.org
- b) dte.maharashtra.gov.in

1. CET / JEE Marksheet
2. HSC Marksheet
3. SSC Marksheet
4. HSC College Leaving Certificate
5. Domicile Certificate
6. Nationality Certificate/Proof
7. Provisional Eligibility Certificate (for OMS and Diploma Students)
8. Gap Certificate (if applicable)
9. Caste Certificate (for reserved candidate)
10. Caste Validity Certificate (for reserved candidate)
11. Non-creamy layer certificate (for reserved candidate)
12. Migration certificate (for OMS candidate)
13. Declaration Affidavit (for Minority students)
14. Income Certificate (for EBC Students)
15. Other documents/forms as per need of various scholarships

9.2 Scholarships

AIKTC-SoET proudly offers admissions through government initiatives such as the Prime Minister's Scholarship Scheme (PMSS), Government of India Quota, and the Tuition Fee Waiver Scheme (TFWS) for deserving and economically disadvantaged students. This inclusive approach ensures a vibrant and diverse campus community, bringing together talent from varied backgrounds and skill sets.

The various scholarships available for students and the documents required for availing them are presented in Table 3

Table 3: Scholarships Available for Students

Category	Type of Scholarship	Documents required
Minority	Scholarship for students of minority communities pursuing Higher and Professional courses (DTE)	<p>For Fresh Application</p> <ul style="list-style-type: none"> a) Income certificate issued by Tahsildar b) Mark Sheet of previous examination. c) Original Fee receipt with college stamp d) Income and Minority declaration e) GAP certificate if applicable f) Domicile Certificate <p>For Renewal Application</p> <ul style="list-style-type: none"> a) Income certificate issued by Tahsildar b) Mark Sheet of previous examination. c) Original Fee receipt with college stamp d) Income and Minority declaration e) GAP certificate if applicable
EBC	Rajarshi Chhatrapati Shahu Maharaj Shikshan Shulkh Shishyavrutti Yojna(EBC)	<p>For Fresh Application</p> <ul style="list-style-type: none"> a) Income certificate issued by Tahsildar b) Mark Sheet of previous examination. c) Original Fee receipt with college stamp d) Income and Minority declaration e) GAP certificate if applicable f) Domicile Certificate d) Undertaking "In current year, not more than 2 beneficiaries from family". e) CAP Related document. <p>For Renewal Application</p> <ul style="list-style-type: none"> a) Previous Year Family Annual Income cert. b) Original Fee receipt with college stamp c) Previous Year Marksheet.
For Hosteller Students	Dr Panjabrao Deshmukh Vastigruh Nirvah Bhatta Yojna(DTE)	<ul style="list-style-type: none"> a) Mark sheet of 10th (S.S.C) & onwards. b) Domicile Certificate of Maharashtra State. c) Register Labor Certificate / Alpabudharak (Marginal Land Holder) Certificate. (In case of not a child of Alpabudharak or Registered Labour, then a Family Annual Income Certificate is required).

		<p>d) Undertaking stating "In current year, not more than 2 beneficiaries from the family".</p> <p>e) CAP-related document.</p> <p>f) Hosteller documents (In case of private hostel or Paying Guest, an agreement with the owner will be required).</p>
Post-Matric Tuition Fee	Post-Matric Tuition Fee and Examination Fee (Freeship)	<p>a) Income Certificate (Provided by Tahesildar).</p> <p>b) Caste Certificate.</p> <p>c) Caste Validity Certificate</p> <p>d) Mark sheet for last appeared examination</p> <p>e) Mark sheet for SSC or HSC</p> <p>f) Father death Certificate (if required)</p> <p>g) Hostel Certificate (if required)</p> <p>h) CAP round allotment letter</p>
Tribal Students	Tuition Fee & Exam Fee for Tribal Students (Freeship)	<p>a) Caste Certificate</p> <p>b) Previous year's marksheet</p> <p>c) Caste Validity</p>
OBC	Post Matric Scholarship to OBC Students	<p>a) Caste certificate - should be issued by competent authority (Issued by Govt. of Maharashtra) This certificate considered as Proof of Resident.</p> <p>b) Income certificate / Income Declaration - should be issued by competent authority.</p> <p>c) Caste Validity Certificate – (Mandatory for Professional Degree courses, Professional Post Graduate. For Non-Professional courses caste validity is not mandatory)</p> <p>d) HSC or SSC marksheet or last examination marksheet.</p> <p>e) Gap certificate - Not mandatory but in case of gap it is mandatory.</p> <p>f) If applicable, father/Guardian's death certificate.</p> <p>g) Ration Card for identify number of children in family.</p> <p>h) Leaving Certificate</p> <p>i) Declaration certificate of parents/guardians about number of children beneficiaries.</p>
SBC	Post Matric Scholarship to SBC Students	<p>a) Caste certificate - should be issued by competent authority (Issued by Govt. of Maharashtra) This certificate considered as Proof of Resident.</p> <p>b) Income certificate / Income Declaration - should be issued by competent authority</p> <p>c) Caste Validity Certificate – (Mandatory for Professional Degree courses, Professional Post Graduate. For Non Professional courses caste validity is not mandatory.</p> <p>d) HSC or SSC marksheet or last examination marksheet.</p>

		<p>e) Gap certificate - Not mandatory but in case of gap it is mandatory.</p> <p>f) If applicable father/Guardians death certificate.</p> <p>g) Ration Card for identify number of children in family.</p> <p>h) Leaving Certificate</p> <p>i) Declaration certificate of parents/guardians about number of children beneficiaries.</p>
VJNT	Post Matric Scholarship to VJNT Students	<p>a) Caste certificate - should be issued by competent authority (Issued by Govt. of Maharashtra) This certificate considered as Proof of Resident</p> <p>b) Income certificate / Income Declaration - should be issued by competent authority</p> <p>c) Caste Validity Certificate – (Mandatory for Professional Degree courses, Professional Post Graduate. For Non-Professional courses caste validity is not mandatory)</p> <p>d) HSC or SSC marksheet or last examination marksheet.</p> <p>e) Gap certificate - Not mandatory but in case of gap it is mandatory.</p> <p>f) If applicable father/Guardian's death certificate.</p> <p>g) Ration Card for identify number of children in family.</p> <p>h) Leaving Certificate</p> <p>i) Declaration certificate of parents/guardians about number of children beneficiaries.</p>
OBC Tuition Fee	Tuition Fees and Examination Fees to OBC Students	<p>a) Caste certificate- should be issued by competent authority</p> <p>b) Income certificate / Non-creamy layer certificate</p> <p>c) HSC/SSC or last examination marksheet.</p> <p>d) Gap certificate - Not mandatory but in case of gap it is mandatory.</p> <p>e) Declaration certificate of parents/guardians about number of children beneficiaries.</p> <p>f) If applicable, father's death certificate</p> <p>g) CAP Allotment Letter (For Professional Courses)</p> <p>h) Caste Validity Certificate (For Professional Courses As Per GR Dated 31st July 2008)</p> <p>i) Leaving Certificate</p> <p>j) Ration card to identify number of children in family</p>

SBC Tuition Fee	Tuition Fees and Examination Fees to SBC Students	<ul style="list-style-type: none"> a) Caste certificate- should be issued by competent authority b) Income certificate / Non Creamy layer Certificate c) HSC/SSC or last examination marksheet. d) Gap certificate - Not mandatory but in case of gap it is mandatory. e) Declaration certificate of parents/guardians about number of children beneficiaries. f) If applicable father death certificate. g) CAP Allotment Letter (For Professional Courses) h) Caste Validity Certificate (For Professional Courses As Per GR Dated 31st July 2008) Exempted Professional courses to be identified i) Leaving Certificate j) Ration card for identify number of children in family
VJNT Tuition Fee	Tuition Fees and Examination Fees to VJNT Students	<ul style="list-style-type: none"> a) Caste certificate - should be issued by competent authority b) Income certificate / Non-Creamy layer Certificate c) HSC/SSC or last examination marksheet. d) Gap certificate - Not mandatory but in case of gap it is mandatory. e) Declaration certificate of parents/guardians about number of children beneficiaries. f) If applicable father death certificate. g) CAP Allotment Letter (For Professional Courses) h) Caste Validity Certificate (For Professional Courses As Per GR Dated 31st July 2008) Exempted Professional courses to be identified i) Leaving Certificate. j) Ration card for identify number of children's in family

10. Governance of the college

The college will have the following statutory bodies to ensure proper management of academic, financial and general administrative affairs :

- a) Governing Body
- b) Academic Council
- c) Board of Studies
- d) Finance Committee

(The Governing Body is different from Trust Board/Board of Management/ Executive Committee/Management Committee).

The college, in addition, will have other non-statutory committees such as the Planning and Evaluation Committee, Grievance Redressal Committee, Examination Committee, Admission Committee, Library Committee, Student Welfare Committee, Sexual Harassment Committee, Extra-Curricular Activities Committee and Academic Audit Committee.

10.1 Governing Body

- **Composition of the Governing Body:** The composition of governing body is shown in Table 4.

Table 4: Constitution of Governing Body of Private /Self Financing College/Constituent College run by Trust/Society

Number	Category	Nature
5 Members	Management	Trust or management as per the constitution or byelaws, with the Chairman or President/Director as the chairperson
2 Members	Teachers of the College	Nominated by the Principal based on seniority by rotation
1 Member	Educationist or industrialist	Nominated by the management
1 Member	UGC Nominee	Nominated by the UGC
1 Member	State Government nominee	Academician not below the rank of professor or State Government official of Directorate of Higher Education/State Council of Higher Education
1 Member	University Nominee	Nominated by the University
1 Member	Principal of College	Ex-Officio

- **Term:** The Governing Body shall be reconstituted every three years except in the case of UGC nominee who shall have a term of five years.
- **Meetings:** Meetings of the Governing Body shall be held at least twice a year.

10.1.1 Functions of the Governing Body:

Subject to the existing provision in the bye-laws of respective college and rules laid down by the state government/parent university, the Governing Body shall:

- a) Guide the college while fulfilling the objectives for which the college has been granted autonomous status.
- b) Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council
- c) Approve new programmes of study leading to degrees and/or diplomas.
- d) All recruitments of Teaching Faculty/Principal shall be made by the Governing Body/state government as applicable in accordance with the policies laid down by the UGC and State Government from time to time.
- e) To approve annual budget of the college before submitting the same at the UGC.
- f) Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development of the college

10.2 Academic Council

- **Composition of the Academic Council:** The Academic Council shall comprise of:
 1. The Principal (Chairman)
 2. All the Heads of Departments in the college
 3. Four teachers of the college representing different categories of teaching staff by rotation on the basis of seniority of service in the college.
 4. Not less than four experts/academicians from outside the college representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering, Sciences etc., to be nominated by the Governing Body.
 5. Three nominees of the university not less than Professors.
 6. A faculty member nominated by the Principal (Member Secretary).
- **Term:** The term of the nominated members shall be three years
- **Meetings:** Academic Council shall meet at least twice a year.

10.2.1 Functions of the Academic Council:

The Academic Council shall have powers to:

- a) Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so.
- b) Make regulations regarding the admission of students to different programmes of study in the college keeping in view the policy of the Government.
- c) Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels.
- d) Recommend to the Governing Body proposals for institution of new programmes of study.
- e) Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same.
- f) Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it.
- g) Perform such other functions as may be assigned by the Governing Body.

10.3 Board of Studies

- **Composition of the Board of Studies:** The Board of Studies shall comprise of:
 1. Head of the Department concerned (Chairman).
 2. The entire faculty of each specialization.
 3. Two subject experts from outside Parent University to be nominated by the Academic Council.

10.3.1 Functions of the Board of Studies:

The Board of Studies of a Department in the college shall:

- a) prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council;
- b) suggest methodologies for innovative teaching and evaluation techniques;
- c) suggest panel of names to the Academic Council for appointment of examiners; and
- d) coordinate research, teaching, extension and other academic activities in the department/college.

10.4 Finance Committee

- **Composition of the Finance Committee:** The Finance Committee shall comprise of:
 1. The Principal (Chairman).
 2. One person to be nominated by the Governing Body of the college for a period of two years.
 3. Finance Officer of the affiliating University
 4. One senior-most teacher of the college to be nominated in rotation by the principal for two years.
- **Term:** Term of the Finance Committee shall be three years.
- **Meetings:** The Finance Committee shall meet at least twice a year

10.4.1 Functions of the Finance Committee:

The Finance Committee shall act as an advisory body to the Governing Body, to consider:

- a) Budget estimates relating to the grant received/receivable from UGC, and income from fees, etc. collected for the activities to undertake the scheme of autonomy; and
- b) Audited accounts for the above.

11. *Curriculum Design and Review Process at AIKTC – SoET*

AIKTC–SoET is an autonomous institute affiliated with the University of Mumbai (UoM). The institute follows a well-structured academic governance process aligned with the National Education Policy 2020 (NEP) and is committed to achieving the defined Program Outcomes (POs) and Program Specific Outcomes (PSOs).

The curriculum design, development, and review processes are driven by the Board of Studies (BoS) for each program. The BoS is chaired by the Program Owner (Head of Department) and comprises subject matter experts from other autonomous institutes within and outside the UoM, a nominee of the Vice-Chancellor of the UoM, industry professionals, alumni representatives, and experienced internal faculty members. The BoS plays a critical role in shaping the academic framework and ensures that the curriculum is current, outcome-based, and responsive to the emerging needs of industry and society. All proposed syllabi and modifications are submitted for approval to the Academic Council (AC) of the institute, which serves as the apex academic body. The AC ensures that the academic offerings are in alignment with regulatory requirements and institutional goals.

The curriculum undergoes a structured periodic review. This review process is informed by feedback from various stakeholders, including faculty members, industry partners, alumni, parents and students. Identified curriculum gaps, especially those recognized by the Department faculty, are formally presented to the BoS for inclusion in the next revision cycle and accordingly approved in the AC. This ensures the continuous enhancement of academic content, incorporation of contemporary technologies, and alignment with current industry practices and societal needs.

11.1 Program Outcomes (POs)

Program Outcomes (POs) are short-term learning achievements that students are expected to demonstrate by the time they graduate from an engineering program. These outcomes are defined by the National Board of Accreditation (NBA) and are based on internationally recognized Graduate Attributes (GAs) — primarily those adopted by the Washington Accord, to which India is a permanent signatory. POs reflect a set of competencies, including technical knowledge, professional skills, and ethical behavior, that engineering graduates must possess to succeed in industry, academia, entrepreneurship, or research roles. Each PO is essentially a refined, measurable version of a broader GAs, which are globally accepted descriptors of the knowledge, skills, and attitudes that an engineering graduate should possess. These attributes serve as a foundation for curriculum design, teaching–learning strategies, and assessment practices in outcome-based education (OBE).

11.1.1: Knowledge and Attitude Profile (WK):

WK1: A systematic, theory-based understanding of the natural sciences applicable to the discipline and awareness of relevant social sciences.

WK2: Conceptually-based mathematics, numerical analysis, data analysis, statistics and formal aspects of computer and information science to support detailed analysis and modelling applicable to the discipline.

WK3: A systematic, theory-based formulation of engineering fundamentals required in the engineering discipline.

WK4: Engineering specialist knowledge that provides theoretical frameworks and bodies of knowledge for the accepted practice areas in the engineering discipline; much is at the forefront of the discipline.

WK5: Knowledge, including efficient resource use, environmental impacts, whole-life cost, re-use of resources, net zero carbon, and similar concepts, that supports engineering design and operations in practice area.

WK6: Knowledge of engineering practice (technology) in the practice areas in the engineering discipline.

WK7: Knowledge of the role of engineering in society and identified issues in engineering practice in the discipline, such as the professional responsibility of an engineer to public safety and sustainable development.

WK8: Engagement with selected knowledge in the current research literature of the discipline, awareness of the power of critical thinking and creative approaches to evaluate emerging issues.

WK9: Ethics, inclusive behavior and conduct. Knowledge of professional ethics, responsibilities, and norms of engineering practice. Awareness of the need for diversity by reason of ethnicity, gender, age, physical ability etc. with mutual understanding and respect, and of inclusive attitudes.

11.1.2: List of Program Outcomes (POs):

PO1: Engineering Knowledge: Apply knowledge of mathematics, natural science, computing, engineering fundamentals and an engineering specialization as specified in WK1 to WK4 respectively to develop to the solution of complex engineering problems.

PO2: Problem Analysis: Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions with consideration for sustainable development. (WK1 to WK4)

PO3: Design/Development of Solutions: Design creative solutions for complex engineering problems and design/develop systems/components/processes to meet identified needs with consideration for the public health and safety, whole-life cost, net zero carbon, culture, society and environment as required. (WK5)

PO4: Conduct Investigations of Complex Problems: Conduct investigations of complex engineering problems using research-based knowledge including design of experiments, modelling, analysis & interpretation of data to provide valid conclusions. (WK8).

PO5: Engineering Tool Usage: Create, select and apply appropriate techniques, resources and modern engineering & IT tools, including prediction and modelling recognizing their limitations to solve complex engineering problems. (WK2 and WK6)

PO6: The Engineer and The World: Analyze and evaluate societal and environmental aspects while solving complex engineering problems for its impact on sustainability with reference to economy, health, safety, legal framework, culture and environment. (WK1, WK5, and WK7).

PO7: Ethics: Apply ethical principles and commit to professional ethics, human values, diversity and inclusion; adhere to national & international laws. (WK9)

PO8: Individual and Collaborative Team work: Function effectively as an individual, and as a member or leader in diverse/multi-disciplinary teams.

PO9: Communication: Communicate effectively and inclusively within the engineering community and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations considering cultural, language, and learning differences

PO10: Project Management and Finance: Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments.

PO11: Life-Long Learning: Recognize the need for, and have the preparation and ability for i) independent and life-long learning ii) adaptability to new and emerging technologies and iii) critical thinking in the broadest context of technological change. (WK8)

11.2 Program Specific Outcomes (PSOs)

Program Specific Outcomes (PSOs), on the other hand, are statements that define the specialized knowledge and skills a graduate of a particular engineering program (e.g., Civil Engineering, Computer Engineering, Mechanical Engineering, etc.) is expected to attain. PSOs are department-defined and tailored to the domain expertise of the respective discipline.

When defining PSOs for engineering programs, departments should:

- i. Map department strengths (labs, faculty expertise, research domains)
- ii. Incorporate contemporary tools and emerging technologies relevant to the field
- iii. Consult with stakeholders, such as industry partners, academic peers, and alumni
- iv. Keep the number of PSOs between 2 and 4 for clarity and manageability
- v. Ensure PSOs are distinct from POs, focusing on discipline-specific capabilities.

11.2.1: Sample Program Specific Outcomes (PSOs):

As a sample, the PSOs developed for the Civil Engineering UG program are listed below

PSO1: Structural and Geotechnical Proficiency: Handle building materials; deal with geotechnics; analyze and design structures for safety, economy and quality

PSO2: Surveying, Planning, and Infrastructure Development: Plan, survey, map and mark layouts for structures; estimate material quantities; manage construction; and design transportation systems.

PSO3: Environmental and Water Resource Engineering: Engineer water treatment, water supply and sewage/ industrial/ solid waste disposal systems; and design efficient water resources and irrigation systems.

The PSOs represent the discipline-specific knowledge and skills that Civil Engineering graduates are expected to possess upon successful completion of the program. These outcomes reflect the unique strengths of the department and are framed to ensure alignment with the latest industry needs, research developments, and societal expectations.

11.3 Curriculum Gap Identification and Enrichment Measures

Identifying and addressing curriculum gaps is a critical component of academic quality assurance. It involves a systematic evaluation of the curriculum's content, structure, and delivery to ensure alignment with the intended learning objectives, POs and PSOs.

At AIKTC – SoET, the curriculum is thoughtfully designed to maintain a balanced distribution across basic sciences, humanities, core engineering courses, professional electives, and interdisciplinary offerings. This structured balance plays a pivotal role in fostering holistic learning and achieving the desired graduate attributes.

The attainment of POs and PSOs is continuously monitored through a structured mechanism using the Course Attainment Grading System (CAGS) using google sheets — a robust tracking tool developed inhouse to measure student performance across all levels of Bloom's Taxonomy.

Engineering programs at AIKTC–SoET adopt a proactive approach to identifying and addressing curriculum gaps that may impact student learning outcomes. When a component of the curriculum is found to be inadequate in supporting the achievement of outcomes, remedial actions are initiated. These include:

- i. Organizing expert sessions, workshops, and hands-on training by industry professionals;
- ii. Incorporating site visits and practical demonstrations to enhance applied learning;
- iii. Facilitating feedback collection from all relevant stakeholders (students, faculty, alumni, employers, and academic peers), followed by structured analysis;
- iv. Offering Value-Added Courses (VACs) through the Centre for Value Added Courses (CVAC) (the institute has established this dedicated centre, which offers specialized short-term courses designed to impart industry-relevant skills, interdisciplinary knowledge, and professional competencies beyond the core curriculum).

All insights and proposed improvements are presented to the BoS for consideration during curriculum revision cycles. If found relevant, these inputs are formally integrated into the syllabus. The institution's commitment to continuous improvement in curriculum development is illustrated in the Curriculum Gap Analysis Flowchart (Figure 1) provided below.

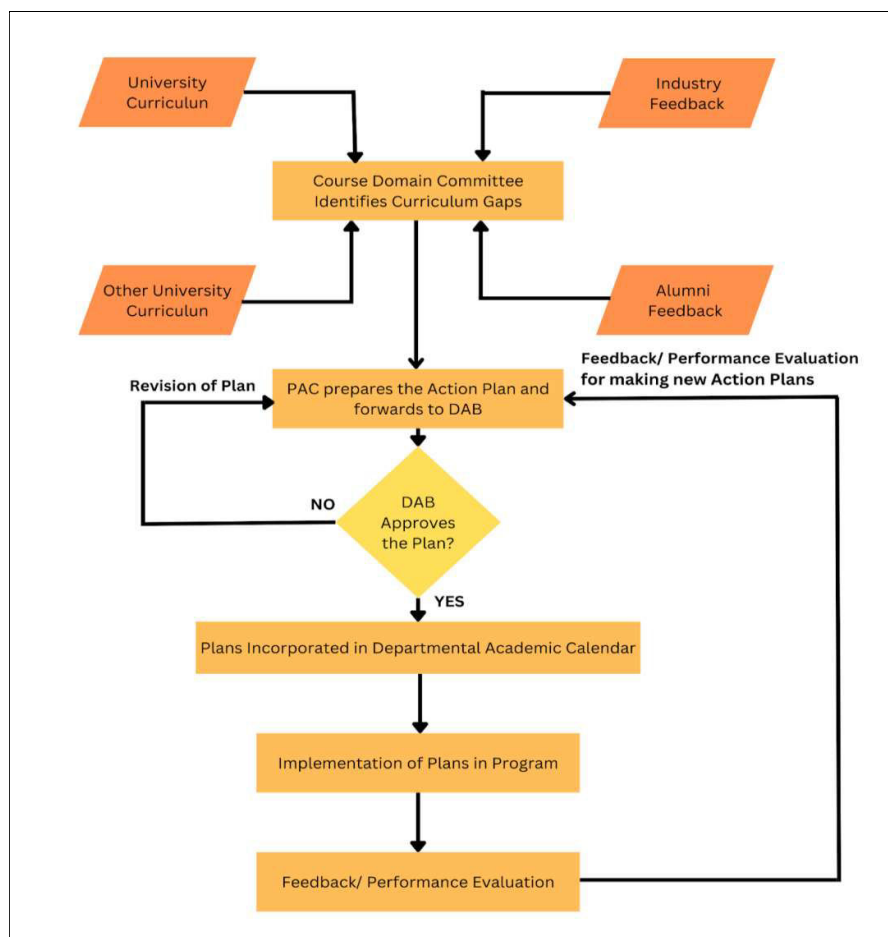


Figure 1 : Flowchart showing process used to identify extent of compliance of curriculum

The curriculum gaps identified by faculty members—based on evolving industry practices, recent technological developments, and academic advancements—are addressed through the inclusion of content beyond the syllabus. To bridge these gaps and enhance student exposure, the institute regularly organizes a variety of enrichment activities such as expert lectures, industrial/site visits, hands-on demonstrations, workshops, and seminars.

These initiatives are not only aimed at supplementing the existing curriculum but also serve as feedback mechanisms. The insights and recommendations arising from these engagements are formally communicated to the BoS. The BoS reviews the suggested content during curriculum revision discussions, and where appropriate, incorporates it into the syllabus in the subsequent revision cycle.

Additionally, faculty members actively contribute to academic enrichment by developing E-content related to both the prescribed syllabus and content beyond it. This digital material is made accessible through the institute website for the benefit of students.

11.4 Teaching - Learning Processes

11.4.1: Academic Planning and Implementation:

Before the commencement of every academic semester, **AIKTC – SoET** prepares a comprehensive **Institute-level Academic Calendar**, outlining the schedule of academic activities, assessments, and institutional events. Based on this, each department formulates a **Department-level Academic Calendar** in consultation with course owners. This calendar is maintained using **Google Sheets**, allowing faculty members to collaboratively enter their planned academic events, value-added sessions, and contributions.

Prior to the commencement of the semester, every course owner prepares a detailed **Teaching Plan**, which includes **Course Objectives**, **Course Outcomes (COs)**, weekly lecture schedules, and assessment strategies. These teaching plans are reviewed and approved by the respective **Domain Committee** to ensure alignment with the syllabus and attainment of learning outcomes. Once approved, the teaching plans are shared with students via **Google Classroom** before the semester begins. During the semester, faculties are required to update their actual conduction of **lectures, practicals, and co-curricular events conducted** in the **CAGS**. This implementation is audited **thrice per semester** by a designated academic audit team. Feedback and suggestions, if any, are shared with course owners, and necessary corrective actions are taken to ensure consistency and quality in curriculum delivery.

11.4.2. Use of Instructional Methods and Pedagogical Initiatives

Approximately one month prior to the start of the semester, the Program Owner conducts a course allocation process, inviting faculty members to indicate their course preferences. Courses are assigned based on faculty expertise, experience, and area of interest. Once courses are allocated, faculty members develop the following:

- A detailed **Teaching Plan** aligned with the course outcomes,
- **Course Handouts** summarizing key concepts, references, and expectations,
- Curated **Course Materials**, including digital content and activity sheets.

To enhance teaching effectiveness and student engagement, faculty members employ a variety of **instructional and pedagogical methods**, as given in the Table 5 below:

Table 5: Innovative and instructional and pedagogical methods

Sr. No.	Pedagogical Method	Mode/Platform
1	Lecture with PowerPoint	Slide-share, Google Slides
2	Video-Assisted Learning	YouTube, Recorded Sessions
3	Learning Management System (LMS)	Google Classroom
4	Flipped Classroom	Pre-reading and in-class Application
5	Laboratory Work	Physical and Virtual Labs
6	Project-Based Learning (PBL)	Industry/Problem-Driven Mini and Major Projects
7	Group Discussions	In-class and Online
8	Self-Learning	NPTEL, Coursera, MOOC Platforms
9	MOOC	Platforms
10	Field Exposure	Site Visits, On-field Demonstrations
11	Interactive Tools	Menti-meter, Quizizz, Kahoot

These approaches aim to provide an engaging, learner-centric environment that fosters critical thinking and practical application.

11.4.3. Identification of Weak and Bright Students

The department follows a well-defined mechanism to identify and support slow learners while simultaneously nurturing advanced learners. Identification is conducted course-wise, based on performance in internal assessments, class participation, and the student's ability to grasp subject-specific concepts. Process of identification of slow and advanced learners is shown in Figure 2

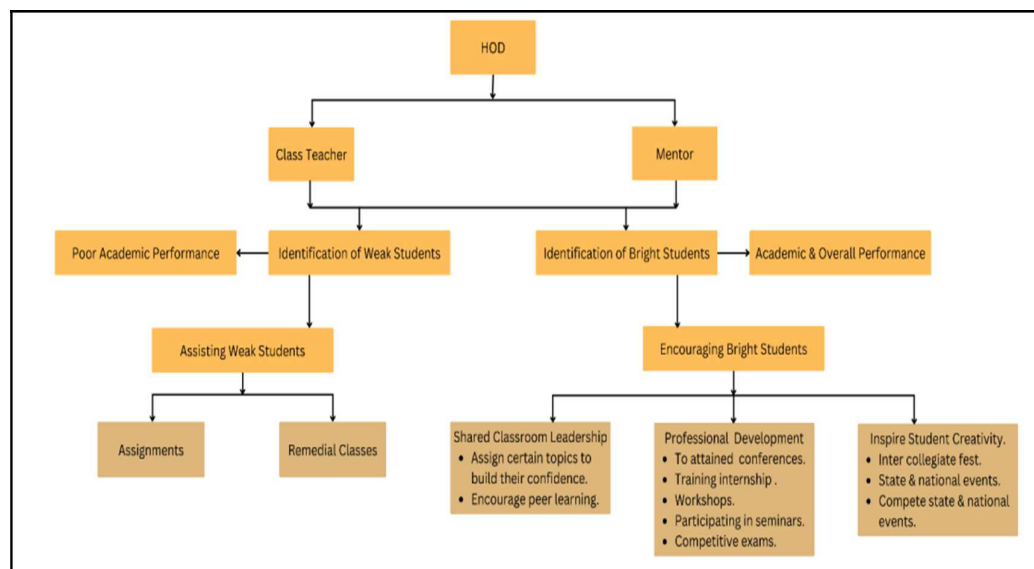


Figure 2: Flowchart showing process used to identify weak and bright students

11.4.3.1 Initiatives for Slow Learners

To foster inclusive education and bridge academic performance gaps, the department implements a systematic support mechanism for slow learners. These students are identified course-wise, based on academic performance, attendance patterns, and mentor/faculty feedback. Key initiatives include:

- i. Structured mentoring and counseling by assigned faculty mentors, conducted at least twice per semester, with additional need-based interactions to address academic and personal challenges.
- ii. Remedial sessions and doubt-clearing classes focusing on strengthening fundamental concepts and building confidence.
- iii. Simplified notes, recorded lectures, and additional practice material made available to assist students in self-paced learning.
- iv. Peer-assisted learning groups, where academically stronger students help their peers in understanding complex topics.

In addition, remedial classes are regularly scheduled before university examinations to ensure that slow learners are adequately prepared.

11.4.3.2 Initiatives for Advanced Learners

To promote academic excellence and cater to the needs of advanced learners, the department implements a set of enrichment strategies aimed at enhancing higher-order thinking, innovation, and research orientation. Initiatives include:

- i. Structured mentoring and counseling by assigned faculty mentors, conducted at least twice per semester, with Assignment of mini-projects, interdisciplinary tasks, and research-oriented activities to stimulate inquiry and self-learning.
- ii. Encouragement to enroll in online certification courses through platforms such as NPTEL, SWAYAM, and Coursera, facilitating exposure to global academic content.
- iii. Participation in technical events, seminars, and value-added workshops, as well as involvement in departmental innovation cells and professional societies.
- iv. Opportunities to mentor junior students, present at conferences, contribute to research papers, and take leadership roles in student activities.
- v. Single Point of Contact (SPOC) is appointed by the institute to coordinate MOOC-based learning and facilitate student engagement with national platforms like NPTEL-SWAYAM.

11.4.4 Classroom Infrastructure and Teaching Methods

All classrooms are equipped with whiteboards and projectors to support interactive learning. Faculty members use a variety of teaching methods such as group discussions, demonstrations, simulations, videos, and case-based learning. Course materials and handouts are shared with students in advance through Google Classroom. Experts from industry are also invited for guest lectures to enhance practical understanding.

11.4.5 Laboratory Work and Assessment

Laboratory sessions are conducted as per university guidelines from Semester I to VIII. All Civil Engineering labs are well-equipped and supported with detailed manuals, safety instructions, and digital observation records. Continuous assessment is carried out based on timely submission, accuracy of results, viva performance, and presentation quality.

11.4.6 Monitoring and Feedback

Teaching effectiveness is monitored regularly by the Program Owner. Formal student feedback is collected twice every semester once during mid of term (formative) and the second at the end of term (summative). Informal feedback is also considered during the semester to make real-time adjustments. Faculty with low scores are guided by the Program Owner and supported through mentoring or training programs if needed. Faculty with consistently high feedback receive appreciation to encourage continued excellence

12. Credit Specification

Each course shall have a certain number of credits assigned to it depending upon the academic load of the course assessed based on weekly contact hours. The number of credits of a course in a semester shall ordinarily be calculated as under:

- Theory: 1 Credit = 1 contact hour per week
- Laboratory: 1 Credit = 2 contact hour per week
- Tutorial: 1 Credit = 1 contact hour per week
- Internship: 1 Credit = 2 weeks OR 36 to 40 hrs. of engagement
- Projects: 1 Credit- = 30 hrs. of contact time along with 15 hrs. of activities including preparation, report writing, independent reading etc.

12.1 Minimum and Maximum Credit Requirements

The Four-year Bachelor's Degree Program offers students a comprehensive and multidimensional educational experience, alongside specialized study in their chosen Honours/ Minors.

Table 6 gives the minimum and maximum credit requirements for various stages within the Four-year Bachelor's UG Program, which provides multiple entry and exit options. Table 6 shows Flexible learning path available for students admitted to B.Tech program.

Table 6: Flexible learning path across Four Years

Levels	Qualification Title	Credit Requirement			Semester	Year
		Min	Max	At SoET		
4.5	One Year UG Certificate in Technology	40	44	42	2	1
5.0	Two Years UG Diploma in Technology	80	88	86	4	2
5.5	Three Years Bachelor's Degree in Vocation (B. Voc.) (Technology)	120	132	131	6	3
6	Four Years Bachelor's Degree (B. Tech) in Technology	180	194	171	8	4
6	Four Years Bachelor's Degree (B. Tech) in Technology with Honours	180	194	171+18	8	4
6	Four Years Bachelor's Degree (B. Tech) in Technology with Minors	180	194	171+18	8	4

The NEP 2020 Four Year Multidisciplinary Engineering Curriculum Framework offers:

- i. The flexibility to move from one discipline of study to another.
- ii. The opportunity for learners to choose the courses of their interest in all disciplines.
- iii. The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured.
- iv. Mandatory One Semester Internship/ On Job Training (OJT).
- v. Provision of Vocational and Skill Enhancement Courses (VSEC), Indian Knowledge System (IKS), Community Engagement Project (CEP)/Field Project (FP) in Major Discipline Degree.
- vi. Horizontal and Vertical mobility with multiple entry and exit options at each Level.
- vii. Provision of credits for Ability Enhancement Courses (AEC) and Value Education Courses (VEC) as well as provision of credits for Co-curricular and Extra-Curricular Activities.
- viii. Interdisciplinary or Multidisciplinary education through Single and Double Minors and Open Electives (OE).
- ix. The flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

12.2 Distribution of Credits

Table 7 provides an overview of the credit distribution across semesters I to VIII for the B.Tech degree in technology with a Multidisciplinary Minor, outlining different categories of courses.

Table 7 Overview of the credit distribution across semesters

NEP-2020 Implementation Model @ SoET, AIKTC												
Vr. No	Vertical		I	II	III	IV	V	VI	VII	VIII		Total
1	Core / Major	Core Courses	4	3	11	10	8	7	8		51	67
		Elective Courses					4	4	8		16	
2	Multidisciplinary / Minor				2	4	4	4			14	14
3	Open Electives					2	2	2	2		8	8
4	VSEC	Vocational					2	2			4	10
		Skill Enh	3	3							6	
5	Ability Enhancement Courses	AEC	2		2						4	10
		IKS		2							2	
		Entrepreneurship			2						2	
		VEC		2							2	
6	Experiential Learning	Internship								12	12	28
		CEP				2					2	
		Co-curricular	2	2							4	
		Projects					1	1	2	4	8	
		Lifelong Learning								2	2	

7	Sciences & Engineering	Maths Skills	3	3	3						9	34
		Physics Skills		4							4	
		Chemistry Skills	4								4	
		Mechanics / BEE / CE	2								2	
		Comm & PD		3		2	2				7	
		Problem Solving & Aptitude Building			2	2		2	2		8	
			20	22	22	22	23	22	22	18	171	

Table 8 shows comparison of credit Distribution

Table 8: Comparison of Credit Distribution across NEP Implementation model and GR Recommendation of Govt of Maharashtra

Comparison of NIM with GR Recommendations					
Vr. No	Vertical	NIM Credits	NIM Credits %	GR Credits	GR Credits %
1	Core / Major	91	53.22%	86	53.09%
2	Multidisciplinary / Minor	14	8.19%	14	8.64%
3	Open Electives	8	4.68%	8	4.94%
4	VSEC	10	5.85%	8	4.94%
5	Ability Enhancement Courses	10	5.85%	12	7.41%
6	Liberal Learning	4	2.34%	4	2.47%
7	Basic & Engineering Sciences	34	19.88%	30	18.52%
		171		162	

The institute has developed a comprehensive curriculum for the first and second year programs in alignment with the National Education Policy (NEP) 2020. This curriculum was approved by the Institute's Board of Studies on 4th July 2025 and subsequently by the Academic Council on 19th July 2025. It received final approval during the Academic Council meeting of the University of Mumbai held on 19th August 2025. The new curriculum will be implemented starting from the Academic Year 2025–26.

For the third and final years of undergraduate programs, the institute has resolved to adopt the curriculum prescribed by the University of Mumbai. Furthermore, the curriculum for the third and final years of both undergraduate and postgraduate programs will be redesigned in accordance with NEP 2020 during the Academic Year 2025–26.

13. *Student Support Services*

13.1: Library: Knowledge Resource and Relay Centre (KRCC)

The institution features a well-organized central library known as Knowledge Resource and Relay Centre (KRCC) with ample space and resources, offering services like book review facilities, an institutional repository, and a book bank. It houses thousands of books by university-prescribed authors, technical and non-technical magazines, and newspapers, catering to diverse interests. A digital library supplements resources, and each department maintains its own library tailored to specific needs. The library serves as a crucial learning hub, employing an Integrated Library Management System (ILMS) for efficient automation. Leveraging ICT tools, it sets a benchmark for others to emulate.

13.1.1 Library Website (Joomla):

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

13.1.2 Library ILMS (KOHA):

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

13.1.3 Digital Login/Logout System (KOHA):

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

13.1.4 Institutional Repository (IR):

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

13.1.5 QR Code Service:

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

13.1.6 Anti Plagiarism Tool:

To ensure academic integrity, the library employs the trusted plagiarism prevention tool, "drillbit" Faculty members and students are provided with access to the plagiarism software facility to avoid plagiarism.

13.1.7 Open Educational Resources (OERS):

During COVID-19, the library introduced OERS, facilitating user access and enhancing academic and research excellence. Link: <http://aiktclibrary.org/index.php/resources/oer>.

13.1.8 Library User Orientation/Events / Activities:

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

13.1.9 Library Active On Social Networking Sites:

Library offers Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) services through the following platforms: Facebook for Library Updates: <https://www.facebook.com/AIKTCCentralLibrary/>, Blog (<https://aiktcentrallibrary.blogspot.com/>), e-Bulletin Board on Wakelet (<https://wakelet.com/@aiktcentrallibrary>), WhatsApp groups, Google Classroom and Telegram channels to provide CAS & SDI services.

13.1.10 New Arrivals & Library Bulletin:

The library publishes on a regular basis the new arrivals of books, journals, and article abstract databases, which can be accessed online on the library website. (*Add three to four sentences.*) Link: <http://aiktclibrary.org/index.php/services/newarrival>.

13.2 Canteen

Food hygiene and canteen affairs committee (FHCA) takes care of the overall hygiene maintained in the canteen premises, its complete waste management, banning plastic bags, etc. The canteen facilities also cater to diverse dietary needs, supporting the overall well-being of students, faculty, and community members.

13.3 Sports Facility

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

This centre is established to utilize the energy of the students in a positive way and make them able to maintain physical and mental health. The sports activities in campus help the students in improving sports spirit, leadership skills, team work etc. The centre organizes various indoor and outdoor games like chess, carom, table tennis, cricket, football, volleyball etc.

13.3.1 Objectives of sports and fitness Centre

- i. Physical fitness and skills.
- ii. Engage in competitive activities, while promoting sound health, safety, and physical fitness.
- iii. Develop physical talents to their maximum potential
- iv. Mental alertness.
- v. Inculcating team spirit.
- vi. Imparting self-esteem and attitude.
- vii. Imparting leadership qualities.
- viii. Promoting Students Participation in University and Higher level Competitions.
- ix. Assisting students in reaching their physical potential in a variety of sporting environments

13.4 Mentoring & Professional Counselling

AIKTC-SoET has a dedicated Students Mentoring and Counseling (SMC) center headed by a senior faculty member, taking the help of coordinators from each program and hiring professional counsellors. The objectives of the center cover

- i. Academic Support
- ii. Personal Development
- iii. Mental Health Support
- iv. Conflict Resolution
- v. Outreach and awareness, etc.

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

13.4.1 Departmental Mentorship Framework

A well-structured mentor-mentee system is actively followed in each department. The system is carried out through following steps;

- i. Allotment of Mentor Coordinator and Mentor
- ii. Mentor-Mentees Meeting
- iii. Resolution of student issues
- iv. Communication with parents
- v. Evaluation of strengths and weaknesses
- vi. Updating the status of Campus recruitment drives
- vii. Updating the results and status of the students

Each mentor is assigned a group of around 20-25 students, enabling personalized academic and emotional guidance. Regular interactions help in:

- i. Tracking academic performance and personal development.
- ii. Identifying individual learning needs.
- iii. Communicating effectively with parents through dedicated WhatsApp groups, ensuring transparency and continuous monitoring of student progress.
- iv. When needed, support is also sought from the institution's professional counseling team for psychological or personal issues beyond the academic domain.

13.4.2 Professional Counseling

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

- i. Academic Support
- ii. Personal Development
- iii. Mental Health Support
- iv. Conflict Resolution
- v. Outreach and awareness, etc.

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

13.5 Medical Centre

Certified doctor is available on campus once a week for free consultation and medicine. A separate facility for this purpose is maintained with the table, chairs, bed, and necessary equipment. The prescribed medicines are offered free of cost to them.

13.5.1 Emergency Support Team (EST):

Emergency Support Team (EST) is tasked with responding swiftly and effectively to any emergencies that may arise within the organization. The primary purpose of an EST is to ensure the safety and well-being of people and property during crises or disasters. These teams are typically composed of members with diverse skills and expertise relevant to managing various types of emergencies, such as medical emergencies, natural disasters, fires, or security incidents.

13.6 National Service Scheme (NSS)

The National Service Scheme (NSS) is a public service program administered by the Ministry of Youth Affairs and Sports, Government of India. Participation in NSS cultivates a strong sense of social responsibility and commitment to community service among individuals. The program offers valuable opportunities for the development of leadership qualities, teamwork, and organizational skills.

In accordance with Ordinance O.229 of the University of Mumbai, NSS volunteers who complete 120 hours of social service activities are awarded 10 grace marks. Engagement in NSS equips volunteers with essential skills to emerge as effective social leaders in the future. Furthermore, it provides practical experience that enhances administrative efficiency. The program also fosters a deeper understanding of human behavior and appreciation of India's rich cultural diversity.

13.7 Statutory Committees

At AIKTC-SoET, ensuring a safe, respectful, and inclusive environment for all students, staff, and faculty is a top priority. To uphold this commitment, the Institute has established the Internal Complaints Committee (ICC), Students Grievances and Redressal Cell and the Anti-Ragging Cell. These bodies serve as dedicated platforms for addressing concerns related to harassment, discrimination, and grievances, fostering a culture of transparency and support.

13.7.1 Internal Complaints Committee (ICC)

13.7.1.1: Introduction to the ICC:

This policy outlines the establishment and functioning of the Internal Complaints Committee (ICC) at the institute. The ICC is responsible for addressing complaints related to sexual harassment, discrimination, or any form of misconduct within the institute. This policy aims to provide a safe and inclusive environment for all members of the educational institute.

13.7.1.2: Objective of the ICC:

The objective of the ICC is to ensure a safe and respectful environment, free from any form of harassment or discrimination for all individuals associated with the educational institute. The ICC aims to address complaints promptly, impartially, and in a confidential manner, while upholding the principles of natural justice.

13.7.1.3: Composition of the ICC

The ICC will consist of the following members:

- i. Chairman: Director of the campus.
- ii. Controller: A senior faculty member or administrator, preferably a woman, with knowledge and experience of handling complaints related to harassment or discrimination.
- iii. Faculty Representatives: Experienced faculty members: Deans, HOD's, male/ female faculty members of all the departments, appointed by the institute.

- iv. Two Student Representatives: Students nominated by the student body, preferably one male and one female, to represent the student community.
- v. External Expert: An external expert in the field of gender studies, law, or social work, with expertise in handling cases of harassment or discrimination/ any popular social worker from an NGO/ Medical Practitioner etc. The external expert will be nominated by the institute.

13.7.1.4: Responsibilities of the ICC

- i. Receiving Complaints: The ICC will receive complaints related to sexual harassment, discrimination, or any form of misconduct within the institute. Complaints can be submitted by any member of the educational institute, including students, faculty, staff, or visitors.
- ii. Complaint Handling: The ICC will ensure that complaints are handled with sensitivity, confidentiality, and impartiality. The committee will conduct an initial inquiry to determine the merit of the complaint and proceed with a formal investigation, if required.
- iii. Investigation: The ICC will conduct a thorough investigation by gathering evidence, interviewing relevant parties, and maintaining confidentiality. The investigation process will ensure fairness and natural justice for both the complainant and the respondent.
- iv. Resolution: Upon completion of the investigation, the ICC will decide on an appropriate resolution. The resolution may include disciplinary actions, counselling, awareness programs, or any other measures deemed necessary,
- v. Reporting: The ICC will maintain records of all complaints received, investigations conducted, and actions taken. The committee will provide periodic reports to the institute's management, highlighting the number and nature of complaints received, actions taken, and recommendations for improvement.

13.7.1.5: Confidentiality

All members of the ICC, complainants, respondents, witnesses, and other individuals involved in the complaint process shall maintain strict confidentiality. Breach of confidentiality may lead to disciplinary action.

13.7.1.6: Training and Awareness

The ICC will organize regular training programs and awareness sessions to educate the educational institute's community about their rights, prevention of harassment, and the complaint filing process. These initiatives will promote a culture of respect, sensitivity, and inclusivity.

13.7.1.7: Non-Retaliation

The educational institute strictly prohibits any form of retaliation against individuals who file complaints or participate in the investigation process. Any such retaliation will be dealt with seriously and appropriate action will be taken.

13.7.1.8: Review and Amendments

This policy will be reviewed periodically to ensure its effectiveness and compliance with applicable laws and regulations. Amendments to the policy will be made as necessary, with the approval of the institute's management.

13.7.1.9: Communication

This policy will be communicated to all members of the educational institute through various means, including the institute's website, notice boards, orientation programs, and other relevant channels.

13.7.1.10: Procedure for Filing a Complaint:

- i. Any female student or employee who experiences sexual harassment may file a **written complaint** to any member of the ICC **within one month** from the date of the incident.
- ii. In cases where the victim is **physically or mentally incapacitated** or **deceased**, a complaint may be filed **on her behalf** by a relative, friend, colleague, or legal representative.

13.7.1.11: Procedure after Filing a Complaint:

- i. Upon receipt of a complaint, the ICC shall forward a **copy of the complaint to the respondent** within **seven (7) days** of receiving it.
- ii. The respondent shall be given an opportunity to **submit a written response** within a reasonable time, as stipulated by the Committee.
- iii. The **inquiry process** shall be conducted in a fair, unbiased, and confidential manner and will be completed within **ninety (90) days** of the receipt of the complaint.
- iv. Upon completion of the inquiry, the ICC shall submit a **detailed report with findings and recommendations** to the Principal/Managing Director **within ten (10) days**.
- v. The Principal/ Director will take **appropriate action** based on the ICC's recommendations within **one (1) month** of receiving the final report.

13.7.1.12: Conclusion

The establishment of the Internal Complaints Committee reflects AIKTC SoET's commitment to providing a safe and inclusive environment for all individuals associated with the institute. The ICC will play a crucial role in addressing complaints, promoting awareness, and fostering a culture of respect and equality. AIKTC-SoET has ICC committee in place and available on web site <https://soet.aiktc.ac.in/internal-complaints-committee/>

13.7.2: Students Grievances and Redressal Cell

In order to resolve and address students related matters at Institute level the committee is constituted to provide an effective mechanism for redressal of grievances raised by students to ensure a harmonious academic environment.

13.7.3: Anti-Ragging Cell:

Anti-Ragging Cell / Discipline & Anti Ragging Squad (DARS) maintains discipline in AIKTC and works to prohibit any conduct by a student or group of students which has the effect of teasing, disturbing, harassing, or mentally torturing a student or faculty or staff. GARC works for collecting and addressing grievances and appeals from students and staff.

13.7.3.1: Objectives of DARS:

- i. To maintain discipline and to prohibit any conduct by a student or group of students whether by words spoken or written or by an act which has the effect of teasing, disturbing, harassing, or mentally torturing in particularly a fresher or any other student or faculty or staff.
- ii. Collecting and addressing grievances and appeals from students and staff.

13.7.3.2: Action Against Ragging:

At AIKTC-SoET, we follow Maharashtra Prohibition of Ragging Act 1999 and Prevention and Prohibition of Ragging (Appendix 12 published in AICTE Approval Process Handbook (2011-12) as our Anti Ragging Policy. The Maharashtra Prohibition of Ragging Act 1999 is in effect from 15th May, 1999 has the following provisions for Action against Ragging:

- i. Ragging within or outside of any educational institution is prohibited.
- ii. Whosoever directly or indirectly commits, participates in, abets, or propagates ragging within or outside any educational institution shall, on conviction, be punished with imprisonment for a term up to 2 years and/or penalty, which may extend to ten thousand rupees.
- iii. Any student convicted of an offence of ragging shall be dismissed from the educational institution and such student shall not be admitted in any other educational institution for a period of five years from the date of order of such dismissal.
- iv. Whenever any student or, as the case may be, the parent or guardian or a teacher of an educational institution complains, in writing, of ragging to the head of the educational institution, the head of the educational institution shall, without prejudice to the foregoing provisions, within seven days of the receipt of the complaint, enquire into the matter mentioned in the complaint and if, prima facie, it is found true, suspend the student who is accused of the offence, and shall, immediately forward the complaint to the police station having jurisdiction over the area in which the educational institution is situated, for further action. Where, on enquiry by the head of the educational institution, it is found that there is no substance, prima facie, in the complaint received; he/she shall intimate the fact, in writing, to the complainant. The decision of the head of the educational institute shall be final.
- v. Undertaking from the candidate shall be taken while admitting the candidate in the Institute.
- vi. Any Acts or its amendments which may be published from time to time by AICTE, Government or Judgments by Hon. Supreme Court of India, Hon. High Court of Bombay etc will be applicable to Candidates and Institutions covered under these rules of admission.
- vii. If any of the statement made in application form or any information supplied or any certificate(s) submitted by the candidate in connection with his or her admission is later on at any time, found to be false or incorrect, his or her admission will be cancelled, fees forfeited and he or she may be expelled from the college by the Principal/Director. An appeal against the order of expulsion, however, may be sent within 7 days to the Director of Technical Education, Maharashtra State, Mumbai, whose decision in such cases will be final. Such candidates are also liable for penal action as per the provisions in the law.

Anti-Ragging Cell / DARS maintains discipline in AIKTC-SoET and works to prohibit any conduct by a student or group of students which has the effect of teasing, disturbing, harassing, or mentally torturing a student or faculty or staff. Anti-Ragging Cell / DARS is available on <https://soet.aiktc.ac.in/aiktc-centres/anti-ragging-cell>.

13.7.4: Equal Opportunity Cell

Equal opportunity cell is established to promote the inclusivity and equity amongst students and faculties belonging to various diverse backgrounds of community, religion, gender and equality.

13.7.4.1: Facilities for Differently Abled Person / Divyangjan:

Institute provides special facilities for differently able students to provide them opportunity to quality education and bring them into main stream.

13.7.5: Alumni Association

The Institute has registered alumni association with registration numbers and MH/579/2018.

Alumni render their help through the financial contribution. They also guide students through the expert talks; mentor them for careers building and skill improvement. Our alumni are always enthusiastic to share their experiences and success stories to help the students learn and grow. Alumni support the students with internships and jobs.

Alumni meets are conducted on a regular basis in the campus to get the valuable inputs from the alumni. Alumni meets are also scheduled in the regions like UK, USA, Canada, etc. in order to cater to the alumni working abroad.

The aim of alumni association is to make very strong alumni foundation, upon which a building of success and glory can be built.

14. Code of Conduct

14.1 General Points

1. **Identification Cards:** Students must wear their valid I-Cards at all times while on campus. Entry into the institute premises without an I-Card is strictly prohibited.
2. **Punctuality and Attendance:** Timely reporting for lectures, lab sessions, and official engagements is mandatory. Students are expected to adhere to class schedules and meet academic deadlines.
3. **Dress Code:** Students are expected to dress in a manner that reflects decency and appropriateness suitable for an academic environment.
4. **Anti-Ragging Policy:** Ragging in any form, whether inside or outside the institute premises, is strictly prohibited and will attract severe disciplinary action in accordance with UGC regulations.
5. **Prohibition of Substance Abuse:** Possession, consumption, or distribution of alcohol, tobacco, or any form of narcotic drugs is strictly forbidden on campus and during any institute-sanctioned event off-campus.

6. **Respectful Conduct:** Any form of misbehavior, verbal or physical abuse, threats, or violence towards fellow students, faculty, or staff will be treated as serious misconduct and will result in strict disciplinary action.
7. **Use of Internet and Digital Resources:** The internet and computing facilities are to be used solely for academic and research-related purposes. Any misuse, including access to inappropriate content or cyberbullying, will result in immediate disciplinary measures.
8. **External Communication:** Students must not communicate any official matters related to the institute to media or external agencies without written approval from the Principal or designated authority.
9. **Responsible Social Media Use:** Posting defamatory, offensive, or derogatory content about any individual or the institution on social media platforms is strictly prohibited and will result in serious consequences.
10. **Discipline and Professionalism:** Students are expected to demonstrate discipline, punctuality, and professional behaviour at all times, both within the campus and during external academic activities.
11. **Cleanliness and Hygiene:** Students must maintain cleanliness and hygiene in classrooms, laboratories, libraries, and all institute facilities. Littering and improper disposal of waste are discouraged.
12. **Protection of Property:** Any act of vandalism, damage, or destruction to institute property or the belongings of individuals associated with the institute will be met with strict disciplinary and financial penalties.
13. **Participation in External Academic Events:** Students attending seminars, workshops, paper presentations, or similar academic events outside the institute must obtain prior approval from the designated coordinator for attendance to be considered official.
14. **Academic Integrity:** Students must uphold academic honesty by avoiding plagiarism, cheating in exams, or falsification of academic records. Any violations will be treated with zero tolerance.
15. **Use of Mobile Phones:** Mobile phones should be kept on silent mode and must not be used during lectures, lab sessions, or in the library unless permitted by the faculty for academic purposes.
16. **Respect for Diversity:** Students must treat peers and staff with respect regardless of gender, religion, caste, nationality, or socio-economic background, fostering an inclusive and supportive environment.
17. **Grievance Redressal:** Students are encouraged to approach the Student Grievance Redressal Committee to resolve conflicts or report any misconduct in a constructive manner.
18. **Participation in Institutional Activities:** Students are encouraged to actively participate in extracurricular and co-curricular activities, maintaining the decorum and objectives of such events.

14.2 Academic Conduct and Classroom Discipline Guidelines

1. **Timely Arrival:** Students are expected to be seated in the classroom at least **5 minutes before** the scheduled start of any academic session.
2. **Minimum Attendance Requirement:** A minimum of **75% attendance** in lectures, laboratory sessions, and practicals is mandatory. Failure to meet the attendance criteria may result in ineligibility for examinations or assessments.

3. **Prohibition of Mobile Phone Usage:** The use of mobile phones for calls, texting, or any non-academic activity is strictly **prohibited** inside classrooms, laboratories, and seminar halls unless explicitly allowed for academic purposes.
4. **Academic Decorum:** Students must maintain **discipline, silence, and respectful behaviour** during classes. Courteous interaction with faculty and peers is expected at all times.
5. **Permission for Entry/Exit During Sessions:** Students must **seek prior permission** from the faculty before entering or leaving the classroom once a session has commenced.
6. **Prohibition of Food and Beverages:** Consumption of food or beverages is **strictly not allowed** during academic sessions in classrooms, laboratories, and seminar halls.
7. **Recording of Sessions:** Audio or video recording of lectures or discussions in the classroom, labs, or seminar halls is **not permitted without prior written consent** from the concerned faculty.
8. **Care for Classroom Property:** Students are expected to handle all classroom equipment and infrastructure — such as projectors, computers, and accessories — **responsibly and with care**. Any damage caused may lead to disciplinary or financial penalties.
9. **Academic Integrity and Plagiarism:** All submitted academic work must be original. **Plagiarism in any form** will attract strict disciplinary action, which may include academic penalties, suspension, or disqualification.
10. **Forgery of Signatures:** **Forging signatures** on attendance sheets, journals, or any official documents is a serious offense and will lead to disciplinary proceedings.
11. **Disruption Through Coordinated Dress Codes:** Wearing of coordinated or pre-planned attire to create disturbance or draw unnecessary attention within the institute premises is **strictly prohibited** and will invite disciplinary action.
12. **Leave Protocol:** A **written leave application** must be submitted in case of absence. For medical leave, students must attach a **valid medical certificate** along with the leave note upon returning.
13. **Prohibition of Mass Bunking:** **Mass bunking of lectures or sessions** is considered a violation of academic discipline and will result in appropriate action against the individuals involved.
14. **Late-Night Laboratory Access:** Students intending to work late in laboratories for project or academic activities must **obtain prior approval** from the concerned faculty or lab in-charge. They are also **responsible for ensuring the safety and security** of the lab premises during such times.
15. **Respect for Faculty and Staff:** Students must demonstrate **respect and courtesy** towards all teaching and non-teaching staff. Any kind of disrespectful or inappropriate behavior will not be tolerated.
16. **Compliance with Institutional Policies:** Students must **comply with all institutional rules, regulations, and instructions** issued from time to time, including those communicated via notice boards, circulars, or official emails.
17. **Professional Communication:** Communication with faculty and staff should be **formal and respectful**. Use of slang, casual tone, or inappropriate language in emails or in person is discouraged.
18. **Personal Hygiene and Etiquette:** Students are expected to maintain **personal hygiene and cleanliness**. Proper grooming and acceptable attire should be observed at all times on campus.

19. **Collaborative Work Ethics:** During group projects or team activities, students are expected to **contribute equally and ethically**, respecting the efforts of peers and upholding academic integrity.
20. **Accountability in Extra/Co-Curricular Participation:** Participation in co-curricular and extracurricular events must not interfere with academic commitments. Students should notify and obtain prior approval if event participation conflicts with scheduled lectures or assessments.

14.4 Moral Code of Conduct:

1. **Respect for Authority:** Students shall demonstrate respect for all faculty, staff, visitors and fellow students. Students are expected to recognize and comply with the authority held by the institution, its faculty and staff. Requests made to them by faculty/staff are expected to be followed and adhered to. Failure to follow such requests could lead to parental contact, loss of privileges, suspension or expulsion.
2. **Dismissal or Suspension:** The institute reserves its right to suspend and recommend to the UoM or any other statutory authority, the dismissal of the student under the following circumstances:
 - Involvement in criminal case which brings disgrace to the image of the Institutions.
 - Involvement in case of Ragging.
 - Repeated violation of code of conduct & no improvement after several warnings.
 - Violating the ethics of the profession.
 - Involvement in anti-national / anti-social activities.
 - Certified by qualified professional and approved by the UoM that the student is mentally ill and is unfit to pursue the profession.
 - Students who do not show any improvement in academic progress despite all the support, found to be involved in substance abuse and refuse rehabilitation.
 - Involvement in Sexual Harassment.
 - Failure to complete programme of studies within the maximum time limit provided by the UoM.

15. *ABC ID, Multiple Entry and Exit Path, and Lateral Entry*

15.1 ABC ID

The ABC ID, or Academic Bank of Credits ID, is a crucial 12-digit unique identifier issued to students under the Academic Bank of Credits scheme by the Ministry of Education, Government of India. It plays a vital role in the digital management and transfer of academic credits earned by students from various recognized institutions. The ABC ID facilitates the secure storage, transfer, and redemption of academic credits for degree, diploma, or certificate awards. Every student must have his/her ABC ID for tracking & managing digitally his/her academic credits.

15.1.1 Stepwise Procedure to create ABC ID:

Method - 1:

- Visit on www.abc.gov.in
- Click on Login/Register & select 'Student'
- For New user - Click on "Sign up for Meri Pehchan"
- Enter Mobile number, you will get OTP on registered mobile Number
- Fill all necessary details and click on verify
- Students will get ABC ID. Get these details for college record.

Method - 2:

- Sign in to Digi locker by visiting on www.digilocker.gov.in (can be done using Mobile or Aadhar)
- Go to Search Documents
- Go to Education section
- Search for ABC id widget
- Click on widget to generate and download ABC ID
Students will get ABC ID. Get these details for college record

15.2 Multiple Entry and Exits

The multiple entry and exit option adhere to the Government of Maharashtra Resolutions and the rules of the affiliating University of Mumbai, as applicable. AIKTC-SoET shall implement this option in line with the spirit and intent of NEP 2020, allowing students to tailor their academic journey according to their future career needs. Students may enter a program in odd semesters and exit after successfully completing even semesters. For instance, students completing the First-Year program with a minimum of 42 credits will be awarded a UG Certificate in the relevant discipline, provided they secure additional 8 credits which includes 4 credits for work-based vocational courses or internships/apprenticeships during summer vacation and 4 credits from skill-based courses earned during the first and second semester. Similarly, those exiting the Second Year Program after securing a minimum of 86 credits will receive a UG Diploma in the relevant discipline, with an additional 8 credits in skill-based vocational courses. Upon completing the three-year UG program with a minimum of 131 credits, students will be awarded a B. Voc. in the relevant discipline/subject, supplemented by an additional 8 credits in skill-based vocational courses. Exit options are provided with Certification, Diploma, and B. Voc. degrees at the end of the second, fourth, and sixth semesters, respectively, in the four-year degree program. Upon successful completion of all eight

semesters, either continuously or with opted exits and re-entries, students will receive a Bachelor's degree. Additionally, those earning an extra 18 credits will receive a Bachelor's degree with Honours/ Minors.

15.2.1 Re-entry or Lateral Entry

Students who opt to exit at any level will have the opportunity to re-enter the program from the point they left, as per the existing UoM norms. They must complete the degree program within the prescribed maximum period as per the existing UoM norms. Re-entry at various levels for lateral entrants into academic programs will be determined by the earned and valid credits deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher & Technical Education Institutions (RHTEI), along with proficiency test records.

16. *Honours and Minor Degree Programs*

16.1 Introduction

In the AICTE's Approval Process Handbook-2020-21, there's a strong emphasis on incorporating Elective Courses in Emerging Areas across all branches of Engineering and Technology. Consequently, the University of Mumbai launched Honours and Minor Degree Programs in Engineering during the Academic Year 2022-23 (ref AC: 11/07/2022 Item No.: 6.59). AIKTC-SOET has chosen to continue offering these Honours and Minor degrees autonomously, recognizing their potential to equip students with specialized knowledge or research in emerging fields of interest. This initiative is geared towards enhancing students' proficiency in these areas and empowering them with valuable skills.

16.2 Eligibility

1. Third year undergraduate engineering student from semester V satisfying following eligibility criteria can opt for Honors and Minor Degree Programs

- Students with no backlog in semester I, II, and III
- The CGPI (based on semester I, II, and III) of the students must be 6.75 and above
- For direct second year (DSE) admitted students - No backlog in semester III and CGPI must be 6.75 and above

2. It is optional for students to take Honours/Minor degree program.

17. *Teaching-learning and Evaluation*

17.1 Semester Duration

An academic year comprises two semesters, referred to as the odd semester and Even semester of the year. Typically, the odd semester, marking the beginning of the academic year, spans from July second week to October last week while the Even semester commences from January second week to April last week. Additionally, there exists a summer and winter break of six weeks between the Even and Odd semesters, providing students with the opportunity to engage in internships or industry training programs. Moreover, re-examinations are scheduled after 3 weeks from declaration of result of regular examination. The summer special examination is for students who were unable to clear regular examinations in the Odd or Even semesters.

The institute is implementing student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies. The institute ensures that all its programs have well-defined learning outcomes, including Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). The institute adheres to a student-centric education system, ensuring it through the implementation of Outcome-Based Education (OBE). Each course owner defines course outcome. These defined course outcomes are then mapped to Program outcomes and/or Program-specific outcomes, which are established in accordance with the graduate attributes outlined by NBA and the specific requirements of each program.

The students are guided in conducting experiments relevant to their projects, fostering hands-on learning experiences. Students are motivated to undertake mini and major projects to practically apply engineering principles and refine their implementation skills. Industrial visit, field trip, and internship: In addition to conventional classroom instruction, we prioritize experiential learning by organizing field trips, study tours, field surveys, industrial visits, and internships. These activities are thoughtfully integrated into the academic calendar. Swayam and value-added courses complement experiential learning by providing theoretical knowledge applicable to real-world scenarios, enhancing skill acquisition and understanding. We foster a culture of peer-to-peer learning, wherein students take the lead in conducting workshops for their peers.

Extension projects and outreach activities: Extension projects involve students in experiential learning by participating in projects that tackle societal needs and raise social awareness, providing opportunity for personal development through community involvement. We utilize case studies and models to illustrate complex concepts, such as using prototypes in Engineering and models in Engineering Drawing, providing students with tangible examples for better comprehension. Soft skills training sessions and language labs:

are integrated into the curriculum timetable, including Communication & Personality Development sessions focused on improving English proficiency, led by expert faculty members.

Participation in National and International Conferences and competitions is encouraged, fostering students' exposure to broader academic and professional networks. Flipped classrooms are utilized for selected courses, offering an alternative learning approach.

17.2 Curriculum Implementation and Teaching-Learning Enhancement Initiatives

In addition to the prescribed curriculum, the institution has established a structured plan of action to enhance the teaching-learning process through the following initiatives:

1. **Course Allotment:** Courses are assigned to faculty based on their area of specialization, teaching experience, individual course preferences, and prior teaching performance.
2. **Timetable Structuring:** The timetable is designed for enabling students to acquire essential competencies alongside academic learning.
3. **Outcome-Based Education (OBE):** Teaching and academic plans are developed in alignment with the OBE framework to ensure outcome-oriented course delivery.
4. **Course Presentations:** Prior to the commencement of the semester, faculty members (course owners) deliver course presentations before the respective Course Domain Committees. This facilitates comprehensive course planning and clarity of academic objectives.
5. **Innovative Pedagogical Approaches:** Curriculum delivery integrates both conventional teaching methods and modern pedagogical tools, including activity-based learning (ABL), gamification, peer learning, group discussions, and role-playing. Classroom instruction is complemented by practical sessions, workshops, and hands-on project work, creating a holistic and engaging learning experience.
6. **Use of Teaching Aids and Technology:** Utilizing state-of-the-art ICT resources, including LCD projectors, overhead projectors, audiovisual aids, and interactive digital boards, our educators deliver interactive sessions comprising animations, PowerPoint presentations, videos, and other multimedia content. Variety of ICT tools, such as COGGLE, Google Classroom, Gamma AI, quizziz, ChatGPT, Google Sketchup Pro, AutoCAD, MOODLE, Kahoot, Mind map, Doodly, Poll Everywhere, and Padlet are being used by faculties.
7. **Course Documentation:** Comprehensive course files are maintained using the Course Attainment Grading System (CAGS) through google sheets. These files include teaching plans, practical schedules, course outcomes (COs), CO-PO (Program Outcome) mapping, lecture notes, question banks, continuous assessment records, CO attainment, and PO attainment data.

8. **Academic Calendar Adherence:** The institution demonstrates a strong commitment to academic rigor by meticulously following the academic calendar. This ensures systematic planning and timely execution of lectures, laboratory sessions, evaluations, and Continuous Internal Assessment (CIA).
9. **Transparent Communication:** The institution maintains open communication channels to keep students informed about academic schedules. Orientation programs and regular updates via the institutional website ensure students can plan effectively. Examination schedules are communicated through the official exam blog: <https://aiktcsuet.blogspot.com/>.
10. **Student Mentoring Program:** An effective mentoring system is in place to provide academic support, financial guidance, and foster a strong connection with parents, thereby supporting the overall development of students.
11. **Industry and Expert Engagement:** Regular expert lectures, workshops, Campus Recruitment Training (CRT), and industrial visits are organized to bridge the gap between academic learning and industry expectations.
12. **Student Participation and Enrichment:** Students are encouraged to participate in national and international conferences, publish in journals, take part in project competitions, technical festivals, and enroll in MOOC platforms such as SWAYAM and NPTEL.
13. **Academic Audit:** A robust qualitative academic audit is conducted three times per semester. This inter-departmental audit process recognizes or addresses faculty performance based on predefined benchmarks. The effective implementation of this audit ensures continuous improvement in curriculum planning and execution.

17.3 Academic Calendar

The institution develops an academic calendar for each program based on the university's schedule, featuring well-defined activities like term commencement and end dates, unit tests, sports and cultural week, technical events, academic audit events, and examination schedules. The institution exhibits a commitment to academic rigor by meticulously adhering to the academic calendar, ensuring a well-organized and structured learning environment. The institution's adherence to the academic calendar is evident in the seamless planning and execution of various academic activities, including lectures, laboratory sessions, examinations, and Continuous Internal Assessment (CIA). Transparent communication channels are established to keep students informed about the schedule and academic calendar through orientation programs, and the institution's website, so to plan and prepare adequately.

The schedule of examination-related activities is communicated to the students through the exam blog: <https://aiktcsuet.blogspot.com/>. This adherence to the academic calendar fosters a disciplined and focused academic environment, contributing to the overall success and academic excellence of students within the engineering institution affiliated to the University of Mumbai. Industrial visit, field trip, and internship: In addition to conventional classroom instruction, we prioritize experiential learning by organizing field trips, study tours, field surveys, industrial visits, and internships. These activities are thoughtfully integrated into the academic calendar.

Attendance Requirements and Regulations Student attendance and academic progress are closely monitored at both the department and institute levels. Departmental monitoring occurs on a fortnightly basis, while institute-wide assessments take place monthly. The institute's attendance monitoring committee plays a proactive role in overseeing and addressing attendance issues among students who are consistently absent or lagging academically. The guidelines concerning student attendance during semesters align with those delineated in Mumbai University Ordinance 6086. These attendance regulations apply uniformly to all students, irrespective of their admission category, fee waivers, or scholarships received. Students with attendance-related penalties must resolve them before continuing their studies at AIKTC-SoET.

Every Bonafide learner shall ordinarily is allowed to keep terms for the given semester in a program of his enrolment, only if he/she fulfils at least seventy five percent (75%) of the attendance taken as an average of the total number of lectures, practical's, tutorials etc. wherein short and/or long excursions/field visits/study tours organized by the college and supervised by the teachers as envisaged in the syllabus shall be credited to his/her attendance for the total no of periods which are otherwise delivered on the material day/s. Further it is mandatory for every learner to have min 50% attendance for each course & average attendance has to be 75%. The same ratio shall be applied for computing the attendance of the learners by crediting the number of periods which are missed while participating in an extracurricular/co-curricular activity/competition/camp/ workshop/convention/ symposium/seminar etc. where the said learner is officially representing the institute/University/ District/ State/ Country with the permission of the principal wherein for the purpose of computing the average attendance the periods missed for what is envisaged here-in above, shall be deemed to have been attended by the said learner.

17.4 Academic Audit

The inter-departmental academic audit is a vital quality assurance practice designed to uphold academic accountability, sustain high educational standards, and drive continuous improvement in the teaching-learning process. Its core objectives include fostering a culture of transparency and responsibility within academic institutions, while promoting a sustained commitment to educational excellence.

In the evolving landscape of higher education—where the emphasis is increasingly placed on outcome-based education and continuous enhancement—the implementation of a rigorous academic audit framework has become indispensable. This practice enables institutions to proactively address challenges related to educational quality and meet the expectations of key stakeholders, including students, parents, and accreditation bodies.

The inter-departmental academic audit entails a systematic and comprehensive review of academic and co-curricular activities across various departments within the institution. Conducted three times each academic semester, the audit employs a rubric-based evaluation system to assess multiple facets of the teaching-learning process.

Key areas of focus include the alignment of course outcomes with program outcomes, target-setting, instructional planning, and the implementation of interventions for both slow and advanced learners. Furthermore, outcome attainment is calculated using both direct and indirect assessment methods.

The audit process is structured into four distinct phases—pre-term, mid-term, post-term, and post-result audits—each aligned with the academic calendar. Faculty performance is recognized or addressed based on audit outcomes, with final scores from both odd and even semesters integrated into the faculty performance appraisal system. This ensures timely and effective academic management.

By benchmarking against established standards, the inter-departmental academic audit not only identifies areas for improvement but also offers actionable insights for enhancing institutional effectiveness and academic quality.

17.5 Attendance Requirements and Regulations

Student attendance and academic progress are systematically monitored at both the **departmental** and **institutional** levels. While departmental monitoring is conducted **biweekly**, the institute undertakes a **monthly review** to assess and address attendance concerns. The **Institute Attendance Monitoring Committee** actively supervises attendance patterns and takes appropriate measures in cases involving

chronic absenteeism or academic under-performance. All attendance-related policies adhere to the guidelines set forth under **University of Mumbai Ordinance 6086**, and are uniformly applicable to all students—**irrespective of admission category**, fee concessions, or scholarships availed. Students subject to attendance-related penalties are required to resolve such issues before they are permitted to continue their academic progression at the institute.

17.5.1 Minimum Attendance Criteria

- A bonafide student will be permitted to keep term for a given semester **only if they maintain a minimum of 75% average attendance**, calculated over the total number of **lectures, practicals, tutorials**, and other scheduled academic activities.
- Additionally, students must maintain a **minimum of 50% attendance in each individual course**.

17.5.2 Attendance Credit for Official Activities

- Academic events such as **short/long excursions, field visits, and study tours**, organized as part of the curriculum and supervised by faculty members, will be considered equivalent to attendance for the number of periods conducted during those days.
- Similarly, students officially representing the **Institute/University/District/State/Country** in **extracurricular, co-curricular, or academic events**—including **competitions, camps, workshops, conventions, symposia, and seminars**—with prior approval from the HOD/**Principal**/Director shall receive attendance credit for the periods missed due to such participation.
- These credited periods will be factored into the **average attendance calculation**, and will be considered as if the student was present during those sessions.

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