YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution   Academy of Maritime Education and Training (AMET) Deemed to be University

- Name of the Head of the institution   Dr.V.Rajendran

- Designation   Vice Chancellor

- Does the institution function from its own campus?   Yes

- Phone no./Alternate phone no.   04427444629

- Mobile no   9994137373

- Registered e-mail   vc@ametuniv.ac.in

- Alternate e-mail address   vcvrajendran@gmail.com

- City/Town   Chennai

- State/UT   Tamil Nadu

- Pin Code   603112

2.Institutional status

- University   Deemed

- Type of Institution   Co-education

- Location   Rural

- Name of the IQAC Co-ordinator/Director `Dr.M.Jayaprakashvel`

- Phone no./Alternate phone no `04427444625`

- Mobile `9840529274`

- IQAC e-mail address `iqac@ametuniv.ac.in`

- Alternate Email address `jayaprakashvel.m@ametuniv.ac.in`

3.Website address (Web link of the AQAR (Previous Academic Year) https://www.ametuniv.ac.in/IQAC/AQAR_2022_2023.pdf

4.Whether Academic Calendar prepared during the year? `Yes`

- if yes, whether it is uploaded in the Institutional website Web link: https://www.ametuniv.ac.in/academic-calendar.html

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.42	2015	16/11/2015	15/11/2020
Cycle 2	A	3.13	2021	13/09/2021	12/09/2026

6.Date of Establishment of IQAC `13/05/2013`

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
AMET Deemed to be University	DDU-GKY Sagarmala	Tamil Nadu Corporation for Development of Women (TN CDW)-TNSRLM	2022- 3 years	Rs.21100000
AMET Deemed to be University	Scientifc and Industrial Research Organization (SIRO)	Department of Scientific and Industrial Research (DSIR), Ministry of Science and Technology, Government of India	2022- 3 years	Rs.0.000
AMET Deemed to be University	UGC-DAE-CRS	UGC-DAE-CRS	2023- 3 years	Rs.2,78,000
AMET Deemed to be University	IAMU International Scheme	International Association of Maritime Universities	2023-1 year	Rs. 8,74,015
AMET Deemed to be University	USIEF	USIEF-United States -India Educational Foundation	2024 - 3 years	Rs.10,00,000
AMET Deemed to be University	Digital Poombuhar Scheme	Department of Science and Technology, Govt. of India	2024 - 5 years	Rs.7590400
AMET Deemed	Women Entrep	NEB	2024 - 3	Rs.620000

to be University	reneurship Development Programme, Innovation and Entrepre neurship	Division, Department of Science and Technology, Govt. of India	years	
AMET Deemed to be University	Anusandhan National Research Foundation	DST - Anusandhan National Research Foundation (ANRF) (Formerly, Science and Engineering Research Board)	2023- 3 years	Rs.775000

8.Whether composition of IQAC as per latest NAAC guidelines   **Yes**

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

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

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

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

- If yes, mention the amount

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

IQAC spearheaded over 22 quality related events, including workshops and webinars on Outcome-Based Education (OBE), research ethics, and e-content development, to make a culture of excellence in academic and research domains.

IQAC has Organized 16 meetings with diverse stakeholders and conducted a four-week Student Induction Programme (SIP 2023) for newly admitted students, in collaboration with the Human Resource Development Centre

Implemented the Academic Integrity Policy, facilitated the identification of quality publications through a dedicated committee, and introduced incentives for faculty publishing impactful research papers, leading to improved research outputs.

Successfully organized a NAAC-sponsored conference on quality assurance strategies and completed a Mega Social Outreach Programme along with other Clubs/Cells of AMET on October 2, 2023, where over Rs.1.1 crore worth of Khadi and Handloom products were sold, showcasing the university's commitment to social responsibility.

IQAC initiated over 55 department-level and 21 individual faculty-level commitments, fostering motivation and active engagement in activities and schemes, thereby institutionalizing a culture of excellence in the university.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Conduct and facilitate quality initiatives to promote academic and research excellence.	Organized over 22 workshops and webinars on topics like Outcome-Based Education (OBE), research ethics, and e-content development. Conducted a NAAC-sponsored conference and contributed in the centrally organized Mega Social Outreach Programme on October 2, 2023, generating over Rs.1.1 crore in Khadi and Handloom sales.
Collect and submit essential data for rankings and accreditation processes.	Successfully submitted data for AISHE (2022-2023), NIRF (2023-24), UGCAMP, and AQAR 2022-23 (ready for submission by 30-04-2024). Supported 12B status, UGC DEB approvals, AICTE scrutiny meetings, and NBA expert visits.
Submit policy documents and status reports for quality enhancement and accreditation.	Delivered reports on NAAC reforms, UGC quality mandates, and status reports on department and faculty commitments for quality enhancement.
Strengthen research and publication outputs through structured policies.	Implemented the Academic Integrity Policy, formed committees to identify quality publications, introduced faculty incentives, and enhanced research outputs, including patents.
Achieve institutional recognition and global excellence.	Received R World Institutional Ranking awards: Diamond Band for Academic Excellence, Gold Band for Employability and Startup Ecosystem Excellence, and Diamond Band for Research Excellence (2023-24).

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

- Name of the statutory body

Name	Date of meeting(s)
Execuitive Council	06/11/2024

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?   Yes

15.Whether institutional data submitted to AISHE

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statutory body?

- Name of the statutory body

Name	Date of meeting(s)
Execuitive Council	06/11/2024

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	**Yes**

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	03/04/2024

16.Multidisciplinary / interdisciplinary

AMET University, originally established as a Maritime-focused institution, has significantly expanded its academic scope since 2015. Today, it offers programs in Maritime Studies, Engineering, Technology, Management, Commerce, Liberal Arts, Life Sciences, and Science and Humanities, reflecting its commitment to multidisciplinary and interdisciplinary education. In 2023-24, the University strengthened the Fully Flexible Choice-Based Credit System (FFCBCS), integrating National Education Policy (NEP) 2020 guidelines. This framework includes industry-oriented electives, MOOCs, internships, and value-added courses such as Design Thinking, Entrepreneurship, and Startups, ensuring holistic and career-focused education. The Minor and Dual Degree programs provide students opportunities to explore disciplines outside their core areas, fostering academic flexibility. Research remains a priority, supported by the Research and Development Cell (RDC) and interdisciplinary centers like the International Institute of Artificial Intelligence and Machine Learning (IIAM). Faculty and students have produced more than 150 indexed publications, secured significant external funding, and filed 12 patents, with incentives to promote high-impact research. Global collaborations with universities such as Edge Hill University (UK) and corporations like Maersk and V. Ships UK have strengthened academic programs, providing real-world exposure and enhancing employability. MOOCs integrated into the curriculum through platforms like NPTEL expand learning opportunities across disciplines. AMET also emphasizes

sustainability and outreach through initiatives like Unnat Bharat Abhiyan, Skill India, and eco-friendly programs, combining education with social responsibility. New departments and programs in Humanities, Cybersecurity, AI, and Robotics further highlight its commitment to interdisciplinary learning. By aligning its academic, research, and outreach efforts with global standards, AMET continues to lead in providing quality education across disciplines, preparing students for evolving global challenges.

17.Academic bank of credits (ABC):

AMET University has successfully implemented the Academic Bank of Credits (ABC) framework in line with the National Education Policy (NEP) 2020 and the guidelines issued by the Ministry of Education, Government of India. The ABC system enhances flexibility in education by enabling students to accumulate and transfer credits across programs and institutions, thereby promoting educational transparency and lifelong learning. In AMET's current programs, students can choose from Core and Elective courses, creating a flexible learning environment. Each semester, students have the option to select electives from the University's bank of credits, allowing them to tailor their academic journey to their interests and career aspirations. Students are required to complete a specified number of credits to progress in their programs, but there is no mandatory credit requirement for semester advancement. This ensures that students can recover incomplete credits in subsequent semesters without hindering their academic progression. The University has integrated the ABC framework into its academic processes, ensuring smooth credit accumulation and transfer. For the academic year 2023-24, 1,494 Academic Bank of Credits (ABC) entries have been updated and recorded for Semesters I, II, III, and IV, showcasing AMET's commitment to maintaining accurate and comprehensive student credit records. AMET also offers Add-on and Value-Added courses, providing students with additional opportunities to enhance their academic profiles by earning extra credits. These courses support holistic learning and skill development, allowing students to diversify their knowledge base. To date, over 90% of AMET students have successfully registered with DigiLocker, facilitating seamless integration with the National Academic Depository (NAD). The University has uploaded Academic Awards, ensuring that student credentials are secure, verifiable, and easily accessible. Efforts are underway to fully operationalize the credit-sharing mechanism under ABC, enabling students to leverage credits earned from other institutions of

repute. By adopting the Academic Bank of Credits, AMET University aligns with global education standards, empowering students with the flexibility and resources needed to thrive in a dynamic learning ecosystem.

18.Skill development:

Recognizing the critical role of skill development alongside knowledge integration, AMET University continues to ensure that at least 20% of the regular courses in all degree programs include skill development components. The University prioritizes preparing students with industry-relevant skills by offering tailored skill development programs every semester. These courses integrate academic and practical elements, equipping students with both theoretical knowledge and hands-on expertise. AMET has expanded its offerings to include 13 new value-added courses this year, in addition to the 92 existing courses, benefiting over 2,800 students. These programs cover diverse areas such as Design and Development of Basic Robots, PLC, SCADA, and VFD for Automation, Custom Documentation and Cargo Clearance, and Certification in Well Control and Simulation, ensuring students are equipped with contemporary skills aligned with industry demands. The NET and SET Coaching Classes and Civil Services Coaching Classes are also provided, further enhancing students' competitive edge. A noteworthy initiative is the project under the DDU-GKY program, supported by TNSRLM, Government of Tamil Nadu, to train 285 students—primarily from coastal villages of Tamil Nadu—in the Logistics Skill Sector Council. This program focuses on developing skilled professionals in logistics, addressing a critical workforce need in the industry while empowering rural youth with sustainable career opportunities. To complement academic learning, students are actively encouraged to participate in internships, industry-based projects, and dissertation work, fostering hands-on experience and professional exposure. The University's collaboration with organizations such as IBM, Red Hat Linux, and TANSAM-TIDCO enables skill-oriented training in cutting-edge technologies, further bridging the gap between academia and industry. AMET emphasizes soft skills, life skills, and value-based learning, with departments organizing national and international conferences to share the latest developments and insights into skills in demand. Through its comprehensive and interdisciplinary approach, the University has successfully integrated skill-based training into every academic program, ensuring its graduates are industry-ready and future-focused.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language,

culture, using online course)

AMET University enthusiastically integrates Indian Knowledge Systems (IKS) into its curriculum to promote cultural heritage and traditional values. From the academic year 2023-24, Traditional Indian Knowledge Systems (IKS) has been introduced as a mandatory course for all undergraduate programs, emphasizing India's cultural, philosophical, and scientific heritage. To promote inclusivity and deeper comprehension, students are allowed to write their examinations for mandatory courses such as IKS and Environmental Studies (EVS) in their mother tongue. The University actively integrates cultural awareness and heritage conservation through heritage-conscious events, such as temple cleaning drives. These initiatives encourage students to engage with and contribute to the preservation of India's rich traditions, fostering a sense of responsibility and pride in their cultural heritage. The curriculum incorporates subjects like Indian Tradition, Indian Constitution, Business Ethics, Professional Ethics, and Essence of Indian Knowledge Tradition, which instill cultural values and a strong ethical foundation in students. Additionally, the University promotes Hindi studies through value-added courses, webinars, seminars, and celebrations of Hindi Diwas. To further promote Indian traditions and intellectual contributions, the University organized events such as "Intellectual Property Rights: Indian Scenario," which explored India's contributions to intellectual property and its cultural significance. Such initiatives create awareness and pride in Indian achievements among students. AMET also organizes and celebrates various regional and national festivals such as Ugadi, Onam, Pongal, and Holi, creating a vibrant, secular atmosphere and promoting cultural blending among students from diverse backgrounds. To further enhance learning, the University conducts online programs such as quizzes, essay writing, sketching, and poetry competitions, aimed at educating students about Indian systems using digital platforms. These activities integrate cultural values with technology, making traditional knowledge accessible in innovative ways. Through these efforts, AMET demonstrates its commitment to preserving Indian cultural heritage while aligning with modern education practices to produce well-rounded, socially responsible graduates.

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

AMET University has adopted OBE across all its programs to align learning outcomes with academic and career goals, ensuring the overall quality of education. The curriculum integrates explicitly defined learning outcomes, clearly mapping COs to POs

and PSOs, ensuring that students' learning achievements align with Graduate Attributes (GAs). These attributes reflect students' ability to solve real-world problems, demonstrate leadership, and exhibit ethical and social responsibility. To strengthen the implementation of OBE, the Internal Quality Assurance Cell (IQAC) has led multiple initiatives, including workshops on Mentor-Mentee Programs, OBE, Human Values, and Artificial Intelligence. A NAAC-sponsored conference on "Institutionalization of Quality Assurance Strategies by IQAC in Higher Education Institutions" further highlighted the importance of OBE strategies in fostering quality education.Additionally, AMET has hosted key OBE-focused events in 2023-24, such as the "Outcome-Based Curriculum Design in the Digital Era" seminar conducted by AMET Business School and the AIU-sponsored Faculty Development Programme on Outcome-Based Education organized by the Department of Electrical and Electronics Engineering. These events focused on enhancing faculty competencies in designing and delivering OBE-aligned curricula. In alignment with the National Education Policy (NEP) 2020, AMET ensures that course design and assessment processes adhere to OBE principles. Regular assessments and refinements of COs and POs are carried out based on stakeholder feedback. The University employs robust methodologies such as direct evaluations, including tests, projects, and practicals, and indirect assessments like feedback and surveys to monitor and improve outcomes continuously. By embedding OBE principles into its academic framework and fostering a culture of quality assurance, AMET ensures its graduates are equipped with the skills, knowledge, and attributes necessary to succeed in a rapidly evolving global environment.

21.Distance education/online education:

With the implementation of the National Education Policy (NEP) 2020, which emphasizes increasing the Gross Enrolment Ratio through flexible education models, AMET University has significantly advanced its distance and online education capabilities. Building on its extensive experience in integrating technology into education during the COVID-19 pandemic, the University has excelled in leveraging digital platforms to expand its reach globally. To formalize these efforts, the Centre for Distance and Online Education (CDOE) has been established to offer quality programs in the Open and Distance Learning (ODL) and Online (OL) modes. In the academic year 2023-24, AMET CDOE received the required approvals from the UGC DEB and AICTE (for MBA Programme). The approved programs include: Master of Business Administration (MBA) in Shipping and Logistics Management

Bachelor of Business Administration (BBA) Bachelor of Commerce (B.Com) AMET has developed robust self-learning materials and e-learning resources in a four-quadrant model as per UGC-DEB guidelines, supported by the University's advanced Audio-Video Lab, Media Centre, and Educational Resource Material Development Centre (EMRDC). AMET CDOE's ODL-OL programs were recognized as compliant with the UGC (ODL and OL Programmes) Regulations, 2020, enabling the University to offer these programs from the academic session beginning February 2024. To ensure academic excellence, AMET employs a robust Learning Management System (LMS) to host and deliver courses, enabling seamless interaction, assessments, and resource sharing. By embracing these advanced educational models, AMET continues to make significant contributions to the maritime and allied sectors, enhancing accessibility to quality education for learners worldwide.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**38**

File Description	Documents
Data Template	[View File](#)

1.2 Number of departments offering academic programmes	**17**

2.Student

2.1 Number of students during the year	**2809**

File Description	Documents
Data Template	[View File](#)

2.2 Number of outgoing / final year students during the year:	**727**

File Description	Documents
Data Template	[View File](#)

2.3 Number of students appeared in the University examination during the year	**742**

File Description	Documents
Data Template	[View File](#)

2.4 Number of revaluation applications during the year	**8**

3.Academic

3.1 Number of courses in all Programmes during the year	**667**

File Description	Documents
Data Template	[View File](#)

3.2 Number of full time teachers during the year	**227**

File Description	Documents
Data Template	[View File](#)

3.3 Number of sanctioned posts during the year	**227**

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1 Number of eligible applications received for admissions to all the Programmes during the year	**12716**

File Description	Documents
Data Template	[View File](#)

4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**687**

File Description	Documents
Data Template	[View File](#)

4.3 Total number of classrooms and seminar halls	**128**

4.4 Total number of computers in the campus for academic purpose	**1631**

4.5 Total expenditure excluding salary during the year (INR in lakhs)	**10329.10**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Response: Affirmative

The University's curricula are meticulously designed and implemented to align with local, national, regional, and global developmental needs. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are structured to reflect these priorities, ensuring relevance and adaptability. A strong Outcome-Based Education (OBE) framework, supported by the Choice Based Credit System (CBCS), has been in practice for over a decade, emphasizing multidisciplinary approaches aligned with the NEP 2020 guidelines.

Institutional mechanisms such as Academic Audits, International Peer Reviews, and regular curriculum development workshops ensure continuous updating and alignment with developmental needs. Advisory bodies, including the Department Advisory Committee and Board of Studies, along with stakeholder inputs, play a pivotal

role in shaping and updating the curricula. These efforts are bolstered by feedback from employers, alumni, and industry experts.

Outcomes:

- A robust curriculum design process empowers learners and supports the institution's vision.
- The IQAC ensures effective OBE adoption and continuous improvement.
- The Academic and Administrative Audit (AAA) reviews the curricula's effectiveness in meeting developmental priorities.

This integrated approach ensures that the university's programmes are globally relevant, nationally aligned, and locally impactful, preparing students to meet current and emerging challenges.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

38

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

667

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

621

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

37

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

Response: Affirmative

The University integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curricula of all programmes, and thereby contributing to the holistic development and societal responsibility.

Key courses addressing these issues include:

- **Professional Ethics: Constitution of India, Indian Ethics and Business Ethics, Ethics and Values, Professional Ethics and Human Values.**
- **Gender: Gender Sensitivity.**
- **Human Values: Ethics and Values, Essence of Indian Traditional Knowledge.**
- **Environment and Sustainability: Marine Environmental Protection, Environmental Science.**

These courses are compulsory for all undergraduate students,

ensuring a strong foundation in socially relevant areas. Additionally, various programmes and initiatives complement these efforts:

- **Yoga and Human Excellence Programmes:** Enhance well-being and ethical living.
- **Physical Education and Training:** Contribute for health and fitness
- **Eco Club Activities:** Focus on sustainable development, energy conservation, waste management, and environmental protection.
- **Outreach Programmes:** Include heritage site maintenance to foster environmental and cultural responsibility.
- **Value-Added Courses:** Offer practical insights into professional ethics, human values, and sustainability.
- **Research Approach:** Internships, Miniprojects and Projects are part of the Curriculum

By integrating these crosscutting themes, the University equips students with the skills and values needed to meet professional, social, and environmental challenges effectively

File Description	Documents
Upload relevant supporting document	[View File](#)

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

48

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

2809

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

2809

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

1266

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

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

711

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

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

The University assesses students' learning levels and organizes tailored programmes for advanced learners and slow learners. To assess the abilities of newly admitted students, the following activities are conducted:

1. Psychometric Analysis
2. Fresher's Orientation Programme
3. Three-Week Student Induction Programme (Deeksharambh)
4. Bridge Courses

Programmes for Advanced Learners:

1. Additional credit courses through MOOCs.
2. Opportunities to participate in hackathons, conferences and seminars.
3. Opportunities to meet and interact industry experts
4. Financial support for innovative student projects through funding.
5. Career Development Centre organizes events to enhance career opportunities.
6. Mentoring through the Institutional Innovation Cell and Incubation Centre.
7. Initiatives like "Earn While You Learn" and merit-based

scholarships.

Programmes for Slow Learners:

1. Remedial and special coaching classes.
2. Bridge courses to strengthen fundamentals.
3. Study Materials in LMS
4. Psychological Support through Student Counsellor
5. Peer learning
6. Training in soft skills, professional development, and spoken English.
7. Special tutorials for personalized support.
8. Parent-teacher meetings under the Green Card System to monitor and improve progress.

Outcome: These initiatives cater to the diverse needs and abilities of students, enabling both advanced and slow learners to achieve their full potential.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	https://www.ametuniv.ac.in/iqac-aqar-2023.html

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
2809	227

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

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

The University is committed to implement student-centric methods (SCM) to enhance the learning experience. Key practices include:

1. A curriculum designed to engage students and foster

    responsibility.
2. Offering students choices in elective courses, value-added programmes, and MOOCs.
3. Involving student representatives in academic decision-making bodies like the Board of Studies, IQAC and Academic Council.

Selected Examples of SCM Practices:

- **Experiential Learning:**
  - Industrial visits, ship visits, and field trips.
  - Flipped classroom activities.
  - Use of simulators, business labs, virtual labs, and specialized software.
  - PT, parade, roll-call, and watch keeping activities for marine programmes.
  - Incorporating experiential learning aspects in most courses as part of NEP implementation.
  - Field projects integrated into relevant courses for practical exposure.
- **Participative Learning:**
  - Group activities like mini-projects and final-year projects.
  - Activities such as quizzes, group discussions, seminars, and technical symposia.
  - Online group learning via MOOCs on platforms like NPTEL.
  - Skill-building programmes, professional development courses, and spoken tutorials.
  - Alumni-led mentoring sessions to share real-world experiences.
- **Problem-Solving Methodologies:**
  - Case studies included in relevant courses.
  - Organized tutorial classes.
  - Financial support through the Institutional Innovation Cell (IIC) for hackathons, competitions, and practical challenges.
  - Student feedback is actively considered to enhance experiential and participative learning practices.

Outcome: These initiatives promote active learning, critical thinking, and practical skill development, supported by outcome-based assessments to measure their effectiveness.

File Description	Documents
Upload relevant supporting document	[View File]()

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

The University uses modern ICT-enabled tools to enhance teaching and learning effectiveness. ICT facilities are available in all classrooms, seminar halls, department-level seminar halls, and the auditorium. Faculty and students effectively utilize these tools to create an engaging and dynamic learning experience.

Centres for ICT Implementation and Promotion:

1. Education Materials and Resources Development Centre (EMRDC).
2. Centre for ICT Enabled Education (CIEE).
3. Media Club

ICT Tools and Facilities:

1. Learning Management Systems: ERP
2. Media Centre with audio-video recording, editing, and mixing equipment.
3. Full Mission Ship Simulator for Deck and Engine Simulation.
4. Interactive Smart Boards, LCD Projectors, and audio-video equipment.
5. 100% Wi-Fi-enabled campus.
6. Video conferencing facilities.
7. Digital Library Resources and Remote Access via INFED.
8. Fully automated Dr. VBS Rajan Library.
9. ICT-enabled examination tools, including online proctoring, online examination and evaluation.
10. Online resources: National Knowledge Network, ShodhGanga, and e-ShodhSindhu.
11. A dedicated YouTube channel hosting over 500 educational videos available 24x7 for students.

Innovative Teaching and Learning Practices:

1. ICT used for preparing lesson plans and delivering course content.
2. Online assignments, assessments, and tests with online

```
      proctoring.
   3. Flipped and virtual classroom activities.

Additional Initiatives:

   • Faculty receive regular training on ICT tools to ensure
     effective utilization.
   • ICT-enabled practices contribute to sustainability by
     reducing the need for physical resources like paper.

Outcome: The University's comprehensive ICT-enabled initiatives
have transformed teaching and learning processes, ensuring
accessibility, engagement, and sustainability.
```

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

192

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

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

227

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

122

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

17.7

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

76

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

9

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

9

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

8

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The University has effectively integrated IT and introduced reforms in examination procedures and processes, ensuring efficiency, transparency, and accessibility in its examination management system.

Key initiatives include:

1. IT Integration in Examination Processes:

- Conducting internal and end-semester examinations, as well as evaluations, both offline and online.
- Proctoring of offline and online examinations.
- Using OMR answer scripts for efficient evaluation.
- Online verification of certificates via "Direct Verify."
- Automatic generation of hall tickets, mark entry sheets, and grade reports.
- Managing the entire examination process online, including evaluation and proctoring, through SMART ERP.
- Centralized seating arrangements, resulting in year-on-year reduction in malpractices.
- Faster publication of results due to automation and IT reforms.

2. Enhancements in Instructional Materials:

- Providing alternate study materials such as video lectures, web resources, and multimedia presentations accessible on the University LMS, ERP and website.

3. IT Integration for PhD Programmes:

- Accepting NPTEL and other MOOC courses for coursework examinations.

- **Conducting Doctoral Committee meetings, pre-PhD presentations, and viva voce online.**
- **Employing URKUND-OURIGINAL (INFLIBNET) for plagiarism checking.**
- **Tracking publication metrics and research accomplishments via RESEARGENCE.**
- **Allowing foreign examiners to submit PhD adjudication reports online.**

4. Additional Measures for Security and Accessibility:

- **Examination data is secured through dedicated servers managed by the IT Support Team.**
- **LMS platforms are mobile-friendly for ease of use.**
- **Helplines are available during examinations to assist students.**
- **Provisions such as scribes are available for differently-abled students.**

Outcome: These reforms have significantly improved examination management, reducing malpractices, enhancing accessibility, and ensuring faster result processing

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The university's graduate attributes align with its Vision and Mission and are seamlessly integrated into all programmes. These

attributes, along with Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), are embedded in the curriculum to ensure a holistic and outcome-based learning experience.

Integration into Assessment Process:

- Learning outcomes are incorporated into the assessment process using direct and indirect methods to evaluate students' attainment levels.
- CO attainment is systematically mapped to measure the attainment of POs and PSOs.
- Tools such as student exit surveys, employer surveys, and alumni surveys are employed to complement direct assessments.

Stakeholder Involvement and Continuous Improvement:

- Stakeholders, including alumni, students, teachers, and industry representatives, are actively involved in curriculum development through the Board of Studies (BoS).
- Annual academic audits and peer reviews ensure continuous improvement.
- Feedback from all stakeholders is regularly collected to refine the curriculum.

Workshops and Training:

- Periodic workshops and training sessions are conducted for faculty and staff to strengthen the implementation of Outcome-Based Education (OBE).

Outcome-Based Education (OBE) and Global Alignment:

- The university follows OBE principles in alignment with the Washington Accord.
- OBE is widely promoted through induction programmes, CBCS-OBE manuals available on the university website, LMS resources, and mobile apps.
- Course teachers explain OBE at the start of each semester to familiarize students with the approach.

Publicizing Learning Outcomes: Learning outcomes are effectively communicated through the university website, induction programmes, and regular interactions with students and stakeholders.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The University ensures the evaluation of POs, PSOs, and COs through a structured process as part of the Outcome Based Education (OBE) Model:

1. Curriculum Design and Feedback Mechanisms:

- **Curricula and syllabi are designed, developed, and updated based on the assessment of learning outcomes.**
- **Teaching-learning processes are refined through feedback mechanisms, including course exit surveys and programme-end surveys.**

2. Assessment of Learning Outcomes:

- **Learning outcomes are assessed using direct and indirect methods.**
- **A 40:60 ratio of continuous internal assessments and end-semester examinations is followed for evaluation.**
- **LMS and MS Excel tools are used to calculate attainment levels and outcomes.**

3. Committees for Monitoring OBE:

- **The Department Advisory Committee, Programme Assessment Committee and Course Committee oversee the implementation and monitoring of OBE**
- **Class Committee Meeting are conducted**
- **POs, PSOs, and COs are integrated into curriculum design and delivery.**

4. Outcome Mapping and Corrective Actions:

- **Outcomes are mapped with predefined weightages, and attainment levels are calculated.**
- **Corrective actions specific to courses are designed and implemented by respective departments when outcomes are not achieved.**

5. Stakeholder Feedback for Indirect Assessment:

- **Feedback from alumni and employers is collected and utilized for indirect assessment of outcome attainment.**

Outcome: The successful attainment of POs, PSOs, and COs demonstrates that students acquire the necessary knowledge and skills, meeting global standards in alignment with the Washington Accord.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

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

727

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

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

https://www.ametuniv.ac.in/iqac-aqar-2023.html

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Summary of Updated Research Facilities:

1. **Physical Infrastructure:**
   - **Research facilities: 15 (Specialized Labs and Research Centres)**
   - **Total laboratories: 76 (upgraded with advanced**

technology)
- Major equipment worth over Rs.1 lakh: 124+
- Simulators: 3, including the 360° Full Mission Navigation Simulator
- New Labs:Computational Fluid Dynamics Lab and Charles Babbage AI Lab

2. Digital Resources and Software: Platforms include Shodhganga, e-Shodhsindu, Scopus, IEEE, EBSCO, ASME, J-GATE, PROQUEST, SPSS, Vidyamitra, AIMA BizLab, CAMU, and SMART ERP.

Research Promotion Policy: The Research Promotion Policy is available online athttps://www.ametuniv.ac.in/naac/C3/3_1_Promotion_research_facilities/311_Policy_Research/Research_Promotion_Policy.pdf

Promotion of Academic Research:

- Rs.20,000 per month for full-time PhD scholars
- Rs.30,000 per month for post-doctoral scholars

2. Full Fee Waivers for full-time PhD scholars and part-time PhD faculty from AMET.

- Incentives for publications, books, and patents.
- Full sponsorship for patent filing and increments for granted patents.

4. Financial Support:
- Seed funding: Rs.53.87lakhs to 79 faculty members.
- Conference and workshop participation support.

Promotion of Sponsored Research:

1. Research and Development Cell (RDC) and Research Advisory Committee (RAC) established as per NEP 2020.

- Government-funded projects:Rs.1,54,67320
- Non-Government funding: Rs.31.10 lakhs.

- 19 granted and 8 filed as of 2023-24.

AMET continues its commitment to promote innovation, promoting impactful research, and aligning with national priorities under NEP 2020.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

53.87 Lakhs

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

62

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

33

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

84.97

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

150.679

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

116

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

1. **AMET University has established the AMET Chamber for Entrepreneurship, Innovation, and Incubation (ACEII)as a separate company to promote innovation and entrepreneurship. ACEII operates through Institution Innovation Council (IIC), and Entrepreneurship Development Cell (EDC) also—to promote entrepreneurial ventures and translate innovative ideas into societal benefits.**

2. **In 2023-24, the Institution Innovation Council (IIC), adhering to Ministry of Education (MoE) guidelines, organized 25 impactful events, including the Mega Innovation Challenge(15thAugust 2023), inspiring over 300 participants to devise real-world solutions. The Startup Bootcamp(10th October 2023) guided 150 budding entrepreneurs, and the Patent Filing Workshop(25th November 2023) educated 200 participants on intellectual property rights.**

3. **ACEII supported 8 incubated companies, promoted 14 startups, in 2023-24. Further, 26 student ideas were promoted to the next level throughmentoring and support. The ACEII provided incubation facilities such as furnished office spaces, high-speed internet, IPR filing assistance, and expert mentorship.**

4. **Aligned with NEP 2020, AMET's innovation ecosystem nurtures creativity, collaboration, and entrepreneurship, benefiting over 1,000 students, faculty, and innovators and fostering impactful knowledge transfer.**

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

57

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

57

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

123

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	A. All of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to	A. All of the above

teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

26

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

130

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

116

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	`C. Any 3 of the above`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
13081	**7026**

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
43	**35**

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

AMET has a Consultancy Policy, which is uploaded on the website. AMET encourages its faculty and students to undertake consultancy projects from other institutions and industries to strengthen R&D-based research projects. Therefore, AMET established a Consultancy Policy in 2018 to promote consultancy, which is being implemented to date.

Web link for Consultancy Policy of the University:
https://www.ametuniv.ac.in/md_attachment/Policies-of-AMET.pdf

General Regulations:

1. Consultancy-related assignments can be taken up by the faculty members of the University.
2. Faculty members undertake consultancy assignments with prior permission from University Authorities.
3. The University provides an advance amount to undertake consultancy until the client releases the consultancy payment.

AMET provides the following types of Consultancy Services:

1. Individual Consultancy:One faculty member involved in the use of resources.
2. Departmental Consultancy:Requires departmental/inter-departmental expertise and involves the use of University infrastructure/facilities.

Revenue Sharing for Consultancy as per the Policy:

1. **First Type:** The Principal Investigator will receive 30% of the amount, and the University will receive 70%.
2. **Second Type:** For Institutional/Departmental Consultancy, the Principal Investigator will receive 40% of the amount, and the University will receive 60%.

Consultancy Revenue:

1. No.of Consultancy Projects engaged--- 15
2. No. of Faculty involved 18
3. No.of Organizations ----17

Overall revenues for Consultancy Rs.34Lakhsand for Corporate Training Rs.137.51 Lakhs has been generated

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

34

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

AMET University places a strong emphasis on social commitment, regularly organizing extension activities that promote ethical values, civic responsibility, and holistic development among students. These initiatives aim to address societal challenges and create a positive impact on the community.

Key Highlights (2023-24):

1. Community Engagement: Mega Outreach Campaigns like "One Day

One Lakh Books" donated books to rural libraries, and a Mega Palm Tree Plantation Drive at Uthandi Beach planted over 1,000 trees for environmental sustainability.Both are appreciated by the Government of Tamil Nadu.

2. Adoption of Villages: Under the Unnat Bharat Abhiyan, AMET adopted five villages in Chengalpattu District. Over 800 students conducted activities like Swachh Bharat campaigns, skill development workshops, and Swachhta Pakhwada drives.

3. NCC and NSS Activities: Social initiatives of NCC and NSS like beach clean-ups, heritage consciousness and tree plantations showcased environmental responsibility, besides winning accolades and distinctions at National Levels

4. Student Participation: Over 80% of students participated in 111 extension activities organized by various clubs, contributing to initiatives such as Skill India and Start-Up India.

These efforts, supported by collaborations with NGOs and external agencies, benefitedmore than 2000 internal and several thousand community beneficiaries, ensuring holistic student development while fostering societal welfare.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

20

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

111

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

6653

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

183

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

73

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institution has adequate facilities for teaching-learning, including classrooms, laboratories, computing equipment, etc. AMET University provides world-class infrastructure to support teaching, learning, and research, meeting regulatory norms and ensuring holistic development.

Academic Facilities:

- All 117 classrooms and 11 seminar halls are ICT-enabled with 119 smart boards, 128 LCD projectors, 132 laptops, and 3 LED TVs.
- Two fully equipped conference halls with state-of-the-art audiovisual systems.
- The Educational Materials Resource Development Centre (EMRDC) has been upgraded into a Media Centre with advanced recording, mixing, and editing tools, including Premier Pro software, to support e-learning content production.

Laboratory Facilities:

- 1631 computers dedicated to academics, maintaining a 2:1 student-computer ratio (1:1 in specific labs).
- An English Language Laboratory with 45 computers and the AMET Centre for IELTS, a certified British Council Registration Centre, with 41 systems equipped with Clarity English and Author Plus software.
- High-end labs include the 360° Full Mission Navigation Simulator and the Charles Babbage Lab for AI and Data Science, fostering advanced learning and research.

Computing Equipment:

- Two computer centres with 740 systems and campus-wide high-speed internet (1,100 Mbps bandwidth via NKN).

AMET continually enhances facilities to provide a dynamic and enriched learning environment.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor), and sports (gymnasium, yoga centre, auditorium, etc. AMET University is committed to fostering holistic development through well-equipped facilities for sports, cultural activities, and wellness programs.

Sports and Games Facilities (Outdoor):

- **Courts: Basketball (1), Kabaddi (2), Volleyball (3), Beach Volleyball (1), Handball (1), Futsal (1).**
- **Cricket: Two practice nets and a multi-purpose 200-meter mud track/cricket field with a gallery.**
- **Swimming Pool: 1,008 sq.m with six lanes, learner and deep areas, and lifeguards.**

Sports and Games Facilities (Indoor):

- **Table Tennis (6 units), Badminton Court (1), Chess (10 tables), Carom (10 tables), Snooker Table (1).**

Gymnasium:

- **Three gyms: Gym I (760 sq.m), Gym II (1,441 sq.m), and Girls' Gym (89 sq.m), all equipped with modern fitness equipment like treadmills and elliptical machines.**

Yoga and Wellness:

- **A 1,001.04 sq.ft Centre for Yoga with a certified trainer offers Value-Added Courses in collaboration with the "Vethathiri Maharishi Institute for Spiritual and Intuitional Education (VISION)." Yoga training is mandatory during student induction.**

Cultural Activities:

- **Rehearsal Room: 1,000 sq.ft, air-conditioned, with musical instruments and a band team.**

- **Shri Janakiraman Auditorium: Fully air-conditioned, 3,788.9 sq.ft, seating 400, with advanced audio-video systems.**

These facilities enhance physical fitness, cultural enrichment, and overall well-being.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

AMET University provides a conducive environment for teaching, learning, research, and co-curricular and extracurricular activities, complemented by robust general campus facilities.

- **Infrastructure: A Wi-Fi-enabled and barrier-free campus with clear signage boards, lift access in all blocks, and seating arrangements. Security is ensured 24x7 with CCTV surveillance and trained security officers. Power backup is supported by two generators (600 KVA and 500 KVA).**
- **Hostel Facilities: Separate hostels for boys and girls, accommodating over 2,900 students, offer TV halls, laundry facilities, salons, washing machines, RO purified water, and recreational amenities, including indoor games and sports access.**
- **Wellness and Lifestyle: Common Rooms for boys and girls, a daycare centre, a yoga centre, two cafeterias, a stationary shop, an ATM, and a cultural club enrich campus life.**
- **Healthcare: A Health Care Centre with dispensary, sick-bay, two duty doctors and nurses, and an ambulance. An MoU with Gleneagles Global Hospital ensures access to advanced medical services.**
- **Academic and Cultural Facilities: Shri Janakiraman Auditorium, two conference halls, department seminar halls with ICT facilities, and a parade ground functioning as an open theatre support academic and cultural events.**

These comprehensive facilities ensure a vibrant campus ambience catering to diverse stakeholder needs.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4524.60

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Yes. The Library is automated using Integrated Library Management System (ILMS) and has digitization facilities. The Dr. V.B.S. Rajan Library is fully automated with the Integrated Library Management System (AUTOLIB ILMS, 2008; Java V.60) and features Web-OPAC (2015), RFID (2019), Barcode, and INFED Remote Access. Spread across 2,342 sq.m over two floors, the Wi-Fi-enabled library has a seating capacity of 700 and air-conditioned reading halls with lift access.

Library Automation Facilities:

- Automation systems include AUTOLIB ILMS, Web-OPAC, RFID, Barcode, and INFED remote access.
- E-Gate, automated fire alarms, smoke detectors, and CCTV ensure security and accessibility.
- Remote access through INFED and Web OPAC enhances digital connectivity.

Digitization Facilities:

- Reprographic machines (2), scanners (3), and printers (3).
- 50 computers, including 40 in the Digital Knowledge Centre, and 5 barcode scanners.
- RFID antenna, gate, and workstation (1); Plasma TV (1); LCD projector (1).
- An audio-visual room with advanced facilities for multimedia

```
        learning.

Digitization Initiatives:

    •   PhD theses digitized and uploaded on Shodhganga.
    •   Dissertations, project reports, question banks, model
        question papers, and study materials digitized and
        accessible through DSpace.

These facilities and initiatives ensure seamless access to
resources, supporting teaching, research, and academic excellence.
```

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

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

`108.44`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

`959`

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

128

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

AMET University has a comprehensive IT policy that ensures appropriate budgetary provisions and the continuous upgrading of IT facilities. The IT policy encompasses key aspects such as ICT governance, hardware and software resources, access protocols, policy adherence, and e-waste management.

Salient Features of IT Policy:

- Governance and monitoring of computing and networking resources.
- Standardized procedures for procuring software and hardware via a Technical and Purchase Committee.
- Accessibility control and strict adherence to IT policies during the purchase and usage process.

Networking Infrastructure:

- 1,700 LAN nodes with 100% campus-wide Wi-Fi coverage, including hostels, supported by 285 access points.
- Biometric systems (17) with face recognition capabilities.
- High-speed internet connectivity of 1,100 Mbps through BSNL (1,000 Mbps) and TIC (100 Mbps) via the National Knowledge Network.

Software Resources:

- Design Software: Tribon, Mike21, STAAD Pro, Siemens STAR CCM+.
- Development Software: C, C++.
- Analytical Software: SPSS, Urkund plagiarism detection.
- ERP Systems: SMART

Implementation Through Committees/Centres:

- **Centre for ICT Enabled Education, Centre for E-Governance, and the Educational Materials Resource Development Centre (Media Centre).**

AMET's robust IT infrastructure supports academic, administrative, and research excellence.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
2809	**1631**

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	- **?1 GBPS**

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	**A. All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

3993.86

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

AMET University has robust systems and procedures for maintaining and utilizing physical, academic, and support facilities, ensuring efficient operations and high-quality standards.

Maintenance and Coordination:

The University has a dedicated Maintenance Department, managed by an Assistant Registrar, with functional units for housekeeping, electrical, plumbing, carpentry, civil works, and gardening. Maintenance tasks are coordinated with the Purchase, Registrar, and Accounts and Finance departments, ensuring timely repairs and procurements through approved vendors. Certified approvals are obtained from concerned departments before vendor payments are processed.

Quality Management and Audits:

AMET operates under an ISO 9001:2015-certified Quality Management System (QMS), with detailed quality procedures for all functional areas. The Internal Quality Assurance Cell (IQAC) develops and monitors additional forms and procedures as needed. Two internal audits and inventory audits are conducted annually to ensure process effectiveness.

Planning and Monitoring: The Strategic Planning and Monitoring Committee periodically evaluates the development, maintenance, and utilization of facilities. Recommendations are reviewed by the Finance Committee and Executive Council for necessary approvals.

These structured processes ensure optimal utilization, sustained quality, and continual improvement in managing facilities across the University.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

1854

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

2686

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases	• All of the above

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

File Description	Documents
Upload relevant supporting document	[View File](#)

5.2 - Student Progression

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

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

16

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.2.2 - Total number of placement of outgoing students during the year

641

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

29

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

94

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

AMET University has an active Student Council, comprising representatives from all programs and years of study, ensuring gender inclusivity through adequate representation of girl students. The council elects office bearers annually and conducts regular meetings, including a General Body Meeting each semester.

The Student Council actively organizes cultural, sports, and other events to foster creativity and team spirit. It administers fairs, exhibitions, and student-led shows, providing opportunities for students to showcase their talents. The council also plays a vital role in maintaining discipline and a safe campus environment by supporting the university's Anti-Ragging Campaign.

AMET nurtures a student-friendly atmosphere through collaboration between the Student Council, Mess Committee, and other student-related bodies.

Committees with Student Representation:

1. Class Committees:Representing diverse learner categories to ensure Outcome-Based Education.
2. Students contribute to enhancing institutional quality.
3. Placement Committee:Student involvement ensures alignment with career aspirations.

4. **Advisory Committees:**Students participate in the Hostel Management Committee, Student Welfare Committee, and Grievance Redressal Cell to address student needs effectively.

The Student Council and these committees collectively contribute to institutional development and student welfare, creating a participatory and inclusive environment.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

85

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The Alumni Association/Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services during the year.

The AMET Alumni Association (AAA), registered in 2011 (Ref No: 135/2015), has a strong network of 8,662 membersas of 2023-24, with active chapters in Dubai, Singapore, and India. The association significantly contributes to institutional growth through financial support, mentorship, and active involvement in academic and career-related activities.

Financial Contributions: AAA supports the Entrepreneurship Development Cell (EDC)and the Earn While You Learn Program, benefiting students from low-income families with monthly stipends for tasks like library maintenance and event documentation. In 2023-24, AAA contributed ?20,42,000

Engagement Initiatives:

1. Alumni provide mentorship for research, internships, and placements, connecting students with global opportunities in leading shipping companies.
2. , the association's newsletter, facilitate networking and engagement.
3. Alumni regularly conduct guest lectures, workshops, and skill development sessions, aligning students with industry standards.
4. Feedback from alumni is incorporated into curriculum enhancements and strategic planning.

Other Contributions: Alumni also participate in community outreach and contribute to institutional development projects, including funding state-of-the-art facilities.

Through its robust network and contributions, AAA plays a pivotal role in the academic and professional success of AMET University.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The University has a clearly stated vision and mission which are effectively reflected in the academic and administrative governance. AMET was established as a maritime sector-specific University, and now evolved as a Multidisciplinary University with the implementation of NEP 2020. The University's Vision, Mission, and Quality Objectives form the foundation for its academic, research, and outreach activities, guided by appropriate benchmarking.

The academic governance structure includes the Executive Council (Previously Board of Management), Vice-Chancellor, Deans of Faculty, and Heads of Departments, who collectively strive to achieve the University's Vision and Mission. Administrative governance is managed by the Executive Council, Vice-Chancellor, Registrar, Additional Registrar, Finance Controller, Controller of Examinations, Deans and Directors, who oversee strategic planning, research, human resource development, financial policies, rules and regulations, and student welfare activities. These policy frameworks are well-documented, publicly available, and ensure transparency in governance.

Statutory bodies such as Executive Council, Academic Council, and Finance Committee align their functions with the University's Vision and Mission, ensuring their translation into actionable outcomes. Academic committees, including the Board of Studies, Department Advisory Committee, Programme Advisory Committee, and Class Committee, play a vital role in implementing and monitoring the University's Vision and Mission effectively.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Response: Affirmative

AMET demonstrates effective leadership through decentralization and participative management across all institutional practices.

Decentralization: Leadership roles and responsibilities are distributed among the Executive Council (formerly Board of Management), Vice-Chancellor, Finance Committee, Deans, Directors, Heads of Departments, and Coordinators. This hierarchy, represented in the University's organogram, ensures seamless governance. Policies specific to functional areas, supported by structured procedures, promote effective leadership and sustainable improvement. Committees such as the IQAC and Research Advisory Committee further reinforce decentralization by overseeing quality and innovation initiatives.

Participative Management Practices: AMET promotes participative management by involving stakeholders—faculty, staff, students,

alumni, parents, and industry experts—in decision-making processes. Regular meetings at Departmental and Institutional levels facilitate discussions on academic, administrative, and infrastructure matters. Feedback mechanisms and platforms like the Student Council and Academic Council ensure stakeholder voices shape institutional policies.

Additionally, AMET ensures transparency through digital tools such as grievance redressal portals and ERP systems, enabling inclusivity and accessibility. This integrated approach strengthens governance, empowering stakeholders to contribute meaningfully to the institution's Vision and Mission.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

AMET is steadfastly advancing its identity as a world-class leader in maritime education by integrating knowledge-driven innovation across training, research, and development. The University provides students with a unique learning experience, aiming for a transformational impact on global society. Through its institutional strategic plan, AMET continues to deliver quality maritime and professional education while aspiring to rank among the world's top maritime universities.

AMET has established a Strategic Planning Steering Committee and an Institutional Strategic Planning and Monitoring Committee to oversee the effective implementation of Vision 2025. These committees ensure systematic planning, execution, and monitoring of key strategic goals.

Outcome: The Vision 2025 priorities focus on achieving excellence in all facets of higher education. Significant achievements include attaining an 'A' grade in NAAC accreditation and securing NBA accreditation for two undergraduate and one postgraduate programme. Additionally, AMET has initiated new programmes in emerging areas such as Artificial Intelligence, Machine Learning, Data Science, and Cyber Security, with the necessary regulatory approvals.

By promoting research, consultancy, and collaboration, AMET has strengthened industry and alumni engagement. These efforts have enhanced institutional visibility and rankings in frameworks such as NAAC, NBA, CIP by DGS, IAMU's PIMET, and NIRF, further reinforcing its global standing.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

AMET's institutional bodies function effectively and efficiently, adhering to the requirements of statutory and regulatory bodies such as the Ministry of Education (MoE), AICTE, UGC, and DGS.

The University emphasizes participatory governance to implement and sustain its systems.

Key institutional bodies include:

- Strategic Planning Steering Committee: Oversee the implementation of the Strategic Plan.
- Internal Quality Assurance Cell (IQAC): Ensures quality initiatives across academics and administration.
- Finance Committee: Manages financial policies, budgets, and accounts.

Additionally, the Institutional Strategic Planning and Monitoring Committee monitors the implementation of developmental programmes, while the Executive Council formulates, implements, and institutionalizes policies across all domains.

Governance and administrative policies are guided by the University's Memorandum of Association, which defines roles and responsibilities for leadership, academic, and administrative bodies. Comprehensive Service Rules outline the duties of faculty, staff, and students. These documents, along with procedures, are made publicly accessible on the University's website, ensuring

transparency and accountability.

This structured and inclusive governance framework enables AMET to function efficiently, achieving its goals in alignment with its Vision and Mission.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The University has well-defined policies for the appointment and promotion of teaching and non-teaching staff in accordance with the respective guidelines of the UGC.

For teaching faculty:

- Appraisals are assessed through student feedback and key performance indicators based on the Performance-Based Appraisal System (PBAS) of the UGC.
- The Career Advancement Scheme (CAS) is used to select eligible faculty for promotion to the next level, as per the UGC PBAS linked with the Academic Performance Indicator (API).

For non-teaching staff:

- Self-appraisal forms are obtained from eligible staff.
- Personal and confidential remarks from the heads of the sections are collected.
- A selection committee, comprising internal members, reviews the submissions and recommends eligible non-teaching staff for promotion and salary increments.

Faculty welfare measures like::

- Free transportation
- Food at subsidized rates
- Free refreshments & uniforms for support staff
- Incentives for faculty empowerment strategies
- Incentives for article publication
- Conference registration fees
- Staff family tours
- Medical camp
- Provident Fund
- Health Centre
- Vehicle loans
- Overtime allowance
- Pongal & Ayudha Pooja gifts
- Health insurance
- Festival advances
- Education loans for staff pursuing higher studies
- Personal loans
- Maternity leave and paternity leave
- Leave facilities
- Reimbursement of membership fees for professional bodies
- Fee concessions for staff children

Support for wards of deceased employees

File Description	Documents
Upload relevant supporting document	[View File](#)

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

227

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

74

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

227

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

AMET mobilizes funds through the following sources:

- Tuition fees from students
- Funds and grants from government and non-government agencies for research projects
- Corporate training programs, including OPRC, GMDSS, and Post-Sea Modular Courses
- Funds and grants from industries for sponsored projects
- Consultancy income from industries and other organizations
- Donations from Corporate Houses, Philanthropists, Organizations etc

AMET has adequate funds, ensuring financial viability. Annual

budget requirements are obtained from each department, based on which an overall budget is prepared. Department-wise allocations are made, and approvals are obtained from the Finance Committee and the Board of Management.

Funds are allocated, expenses are made as per norms, and purchases are conducted transparently through the Technical Committee and Purchase Committee. The accounts of the University are maintained in the name of AMET. The Statement of Accounts of AMET is prepared, audited, and published annually. Both internal and external financial audits are conducted. The Statement of Accounts of AMET is submitted to the University Grants Commission, and audited account statements are displayed on the website of the institution. Actions for procurement are initiated by the respective departments through the Purchase Department, and funds are released on a case-by-case basis by the Finance and Accounts section, against the sanctioned budget of the University, after obtaining approval from the Management.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

19.76

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

19.52

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.4 - Institution conducts internal and external financial audits regularly

AMET follows transparency in financial aspects. The Finance
Committee is the decision-making body, and the Finance Controller
implements the financial decisions. Multistage verification and
transparency are followed. The Finance Controller conducts Finance
Committee meetings, as well as internal and external financial
audits. AMET conducts two internal audits (in May and October each
year) and one external financial audit by chartered accountants
for each financial year, as per requirements. Internal auditors
validate and verify supporting documents, including deposit
receipts, loans and liabilities, and asset reviews.

Purchase, payment of statutory dues and budget and actual
comparison to prepare statements and communicate major
observations and recommendations to the management.

The Finance Controller will prepare draft report to management and
place reports and statements in the Finance Committee. Budget and
Actuals, Revenue and Expenditure, Statutory Compliances in
accordance with Standards, Loans and Liabilities as per given
statements, Assets purchased during the Audit periods and Review
of periodical reports are the key areas of External Audit to
verify the documents. External audit team visits AMET to verify
the transactions with the supporting documents. Statements of
accounts that are submitted to the Statutory Bodies and displayed
publicly in the website to maintain the transparency.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) at AMET plays a pivotal
role in institutionalizing quality assurance strategies by
constantly reviewing the teaching-learning process, structures,
and methodologies of operations. The IQAC works in close alignment
with the NAAC Core Working Group, Academic Council, and various
Cells/Centres to implement quality enhancement measures.

Review Mechanisms and Practices:

- The IQAC conducts regular academic audits involving subject experts from premier institutions, with findings shared to formulate action plans. The audit cycle fosters consistent improvement in teaching methodologies and curriculum alignment with industry needs.
- Faculty Development Programs (FDPs) and workshops focus on enhancing pedagogical skills, ICT usage, and interactive learning. Initiatives like Outcome-Based Education (OBE) assessments and curriculum revisions to integrate Artificial Intelligence and IoT ensure cutting-edge teaching methods.
- Periodic reviews of course delivery, learning outcomes, and student feedback form the cornerstone of IQAC's operations.

2023-24 Highlights:

- Conducted workshops on Cybersecurity, Technology Tools for Administrative Tasks, and Equipment Safety to enhance operational efficiency.
- Promoted initiatives like Student Forums for feedback and Entrepreneurship Bootcamps, enabling student-centric learning.
- Introduced e-content campaigns and video lecture series, further enhancing learning resources.

Through these systematic practices, IQAC has significantly contributed to sustaining academic quality and aligning operations with AMET's Vision 2025.

File Description	Documents
Upload relevant supporting document	[View File]()

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification,	A. Any 5 or all of the above

NBA)

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting documnent	[View File]()

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

During 2023-24, AMET achieved significant incremental improvements and implemented post-accreditation quality initiatives that align with its strategic goals and Vision 2025.

Implementation of National Education Policy 2020: All features of NEP2020 are implemented including Multiple Entry Multiple Exit, Courses in Regional Languages, focus on traditional knowledge, research orientation, governance restructuring etc.

Research and Innovation Quality:

- Upgraded research infrastructure includes 15 specialized labs and research centres, 76 advanced laboratories, and 124+ major equipment.
- Digital resources expanded with LMS/ERP and Digital Library
- PhD Fellowships: Rs.20,000/month; Rs.30,000/month for post-doctoral scholars.
- Sponsored Research: Rs.77.97 Lakhs from government projects andRs.84.97 lakhsfrom non-government sources.
- Patents: 27 No's.

Teaching-Learning Quality:

- Faculty-Student Ratio: 1:12; Mentor-Mentee Ratio: 1:20.
- 100% ICT-enabled classrooms with interactive pedagogy.

Operational Quality:

- Automated office procedures using an ERP system.

Quality Rankings and Accreditations:

- AMET ranked among the top 2 universities in the Research Category and the top 5 Maritime Universities in PIMET rankings.

Industry Engagement:

- **Strengthened collaborations through funded projects, internships, and active participation of industry representatives in governance bodies. Contemporary Courses like Artificial Intelligence-Machine Learning, Robotics, Data Science and Food Processing Technology are totally integrated with Industry Connection with leading industries.**

These initiatives underscore AMET's commitment to fostering innovation, research, and academic excellence while addressing national priorities under NEP 2020.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

- **AMET undertake notable measures for the promotion of Gender Equitized**
- **As per UGC Guidelines, AMET has formed Gender Champions.**
- **Gender Sensitization Cell creates awareness among Stakeholders through programmes and activities.**
- **"Gender Sensitization" (239MD1A38TC) course is mandatory for UG students**
- **The Human Resource Development Centre has conducted a Gender Sensitization Workshop co-designed by AP Moller Maersk and AMET HRDC**
- **As a novel initiative to promote gender equality, on March 8, 2024, in celebration of International Women's Day, women staff were honored with the Velu Nachiar Awards, and certificates of appreciation were presented to girl cadets for their achievements in various fields.**
- **Gender Sensitization Advisory Committee has the representation of HoDs, Faculty and Students, provides a necessary action plan for the Gender Sensitization Cell and reviews its annual activity.**

OUTPUT

- **Gender Sensitization Cell has conducted events one during**

academic year 2023-24 to promote gender equality & Women's student participated or gets benefited.
- AMET ensures safety, security and Gender Equity by giving equal importance to women in all key positions.
- Celebration of International Women's Day and Programmes regarding women's safety, health and hygiene are organized
- Single Girl Child Scholarship and Scholarships for Girl students to study Maritime programmes are available.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://ametuniv.ac.in/iqac-aqar-2023.html
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://ametuniv.ac.in/iqac-aqar-2023.html

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy　　　Biogas plant Wheeling to the Grid　Sensor-based energy conservation Use of LED bulbs/power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

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

Solid waste management

- Biogas plant with 50Kg digester unit
- Three Units of Bio Composter Pits in collaboration with AADIA for Composting
- AMET has agreement with ITC India for recycling of waste papers

Liquid Waste Management

- AMET has Fluidized Bed Bioreactor (FBBR) type Sewage Treatment Plant (STP)
- STP is operated and maintained by consultant (AIMS O&M Services) with three technicians on shift

Biomedical Waste Management

1. No biomedical implants or human or animal body parts are handled for any training or research purposes.
2. However, other related waste materials, such as masks, gloves, and napkins, are safely disposed of using biomedical incinerators.

E-waste Management

The E-waste of the University are collected and checked for its life span, service due; after reviewing product usability, they are stored in E-waste storage place and are sent for recycling with authorized vendors for recycling purposes.

Waste recycling system

1. Biogas unit converts cooked food into biogas; remaining are disposed by authorized vendors.

2. Waste Water treated in STP

Hazardous chemicals and radioactive waste management

1. AMET is not handling any radioactive materials for teaching or research purposes

2. Few departments use optimal amounts of corrosive and toxic chemicals which are discarded as per standards.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting	A. Any 4 or all of the above

Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for	**A. Any 4 or all of the above**

easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	

File Description	Documents
Upload relevant supporting document	[View File]()

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

- **Maritime domain and Shipping industry is globalized industry, which engages multicultural work environment.**
- **AMET has a very diverse range of students and staff from all over the country**
- **Equal Opportunity Cell and SC/ST Cell to provide guidance and orientation to students of various sectors**
- **AICTE approved Skill and Personality Development Programme Centre (SPDC) is providing skill development training to SC/ST students**
- **AMET on its own and in association with social service organizations like NAESEY, established scholarships worth Rs. 5,00,000/- for a year for the students from various socioeconomic backgrounds**
- **AMET promotes well-being of fishermen community through various extension, social service and philanthropic activities.**
- **AMET identifies economically weaker students under Earn While You Learn Scheme where they work and earn after class hours at Library, Herbal Garden, and Paper Recycle Unit etc.**
- **AMET is organizing various events and festivals for ensuring an inclusive environment to promote Tolerance and Harmony towards Cultural, Regional, Linguistic, Communal, Socioeconomic and such other diversities.**
- **AMET provides platform for students to exhibit cultural, regional and social welfare events to bring out social responsibility and unity.**

File Description	Documents
Upload relevant supporting document	[View File]()

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

- **Apart from regular teaching learning process, AMET pays emphasis on imparting basic rights, values, duties and responsibilities. It enriches the patriotism and makes them aware of their basic duties and rights as proud citizens of India.**
- **AMET Band consisting of a troop of Cadets who are good at playing musical instruments for Parade, Muster, honour our National Flag on every Sunrise and sunset. This is part of their residential training including Guard of Honour for guests.**
- **Course on Essence of Indian Traditional Knowledge, Indian Constitution, professional Ethics and Human Values and Environmental Science are compulsory for UG students**
- **Keeping all this in mind, AMET organizes awareness programmes for students and staff throughout the year to understand their constitutional obligations.**
- **Events like Right to vote campaign, Swatch Bharath Campaign and Green India Initiatives are conducted to impart moral duties and to make them feel that they are saviors of the Nation.**

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

File Description	Documents
Upload relevant supporting document	[View File]()

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

and festivals

AMET actively observes various National and International commemorative days to promote the values of humanity. These events are organized both on and off-campus, with participation from AMET students, local school students, and the community, based on the program's nature. Courses like Indian Traditional Knowledge Systems, Indian Constitution, Professional Ethics and Human Values, and Environmental Science are mandatory for UG students. AMET has named its Academic and Administrative Blocks in the Names of National Leaders and named hostels with the names of rivers flowing throughout India such as Kaveri, Ganga, Yamuna, Saraswathi, Narmada.

National Level Commemorative days observed in the University

- World Ozone Day 2023
- National Education Day
- International Coffee Day
- World Food Day
- 3rd Anniversary of National Education Policy 2020
- World Wetlands Day (Poster Exhibition in Commemoration)
- World Environment Day
- National Commemorative Day Celebration (Birth Anniversary of VOC)
- National Mathematics Day
- National Startup Day
- Women's Day
- National Science Day (on Indigenous Technologies for Viksit Bharat)

Celebration of Birthdays of National Leaders like

- National Commemorative Day Celebration: Birth Anniversary of VOC
- Teacher's Day

Celebration of Cultural Festivals such as

- Pongal,
- Onam etc.,

Celebration of Internationally Important Days such as

- International Costal cleanup day
- World water day

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Name of the Practice: Progressing Towards Holistic Development through NEP Implementation

Objective: To achieve holistic development by incorporating NEP 2020 principles, focusing on multidisciplinary education, skill development, research innovation, and effective governance to prepare students and faculty for global challenges.

The Context: Recognizing NEP 2020's transformative potential, AMET formed an NEP Implementation Committee to align academic and administrative practices with policy objectives. Efforts focused on multidisciplinary learning, inclusivity, and addressing socio-economic challenges in the maritime and allied sectors.

The Practice:

1. Conducted sessions, workshops, and orientations to promote NEP features.
2. Organized national-level events on NEP implementation and its impact on quality.
3. Established a Research and Development Cell (RDC) and introduced Professors of Practice to integrate industry expertise.
4. Expanded skill-based learning and initiated vocational training for the fishing community under DDU-GKY.
5. Enhanced governance through the Academic and Administrative Development Center (AADC), supported by AIU, to groom faculty leadership.

Evidence of Success:

1. Re-alignment of programmes with NEP 2020.
2. Established RDC and Professors of Practice roles.
3. Skill Based Education and Industry Integration for Employability
4. Increased faculty leadership through AADC.

Challenges: Resistance to changing traditional systems, resource constraints for vocational training and AADC, and coordinating industry integration into academics.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

AMET, established in 1993 as India's first Maritime Deemed-to-be University, stands out as a distinct institution in India by prioritizing skill-oriented education and assured employability through strong industry connections. The institution's unique focus aligns with its mission to integrate academia and industry, ensuring students are equipped with future-ready skills.

AMET has aligned its academic offerings with the principles of Industry 4.0 and Industry 5.0, embedding emerging technologies such as Artificial Intelligence (AI), Machine Learning (ML), Data Science, and Robotics into its programs to prepare graduates for evolving global demands. Personalized learning initiatives emphasize reskilling and upskilling in specialized areas, ensuring lifelong employability and adaptability in rapidly changing industries.

Every program is supported by industry collaborations with global and national leaders such as A.P. Moller Maersk, V Ships, PIL, Fleet Management, IBM, Red Hat, Microsoft Learning Partner, C-DAC, CII Institute of Logistics, Milky Mist, Hatsun Agro Products, Shankar IAS Academy, JK Shah and others. These partnerships ensure industry-aligned curricula, hands-on training, internships, and assured placements.

Through its Maersk Centre of Excellence, state-of-the-art simulators, and multidisciplinary programs, AMET delivers skill-enriched education that bridges academic excellence with industry relevance, securing its place as a leading Global Maritime Knowledge Hub.

7.3.2 - Plan of action for the next academic year

1. Establishment of Research Centers:
   - Launch research Centers in Marine Geospatial Technology Artificial Intelligence, Renewable Energy, and Marine Biotechnology to address emerging research areas, advance knowledge, and create societal impact while addressing SDGs
2. Promotion of Research Activities:

- Increase government-funded projects, high-impact publications, patents, and conference participation.
- Strengthen the Research and Development Cell (RDC) to align with NEP 2020.

3. Enhancing Digital Resources:
   - Expand access to platforms like Scopus, IEEE, and J-GATE.
   - Augment LMS and ERP with AI Tools to advance teaching-learning methods.

4. Supporting Start-ups:
   - Boost AMET's entrepreneurship ecosystem with incubation programs, hackathons, and industry collaborations.

5. Developing E-content:
   - Create a repository of video lectures, virtual labs, and tutorials to enrich the curriculum, besides contributing e-contents to MOOC platforms

6. Quality Enhancement Initiatives:
   - Periodical workshops on OBE, Trends in Technology, digital pedagogy, and accreditation standards.
   - Focus on NAAC, NBA, NIRF, and international accreditations.

7. Expanding Online Education:
   - University submitted application for ODL-OL Course approval; shall be implemented effectively with UGC DEB approval.
   - Develop globally aligned online and distance education programs.

These plans reflect AMET's commitment to holistic development, excellence, and innovation in higher education, aligned with Vision 2025.