



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
	COLLEGE OF ENGINEERING AND TECHNOLOGY AKOLA
• Name of the Head of the institution	DR. S. K. DESHMUKH
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	07242259024
• Mobile No:	9011023931
• Registered e-mail	principalcoeta@gmail.com
• Alternate e-mail	principalcoeta.info@gmail.com
• Address	AT POST BABHULGAON(Jh.) N. H. No. 06 , AKOLA
• City/Town	AKOLA
• State/UT	MAHARASHTRA
• Pin Code	444104
2.Institutional status	
• Affiliated / Constitution Colleges	
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	SANT GADGE BABA AMRAVATI UNIVERSITY AMRAVATI				
• Name of the IQAC Coordinator	DR S K PATIL				
• Phone No.	9822641908				
• Alternate phone No.	8805595228				
• Mobile	8805595228				
• IQAC e-mail address	profskpatil@gmail. com				
• Alternate e-mail address	profskpatil@gmail. com				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://coeta.ac.in/wp-content/uploads/2022/07/COETA-AQAR-20-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://coeta.ac.in/wp-content/uploads/2022/07/COETA-AC-21-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.27	2017	27/11/2017	26/11/2022
6.Date of Establishment of IQAC			02/12/2016		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Chemical Engineering/ Dr.P.V.Thorat	SPDP	AICTE	year of Award-2018 Duration- 3 years	1491000
Civil Engineering/Dr. S.K.Deshmukh	MPCB	MPCB	SINCE 2009 AND extended since 2009 annually	681000
Civil Engineering/Dr. S.K.Deshmukh	MODROB	AICTE	2018 and duration 2 years	1815961
Chemical Engineering/ Dr.G.S.Zamre	UBA	HRD	AUGUST-2020 ONE YEAR	175000

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none">• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none">• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	No	
<ul style="list-style-type: none">• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none">• If yes, mention the amount		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		

SENSITIZATION OF THE INNOVATION ECOSYSTEM**CONTRIBUTION OF FACULTIES ON VARIOUS BODIES AND COMMITTEES****UPDATION OF STATE OF ART INFRASTRUCTURE****ENHANCEMENT OF ICT BASED FACILITIES****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
ENCOURAGE THE FACULTY FOR PHD	THE PERCENTAGE OF THE PHD STAFF WAS INCREASED UPTO 31 PERCENTAGE
ENCOURAGE TO BECOME PHD SUPERVISOR	NINE TEACHERS HAVE REGISTERED AS PHD SUPERVISOR AND EIGHT TEACHERS REGISTERED AS POSTGRADUATE TEACHERS
SUBMISSION OF RESEARCH PROPOSALS TO FUNDING AGENCIES	WE HAVE A RESEARCH FUNDING INCREASED UPTO 73 LACKS FROM AICTE, MPCB, UNB Etc.
Efforts should be taken to improve the Consultancy by all the department	THE CONSULTANCY DURING THIS PERIOD IS APPROXIMATE 1.5 CR

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

- Name of the statutory body

Name	Date of meeting(s)
IQAC COMMITTEE	25/07/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	21/02/2022

15. Multidisciplinary / interdisciplinary

The National Education Policy (NEP) 2020 in India emphasizes the need for multidisciplinary and interdisciplinary approaches in

education. It aims to promote holistic development and the integration of different disciplines to foster creativity, critical thinking, and problem-solving skills among students. To ensure preparedness for NEP guidelines, the following steps can be initiated:

Curriculum Reforms: Review and revise the existing curriculum to include multidisciplinary and interdisciplinary components. Design new courses or modify existing ones to encourage cross-disciplinary learning. Our Institute has Architecture, Civil Engineering, Chemical Engineering, Mechanical Engineering, and Computer Science & Engineering in UG and PG degree programs. Our courses have adopted the concept of Elective courses in Credit based system (CGS) since the academic year 2017-18. Where the students make it compulsory to adopt one interdisciplinary course from other degree programs of their choice which help and benefits students to learn the interdisciplinary concept of their choice. A special provision for this elective subject is made in the university scheme and syllabus recognized by Amravati University Amravati.

Teacher Training: Conduct extensive training programs for teachers to equip them with the knowledge and skills required to teach interdisciplinary subjects effectively.

Collaboration and Resource Sharing: Foster collaboration between different departments or faculties within educational institutions to facilitate the exchange of knowledge and resources. Encourage teachers from different disciplines to work together on curriculum development, lesson planning, and implementation of interdisciplinary projects.

16.Academic bank of credits (ABC):

To ensure institutional preparedness for implementing the Academic Bank of Credits (ABC) system under the National Education Policy (NEP) in India, the following steps can be taken:

Curriculum Restructuring: Evaluate and restructure the existing curriculum to align it with the credit-based system. Identify courses that can be modularized and creditized, allowing students to accumulate credits based on their learning outcomes.

Credit Allocation and Conversion: Develop a framework for allocating credits to courses based on their complexity, learning outcomes, and student workload. Define the conversion ratio for transferring credits earned in one program to another, ensuring transparency and consistency in credit transfer processes.

Credit Transfer and Accumulation Mechanisms: Establish mechanisms and guidelines for credit transfer and accumulation within and across programs. Determine the rules and procedures for students to transfer their earned credits when moving between institutions or programs.

Credit Bank Infrastructure: Set up the necessary infrastructure to manage the Academic Bank of Credits. Implement a robust and secure digital platform or system to

facilitate credit management, tracking, and documentation for students and institutions. **Student Counseling and Support:** Provide comprehensive counseling and support services to guide students in understanding the ABC system, credit requirements, and credit transfer processes. Offer guidance in selecting appropriate courses and planning their academic progression.

17.Skill development:

To ensure institutional preparedness for skill development under the National Education Policy (NEP) in India, the following steps can be taken: **Curriculum Alignment:** Review and align the institution's curriculum with the skill development objectives outlined in the NEP. Identify the skills that need to be developed and integrate them into the existing courses or design new courses focused on skill acquisition. **Skill Mapping:** Conduct a comprehensive skill mapping exercise to identify the current skill gaps among students and faculty members. This will help in understanding the specific areas where skill development initiatives need to be targeted. **Training and Development Programs:** Organize regular training and development programs for faculty members to enhance their understanding of skill development pedagogies, methodologies, and assessment techniques. Provide them with the necessary resources and support to effectively incorporate skill development into their teaching practices. **Collaboration with Industry:** Establish strong partnerships with industries, businesses, and relevant stakeholders to understand their skill requirements and align the institution's skill development initiatives accordingly.

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

The National Education Policy (NEP) 2020 in India emphasizes the appropriate integration of the Indian knowledge system into the education system. Here are some ways to ensure the integration of the Indian knowledge system: **Curriculum Design:** Revise and design the curriculum to incorporate elements of the Indian knowledge system. Integrate traditional knowledge, philosophies, and practices from various domains such as Ayurveda, Yoga, Indian mathematics, astronomy, literature, and arts. **Textbook Development:** Develop textbooks that include content on Indian knowledge systems, giving due importance to contributions from ancient texts, scriptures, and indigenous knowledge. Ensure that the content is accurate, culturally sensitive, and age-appropriate. **Teacher Training and Professional Development:** Provide training and professional development programs for teachers to enhance their understanding of the Indian knowledge system. Equip them with the knowledge and

pedagogical strategies to effectively teach and integrate Indian knowledge in their classrooms. Guest Lectures and Workshops: Organize guest lectures, workshops, and seminars by experts in various fields of Indian knowledge systems.

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

Outcome-based education (OBE) is an approach that emphasizes defining specific learning outcomes or competencies that students should achieve by the end of a course or program Here are some ways to focus on outcome-based education:Clearly define the desired learning outcomes for each course or program. These outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART). They should describe the knowledge, skills, and abilities students are expected to acquire. Align Assessments with Outcomes: Design assessments that align with the defined learning outcomes. Ensure that the assessment methods effectively measure students' attainment of the desired competencies. Use a variety of assessment techniques, such as exams, projects, presentations, portfolios, and performance-based assessments. Design Curriculum and Learning Activities: Develop the curriculum and learning activities in a way that supports the achievement of the defined outcomes. Map the learning activities and instructional strategies to the learning outcomes, ensuring that students have opportunities to develop the required competencies.

20.Distance education/online education:

The National Education Policy (NEP) 2020 in India recognizes the importance of distance education and online education as viable modes of learning. Here are some key points regarding distance education and online education in the NEP: Recognition and Integration: The NEP emphasizes the recognition and integration of distance education and online education as integral components of the education system. It acknowledges that these modes of education can provide flexible and accessible learning opportunities to a diverse range of learners. Open and Distance Learning (ODL): The NEP highlights the significance of Open and Distance Learning (ODL) as a viable mode of education. It promotes the expansion of ODL programs to increase access to quality education, especially for those who are unable to pursue regular classroom-based education. Digital Infrastructure: The NEP emphasizes the development of robust digital infrastructure to support online education. It envisions the availability of high-speed internet connectivity, digital devices, and appropriate technology platforms to facilitate seamless online learning experiences for students. Online and Blended Learning:

Extended Profile

1.Programme	
1.1	7
Number of courses offered by the institution across all programs during the year	
File Description	Documents
Data Template	View File
2.Student	
2.1	1240
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	184
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
2.3	327
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	85
Number of full time teachers during the year	
File Description	Documents
Data Template	View File

3.2	86
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution	
4.1	22
Total number of Classrooms and Seminar halls	
4.2	157.17
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	646
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures effective curriculum planning and delivery through a well-planned and documented process that includes an academic calendar and the conduct of continuous internal assessment. The details of these elements are as under: Academic Calendar: The institution prepares and implements an academic calendar that outlines the timeline for activities various academic activities throughout the year based on the guidelines of affiliating university (SGBAU). This includes the start and end dates of each semester or academic session, test and examination schedules, holidays, breaks, and other significant events. The academic calendar provides a structured framework for curriculum planning and ensures the smooth execution of teaching-learning activities. Curriculum Planning: The institution follows a systematic approach to curriculum planning, our faculty members are nominated by various University bodies, like the Board of Studies, Academic Council and Management Council, and other sub-committees. The faculties are contributing to curriculum planning and designing for the last 30 years considering the objectives, outcomes, and requirements of

various programs or courses. This involves the implementation of the CBCS System, the Implementation of AICTE Model curriculum schemes, the identification of core subjects, elective subjects for interdisciplinary subject choice, and other additional components such as projects, internships, or practical training. The curriculum planning process may involve the participation of faculty members, subject experts, and stakeholders to ensure the curriculum's relevance, rigor, and alignment with industry needs and academic standards as per the NEP Guidelines.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://coeta.ac.in/wp-content/uploads/1.1.1.pdf

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

Continuous Internal Assessment: The institution incorporates continuous internal assessment as part of the curriculum delivery process. This involves regular and ongoing evaluation of students' learning progress throughout the academic year. Continuous assessment methods include class tests, assignments, viva-voce, projects, presentations, class participation, and attendance assessment. The purpose of continuous internal assessment is to provide feedback to students, monitor their learning outcomes, and support their overall academic development. **Documentation:** The institution maintains documentation related to the curriculum planning and delivery process. This includes records of curriculum design, syllabi, course outlines, course objectives(CO), assessment criteria, and rubrics. The documentation serves as a reference for faculty members, students, and external stakeholders, ensuring clarity and consistency in curriculum implementation. By following a well-planned and documented process that includes an academic calendar and continuous internal assessment, the institution ensures effective curriculum planning and delivery. This approach provides a structured framework for managing academic activities, monitoring student progress, and maintaining quality in teaching and learning practices. It supports the institution's commitment to delivering a comprehensive and meaningful educational experience for its students.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://coeta.ac.in/wp-content/uploads/1.1.1.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

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

5

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**5**

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

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**340****1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year****340**

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

1.3 - Curriculum Enrichment

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

Gender Sensitivity: The institution ensures that the curriculum promotes gender sensitivity and addresses gender-related issues. This involves creating a gender-inclusive environment that challenges stereotypes, promotes equality, and fosters respect for diverse gender identities. The institution promotes gender equality within curricular and co-curricular, extracurricular activities like gender equality, and participation in various gender-related activities. Students are sensitized and encouraged to work towards gender equality from a cross-cultural perspective. Counseling services are provided through the teacher-Mentor scheme. **Environment and Sustainability:** The institution integrates environmental consciousness and sustainability principles into the curriculum. All

Under Graduate programs schemes and syllabi include a compulsory core subject on Environmental studies. Department of Chemical Engineering has organized AICTE sponsored day "National Conference on Energy, Environment & Waste Management" to exchange knowledge on this crosscutting Issue. Department of Mechanical Engineering and Chemical Engineering jointly organized STTP on "Recent Trends in Renewable Energy Resources". Department of FYMC has conducted STTP on "Green Technology" Etc. Human Values: TThe Institute conducts special programs like the organization of the faculty development program (FDP) like the Department of FYMC Organizes FDP on "Role of Ethics, Human Values, and Behavioural Sciences on Effective Working of Faculties".

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

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

5

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

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

609

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

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://coeta.ac.in/wp-content/uploads/DVV-1.4.1-2.pdf

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile**

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

376

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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

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

154

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

2.2 - Catering to Student Diversity

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

In teaching-learning process, assessing the learning levels of students is utmost important. Due to shift from online to offline mode of teaching the metrics were again changed to identify different learning levels of students. This activity divides the class into slow learners and advance learners. The division cannot be drastic but needs to be fuzzy in nature. The assessment can be monitored in classroom or via exams. The slow learners are identified on the basic of slow response time due to less concentration. For slow learners the procedures carried out are remedial classes, sharing learning video link, online tutorials and additional assignments. Advances learners can be identified on basis of prompt responses and topic related queries. The faculty allows student to select topic of his/her choice and present in the form of seminar. A group activity can be assigned to interested students and evaluated by faculty. Advance learners are motivated to participate in webinars and conferences on relevant technical topics which help them gain more knowledge apart from syllabus. Handling students with different learning levels is a critical task as the differences are not to be highlighted but knowledge gain by each student should be ensured.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
1240	85

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

Considering student diversity in terms of learning levels, various student-centric techniques are to be implemented for effective learning experiences. The offline learning experience is totally different and more effective in terms of outcomes. This was experienced by students as well as faculties in post covid scenario. The experiential learning involves actually implementing the concepts with available resources. It involves activities like field work, role play, industry visit, mock activity and survey. During online mode only some of the activities were possible but in offline mode the activities were resumed. These activities provide individual learning experience to students which help them streamline their goals. Participative learning involves group work like mini-projects, poster presentations, group discussions etc. Improvements in mini projects were suggested which helped students in deciding their final year project goal. Even in online mode the activities like GD was conducted via e-resources. Working in teams gives multi-folded benefits to students and boost their employability skills. Problem solving techniques involve case study and assignments. Students were given assignments subject-wise and these were evaluated by faculty on basis of problem identification, problem analysis, planning and implementation. All these techniques are useful in overall development of students.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

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

The academic session 2021-22 was conducted in mixed mode i.e. partially online and offline. In online mode, the use of ICT-enabled tools was mandatory. During the ODD semester, ICT tools were effectively used for theoretical and practical subjects, seminars, GD, and quizzes as supportive activities for placement. An online session was conducted in which placed students guided their juniors about the placement process and how to prepare for it. In offline mode, it was effectively enforced as per the requirement of the subject, for the teaching-learning process. Various ICT tools and resources were incorporated to share knowledge and information with students. Tools include devices, types of equipment, and software such as desktops, laptops, computers, projectors, smartphones, and licensed software. Resources included OER (open educational resources) and material shared via Google Classroom and virtual labs. The Internet was the medium for sharing tools and resources. Online facilities like Zoom, Webex, Google meet, and software provided by Shri Shivaji Education Society (SSES), Amravati were used effectively for the online teaching learning process. During offline mode also some activities were conducted using ICT tools like assignments and topic-wise tests. The ICT enabled tools provide benefits like maintaining structured data and fast evaluation process.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

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

2.3.3.1 - Number of mentors

70

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

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year**

85

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

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

29

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

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**2.4.3.1 - Total experience of full-time teachers**

85

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

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

The academic session 2021-22 experienced a mixed scenario i.e. ODD semester was online but, the EVEN semester was conducted offline. The assessment of students was based on online as well as offline metrics. The department-level internal exam in-charge handles the unit tests and other metrics are handled by the respective subject teacher. The students who fail unit tests are given assignments for improvement. Subject teachers have taken online sessions after the test to solve difficulties in questions of the test. For the continuous evaluation process tests, assignments, presentations, lab work, seminars, and regularity of students are taken into consideration. The subject teachers provided students with subject notes through Google Classroom and provided guidelines to solve descriptive papers after a long break. The online means were also used along with offline teaching because it was beneficial for maintaining records in a structured form. The process of internal assessment is carried out at the end of each semester. The subject-wise and metric-wise marks are collected department-wise and evaluated. As per this evaluation, internal assessment marks are awarded to students subject-wise. The internal assessment process is robust, and transparent and is monitored by Dean academics via meetings with HODs of all departments with regular intervals.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

The academic calendar is prepared well in advance so that students

know the tentative schedule of odd as well as even semesters at the beginning of the academic session. Internal examinations are conducted with prior notice to students via the display of the timetable by the department-level exam in charge. So the occurrence of grievances is negligible. But there can be some unavoidable circumstances, due to which a student is unable to attempt the test. In this case, a prior intimation via application is submitted by the student to the class teacher and exam in-charge mentioning the reason. If the reason is found genuine, the student is granted permission. The reasons may include illness, participation in competitions/conferences/workshop/quiz by other college. If the student was ill he/she has to submit a medical certificate. If the student has participated in the event, the participation certificate is to be produced. During online sessions i.e. ODD semester students reported loss of connectivity problems. In that case, an alternative assessment method is applied such as conducting a retest or giving assignments to students. During online mode topic-wise online tests/quizzes were conducted as per the requirement of a subject which was also considered as a metric for calculating internal assessment marks along with regular metrics.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

Program Outcomes (POs): These represent the knowledge, skills, and attributes the students should have at the end of the course completion of their respective engineering programs. We follow the Twelve POs offered by AICTE / NBA. **Course Outcomes (COs):** These give the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides. **Program Specific Outcomes (PSOs):** These are statements that define the outcomes of a program. That make students' knowledge and techniques learned in this course have direct implications for the betterment of society and its sustainability. PSOs are approved by the Department. COs, POs, and PSOs are available on the Institute's website and are communicated to the stakeholders of the program. The COs and their mapping with POs, and PSOs are in accordance with lesson plans and are communicated to the students

during the initial classes. During the discussion of the course, the outcomes of the course are focused. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	View File

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

Direct Method (80% weightage): This method involves two sub-steps
Internal assessment - Internal assessment in two parts as follows.
Attendance Marks (20%): SGBA University provided guidelines for attendance marks to be awarded to students. According to the same attendance mark also part of internal assessment marks.
Test Marks (80%): It includes Unit tests 01 & 02 each of 30 marks of descriptive type as per SGBAU pattern of the question for the particular subject. Various Assignments such as given to students on each CO portion such as MCQs, Open Book Tests, Full Portion Tests, and Numerical Based Homework Problems, etc. End semester exam results (20%): The evaluation includes End Semester Examination written and oral examinations conducted by the affiliated University, based on which grade points are allotted to the students.
Indirect Method (20% weightage): This method involves Students' feedback subject-wise about teaching-learning. The student feedback is categorized in the range of 3 scales i.e. 01 for Good 02 for Very Good and 03 for Excellent

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

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

297

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

<https://forms.gle/kptLDP6bbznZzEzh6>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

10.21

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

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

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

2

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

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

31

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

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

18

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

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

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**24**

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

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

The Institutes carry the extension action activities through departments, department student forums, and NSS every year. The institute has received awards and recognition for extension activities. The details are given as under Consultancy: In the last five years, the institute generated revenue of around 1.5 crores through consultancy in the area of material testing, Architectural services, and an online examination center facility as an extension service. The Institute generates consultancy through different material testing like civil construction materials, polymer materials, and chemicals. The institute also generates the consultancy through online Exam Center through conducting various online exams. Community Impact: The institution's extension activities have made a positive impact on the neighborhood community. As a part of social responsibility, the institute carries out various activities like water testing camps, Tree plantation, and blood donation, these activities may include community service, outreach programs, social welfare initiatives, and engagement with local organizations. The faculties from our Institute were part and parcel of the attempt for the Guinness World Record for the construction of part of the Highway road.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**16**

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

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year****91**

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year****200**

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

3.4 - Collaboration

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

177

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

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

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

51

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution ensures that it has adequate infrastructure and facilities for effective teaching and learning. The institute is having lush green campus spread over 9.6 acres of land having a total build-up area of 19510 sq. mts. with G+2 & G+3 floors with adequate parking facilities. In addition to this, the Institute has an asset of 27 acres of land at Ridhora village, Akola. The Institute has an adequate number of classrooms, laboratories, and computing equipment, as well as ICT-enabled facilities such as smart classrooms and Enterprise Resource Planning software (ERP). The institution provides well-equipped and comfortable classrooms that create a conducive environment for teaching and learning. These laboratories are equipped with the necessary equipment, tools, and instruments to conduct practical experiments and research. Here's an overview of these facilities: Classrooms: They may be equipped with green boards/blackboards, projectors, audio-visual aids, and other necessary teaching tools to support effective instruction. Our Institute has 19 ICT enable, well-furnished & ventilated classrooms plus 05 tutorial rooms. In addition to this, the institute has 03 digital smart classrooms with the provision of Multimedia learning, and WI-Fi connectivity. The college has also created an innovative 'Courtyard-Eco friendly Open Classroom'.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/4.1.1.pdf

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

The college has a dedicated sports Department with a full-time sports Director, Institute has outdoor sports facilities like Basketball, Handball, Volleyball court, Cricket ground, Kho- Kho ground and the students can play Indoor games like Table Tennis, Chess, and Badminton in Campus. Our Institute was always keen to see the fitness amongst the students for which the institute provides a well-equipped gymnasium with around 78.00 Sq.m. area, where multi Gym facilities like treadmill, and weight for strengthening exercises are performed. The separate timings are maintained for Boys & Girls. The college has allotted a separate place on the

campus where Yoga sessions are being conducted especially on International Yoga Day. These infrastructure and facilities demonstrate the institution's commitment to providing a conducive learning environment and supporting the adoption of technology in education. By ensuring the availability of well-equipped classrooms, laboratories, computing equipment, and ICT-enabled facilities. The institution aims to enhance the teaching and learning experience, promote active engagement, and facilitate the use of technology as a tool for effective education delivery

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/4.1.1.pdf

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

22

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

22

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

82.942

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

4.2 - Library as a Learning Resource

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

Our institute has an advanced central library with a total area of 845 sq.m. with a seating capacity of 150 students. Our library has a total 12464 numbers of titles and 40110 volumes, apart from this the book bonded old journals. Institute has received a grant from the Maharashtra Government's Social Welfare Department, Akola of Rs. 6, 00, 000/- under the Backward class student welfare scheme. The digital facilities and subscriptions available in the library: Integrated Library Management System (ILMS): The institution's library is automated with digital facilities using an Integrated Library Management System (ILMS) named PC Software purchased from Prizam Solutions Akola. It ensures the library functions efficiently and provides convenient access to resources for faculty and students. The library is fully digitalized with Bar Coding System using advanced ILSM Software. The ILMS automates various library functions, including cataloging, circulation, acquisition, and inventory management. It enables efficient organization and retrieval of library resources, making it easier for users to locate and borrow books, journals, and other materials. The ILMS may also provide online features such as online catalog search, self-checkout, and renewal options, enhancing the overall user experience. The library has e-book resources (EBSCO) more than 7000 engineering books

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-

A. Any 4 or more of the above

ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

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

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

9.57

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

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

200

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

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

The institution recognizes the importance of up-to-date IT facilities and provides sufficient bandwidth for internet

connection. The institution provides computing equipment such as computers, laptops, and peripherals to support technology-enabled learning. Our Institute has a total of 730 computers out of which 646 are dedicated to the students. Internet Services / Wi-Fi Facilities: The institution offers campus-wide Wi-Fi connectivity to enable seamless Internet access for students, faculty, and staff. The Wi-Fi network covers all academic buildings, libraries, and common areas. These upgrades ensure reliable connectivity, faster speeds, and enhanced coverage throughout the campus. The institution recognizes the importance of sufficient internet bandwidth to support various online activities and research endeavors. The institute has a 300 MBPS internet speed facility. Our parent society Shri Shivaji Education Society, Amravati has provided the Subscription of LMS (Big Blue Button) in the pandemic period for online lectures. The Institute has subscribed the Google Classroom, Google Meet, ZOOM, and YouTube including live streaming and WhatsApp platforms for online contact hours & for the online training of the students. The Institute also provides IT consultancy services in the form of an online examination center with a capacity of 200 students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

646

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

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

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

72.81

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

The physical, academic, and support facilities including buildings, Laboratories, Classrooms libraries, Computers, etc. are made available for the stakeholders of the college and require maintenance and repair regularly.

1. Maintenance of infrastructure

The college has separate maintenance departments for civil and electrical works that supervise the maintenance of buildings, classrooms and laboratories. The maintenance department is headed by the maintenance engineer, who efficiently organizes the workforce, maintaining duty files containing details about their individual department-wise responsibilities, timings, leave, etc. The college lawn is maintained by the gardener appointed by the institute.

2. Maintenance of laboratory equipment:

Repair and maintenance of expensive instruments is done through a contract with the related specified agency. Small equipment are repaired time-to-time and maintained periodically by local skilled persons.

3. Maintenance of ICT:

The college computers and accessories are monitored and maintained regularly by the Lab assistants under the supervision of the System administrator. The software updates, ICT tools, and internet-related problems are resolved.

5. Maintenance of sports ground:

Sport department of the college has adequate infrastructural facilities. used by students and staff. Maintenance of this ground is done by workers on a regular basis under the guidance of the sports director.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

1057

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

152

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

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

A. All of the above

File Description	Documents
Link to institutional website	Nil
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

373

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

373

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

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

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

179

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

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

14

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

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

02

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

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

17

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The student's committees are formed in the academic session for the overall development & participation in every activity are as follows:

1. College Magazine Committee: -

The teacher in-charge with student committees are formed under College Magazine Committee for enhancement the academic skill of various tasks:

i) Technical Section Committee. ii) English Section Committee. iii) Marathi Section Committee. iv) Hindi section Committee. v) Sanskrit section Committee. vi) Urdu section Committee. vii) Departmental section Committee.

2) Art & Photography Committee.

3) Start up India Committee.

4) Social Gathering Committee under it: i) Drama Committee. ii) Fashion Show

Committee. iii) Dance Committee. iv) Orchestra Committee. v) Prize Distribution Committee.

- 5) SC/ST Atrocities Committee.
- 6) National Social Services Committee.
- 7) Unnat Bharat Abhiyan Committee.
- 8) Green Campus committee
- 9) National association of students of Architecture Committee.
- 10) Library books Advisory committee.
- 11) Girls grievances committee.
- 12) Anti ragging committee.
- 13) Music Club committee.
- 14) Student Academic Association of each department are as under to participate in the co-curricular & extra co-curricular activities:
 Mechanical Engineering Student Academic Association (MESAA);
 Chemical Engineering Students Sports, Cultural & Academic Association (CESSCAA);
 Architecture Students Academic Association (ASAA);
 Civil Engineering Students Academic Association (CESAA) .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

55

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Our Institute has a registered Alumni Association. The Alumni Association is registered under the Society's registration act 1860(XII Of 1860) in 2008 and the registration number is Maharashtra/172/2008. The institution is proud of its vibrant and active Alumni Association, which plays a significant role in the development of the institution through both Academic and financial support. The Alumni Association serves as a platform for alumni to stay connected with their alma mater and actively contribute to its growth and success. The Alumni Association contributes Mentoring and Career Guidance: The Alumni Association provides mentoring and career guidance programs for current students. Alumni with industry experience and expertise volunteer their time to mentor and guide students in their career paths. They share their knowledge, provide insights into different industries, offer internships and job opportunities, and help students develop professional networks. This support enhances students' employability and facilitates their successful transition into the professional world. Guest Lectures and Workshops: Alumni are invited as guest speakers for lectures, seminars, and workshops. Financial Support: Alumni members contribute financially to the institution through various means. This may include making monetary donations, sponsoring scholarships or grants, and providing funding for infrastructure development or specific projects.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution's governance and leadership are aligned with its vision and mission, and this alignment is evident in various institutional practices. The Vision of the Institute: In full obeisance to the vision and foresight of Dr. Panjabrao alias Bhausaheb Deshmukh this college will strive tirelessly to educate and qualify the students who are future engineers and technocrats to take up the challenges of the modern era so that they are nationally and globally accepted in the application of their skills and knowledge to the benefit and development of society. Mission of the Institute: Technical education for individual, social, and national development with global acceptance, by providing the relevant infrastructure with due consideration for our culture and the environment. The institution ensures that its governance and leadership reflect its vision and mission: NEP Implementation: The institution actively embraces and implements the National Education Policy (NEP) guidelines. This includes promoting learner-centric approaches, interdisciplinary studies, holistic development, and fostering innovation and research. The institution ensures that its governance and leadership support the implementation of NEP initiatives effectively. Contributing to National Development: Activities like the Energy Literacy Drive along with Energy Conservation Measures are taken to justify our contribution to the nation building process. Decentralization: Etc.

File Description	Documents
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/6.1.1.pdf
Upload any additional information	View File

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

The institution adopts a decentralized governance structure that encourages participation and shared decision-making. Decentralization ensures that the institution's governance and leadership are inclusive, transparent, and responsive. Governing body of Institute exercises general supervision and control of the affairs of the college. It formulates strategic policy decisions in the interest of faculty and students. For proper deployment and execution purposes, a core committee named College Development Committee is formed which consists of representatives of management, institute, teachers, and nonteaching staff along with members from industry and the outside world. For smooth conduction of academics and administrative work, the college and departmental portfolio distribution is carried out and the portfolio is allotted to almost every faculty in the institute as a part of decentralization. Depending upon the area of interest, a faculty is chosen on a committee formed to look after different academic, curricular, and co-curricular activities. Institutional Perspective Plan: The institution develops short-term and long-term Institutional Perspective Plans (IPP) that outline the strategic goals, priorities, and actions required to achieve its vision and mission. The governance and leadership structures facilitate the formulation and implementation of the IPP, ensuring alignment with the institution's overall objectives and aspirations.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution effectively deploys its Institutional Perspective

Plan (IPP) and ensures that the functioning of its institutional bodies is efficient and effective. This can be observed through various aspects such as policies, administrative setup, appointment processes, service rules, and procedures. Here's an overview of how the institution demonstrates effectiveness and efficiency in these areas:

1. Administrative Setup: The institution establishes an administrative setup that supports effective governance and leadership. This includes a well-defined organizational structure with clear roles, responsibilities, and reporting lines. The administrative setup facilitates smooth coordination, communication, and implementation of institutional plans and policies. It ensures that decision-making processes are streamlined and efficient.

Institute has a comprehensive internal organizational structure and decision-making process too. Internal Quality Assurance System: well-defined processes and systems are in place to ensure adherence to quality in all aspects of the Institute's functioning. The IQAC works with different divisions to find areas of improvement and suggest new changes and improvements for quality enhancement. IQAC committee put up the decisions before the Statutory authorities of the Institute. Mechanisms are in place for periodic review of administrative, academic, and research activities. Academic Division, Administrative Division, Research and Development Division, Alumni Affairs Division.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	View File

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

The institution effectively deploys its Institutional Perspective Plan (IPP) and ensures that the functioning of its institutional bodies is efficient and effective. This can be observed through various aspects such as policies, administrative setup, appointment processes, service rules, and procedures. Here's an overview of how the institution demonstrates effectiveness and efficiency in these areas:

1. Administrative Setup: The institution establishes an administrative setup that supports effective governance and

leadership. This includes a well-defined organizational structure with clear roles, responsibilities, and reporting lines. The administrative setup facilitates smooth coordination, communication, and implementation of institutional plans and policies. It ensures that decision-making processes are streamlined and efficient. Institute has a comprehensive internal organizational structure and decision-making process too. Internal Quality Assurance System: well-defined processes and systems are in place to ensure adherence to quality in all aspects of the Institute's functioning. The IQAC works with different divisions to find areas of improvement and suggest new changes and improvements for quality enhancement. IQAC committee put up the decisions before the Statutory authorities of the Institute. Mechanisms are in place for periodic review of administrative, academic, and research activities. Academic Division, Administrative Division, Research and Development Division, Alumni Affairs Division, appointment processes, service rules procedures

File Description	Documents
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/6.2.1.pdf
Link to Organogram of the Institution webpage	https://coeta.ac.in/wp-content/uploads/6.2.1.pdf
Upload any additional information	View File

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution has effective welfare measures in place to support the well-being of its teaching and non-teaching staff. These measures may include health and medical benefits, insurance coverage, and employee assistance programs. Our Institute provides Financial help is given to needy people on Medical grounds, a Ph.D. research fee waiver scheme, and access to professional development opportunities. Group insurance scheme & Gratuity provision is made for the staff in the institute, The institution prioritizes the welfare and work-life balance of its employees, ensuring a supportive and conducive work environment. Our Institute has a Salary Earners Society that takes care of staff welfare by providing education loans, advances, loans for medical emergencies, and Diwali gifts. Institute provides festival advances. The uniform is provided for all class III & IV employees. The institution provides avenues for career development and progression for both teaching and non-teaching staff. The institution encourages staff members to upgrade their skills, pursue higher education, and engage in research and innovation. Our Institute encourages Faculties to participate in workshops/conferences. Also, encourage the organizing of STTP/Faculty development programs (FDP) to upgrade knowledge in different developing areas.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

107

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

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

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

4

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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

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

88

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The institution has a well-defined performance appraisal system in place to evaluate the performance of its employees. The system includes objective criteria and evaluation processes that assess the teaching and non-teaching staff's contributions to their respective roles and responsibilities. Performance appraisals provide valuable feedback, identify areas of improvement, and recognize exceptional performance. In our Institute, the self-appraisal form is filled out by the individual staff members and is further forwarded to Heads of the section/ Departments after getting their comments/remarks on self-appraisal, it is then forwarded to the Principal's office for evaluation. Assessing the performance is based on the performance indicators: The performance appraisal system for staff to evaluate their performance is as under The standard self-performance appraisal format is filled by individuals and submitted to the Principal through the Head of the Department with a due remark. There is a separate performance appraisal form for teaching and non-teaching faculty. While designing the self-performance appraisal form, care is taken to include the academic and extracurricular duties performed by the faculty. Due weightage is given to all the activities. Self-appraisal is evaluated by the Head of the section/department and is graded on a good to poor scale. Good work is appreciated.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

The college conducted internal and external financial audits every year on a regular basis. Financial Audit: The college has an internal financial audit mechanism for a preliminary audit of all financial matters. For financial transactions, Campus- ERP software is installed. Through this software, all the accounts i.e., salary - non-salary, grants, scholarships, and other accounts are maintained as per account rules and regulations. The cashbook and ledger books are regularly checked by the accountant. The vouchers are properly placed in the files for account verification. The parent institute appoints a registered Chartered Accountant for internal financial audit. Annual Internal Audit is conducted by auditors /CA firms appointed by the organization. The Internal Auditor is entrusted with the job of checking the payments, approvals, compliance with rules and regulations, purchase procedures, proper deduction of income tax, timely deposit of TDS, GST, etc. The Chartered Accountant verifies all the financial matters i.e., vouchers, ledgers, cash books, bank details, and all the accounts details. After minute verification of the financial entries, he prepares an audited statement i.e. receipt and payment, income and expenditure. The internal financial audit is deemed a preparatory exercise for the external financial audit.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

The Institute has effective strategies to monitor the efficient utilization of financial resources. The financial budget pertaining to the functioning of the college is prepared in due consideration of the probable expenses incurred and incomes mobilized. Each Department prepares the budget based on the requirement such as equipment, computer as well as consumables required for the next academic session. Approval for the budget is obtained in the Purchase Committee meeting. The Institute ensures that expenses are incurred for the purpose of implementing institutional plans. Quotations are evaluated, compared, and negotiated with suppliers, and orders are placed. The payments are released after the delivery of the respective goods it is done as per the terms and conditions. Our institute is self-financing on non-grant basis. So, we have income in the form of fees only. This income has to be utilized as per the government's directions. The college utilizes and maintains the accounts as per account norms. An internal financial audit is carried out in every financial year. Proper utilization of the grants, stock register, and related documents are verified by them periodically. The final Annual Audit is conducted by Chartered Accountant.

File Description	Documents
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/6.4.1.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The IQAC monitors and channelize the efforts taken by the institute for academic excellence. The institution reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through IQAC in different ways. Regular meetings of IQAC are conducted to collect feedback from all the stakeholders and analyzed for incremental improvements of the Institution. The institute signed MOUs with other institutions for quality initiatives and participated in NIRF. IQAC initiated incremental improvements for quality enhancement in the last five Years. IQAC initiated to improve the ICT facilities in the college for teaching and learning purposes during the last five years. Comparatively, the ICT facility of the college was observed to be increased. It is discussed in IQAC meetings and resolved to strengthen the ICT facility for an effective teaching-learning process. Academic auditing is a provision for internal review of the academic process. The internal quality assurance system is aligned with the requirements of external quality assurance agencies in all aspects. The institute's IQAC has devised an effective and vibrant student feedback mechanism. To ensure close monitoring and effective teaching and learning, IQAC schedules and executes mid-term and end-term feedback.

File Description	Documents
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/6.5.1.pdf
Upload any additional information	View File

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

The IQAC monitors and channelize the efforts taken by the institute for academic excellence. The institution reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through IQAC in different ways. Regular meetings of IQAC are conducted to collect feedback from all the stakeholders and analyzed for incremental improvements of the Institution. Academic auditing is a provision for internal review of the academic process. The internal quality assurance system is aligned with the requirements of external quality assurance agencies in all aspects of the institute's operation, with a focus on the quality of the teaching and learning process faculty members review the teaching and learning process. Subject allocation

is done as per the faculty's specializations and experience. This is reviewed monthly by the respective head. The institute's IQAC has devised an effective and vibrant student feedback mechanism. To ensure close monitoring and effective teaching and learning, IQAC schedules and executes mid-term and end-term feedback. The Dean (Academics) conducts a review of the teaching and learning process with input from departments. Based on the recommendations, critical observations and issues are escalated to the concerned Head of the Department for necessary corrective measures.

File Description	Documents
Paste link for additional information	https://coeta.ac.in/wp-content/uploads/6.5.1.pdf
Upload any additional information	View File

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

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://coeta.ac.in/wp-content/uploads/6.5.2.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our Institute fundamentally believes in a co-education system. our institution has made significant efforts to promote gender equality and create a gender-sensitive environment on campus. These initiatives include gender equality, extracurricular and co-curricular activities that address gender issues, and the provision of facilities specifically designed for girls students. The institution has conducted gender equality to assess the prevailing gender-related issues, identify gaps, and develop strategies for promoting gender equality. The average girl's enrolment ratio is above 50 percent and above 20 percent in the faculty and staff composition. Our institution organizes a range of gender sensitization, co-curricular activities that promote gender equality, and sensitization for students, faculty, and staff members. An Equal Opportunities Centre (Samaan Sandhi Kendra) extension counter is available for students in the Institute campus premises as per the guidelines of the Department of Social Welfare Govt of Maharashtra. Various programs aim to create awareness about gender issues, promote respect and equality, and eliminate gender-based biases. Women Empowerment programs are organized to enhance understanding of gender-related concepts and develop skills for building an inclusive and gender-sensitive campus community.

File Description	Documents
Annual gender sensitization action plan	https://coeta.ac.in/wp-content/uploads/7.1.1.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://coeta.ac.in/wp-content/uploads/7.1.1.pdf

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

A. 4 or All of the above

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

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

Our institution has a deep concern to protect the environment, health, and well-being through the implementation of effective waste management practices such as segregation, recycling, and composting. Promoting the consciousness of generating less waste among students, staff, and faculty members has also been adopted. Our housekeeping staff, gardeners, and sweepers help in the segregation of waste. It is segregated at the source and collected by the sweepers to dispose of properly in the dumping yard. our institute works on a paperless concept through the digitization of office procedures through electronic means via WhatsApp, and email which help s thus in reducing paper-based waste and ultimately reduce carbon dioxide emissions. The use of paper printed on one side is encouraged in sending fax, print drafts before final documents, meeting minutes, and notes in office practices as an environmentally preferred alternative to waste management to reduce pollution. Students are encouraged to use waste paper and newspapers in creative practices during various extracurricular activities such as Wall Magazine, Waste to Best, etc. Trees waste such as dried leaves and plant clippings is collected from all around the campus and used for composting, compost so produced is used in organic farming. The institute authorities are taking initiatives to make the campus paperless.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	https://coeta.ac.in/wp-content/uploads/7.1.2-B.pdf
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

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 with trees and plants

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly,

A. Any 4 or all of the above

barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

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

Our institution believes in the equality of all cultures and traditions as is evident from the fact that students belonging to different castes, religions, and regions are studying without any discrimination. Though the institution has a diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio-economic, and other diversities. With great enthusiasm, the national festivals, birth anniversaries, and memorials of great Indian personalities like Mahatma Gandhi, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, LalBahadur Shastri are celebrated every year.

In our college teachers and supporting staff, and students jointly celebrate the cultural and regional festivals, like traditional day, teacher's day, orientation and farewell program, Induction program, rally, plantation, Youth day, Women's day, Yoga day, etc. religious ritual activities are performed in the campus. Motivational lectures of eminent persons of the field are arranged for the all-round development of the students for their personality development and to

make them responsible citizens following the national values of social and communal harmony and national integration

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

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

Our institute organizes various programs for the promotion of Constitutional values, rights, duties, and responsibilities of citizens, which are aimed to familiarize with Fundamental Duties and Rights.

We celebrate Independence Day on the 15th of August and 26th of Jan on every year. The day marks the importance of freedom and independence, on this day, a Flag hoisting ceremony is organized followed by a recitation of the National Anthem.

Our Institute organizes several programs that are aimed at the promotion of various constitutional rights, duties, and responsibilities of citizens. our Institute organizes a Covid Vaccination Camp and Blood Donation Camps on our college campus. Many teachers and students actively participate in the event to ensure that precious lives are saved. Our institute also celebrates Women's Day to mark the achievements of women throughout history. Similarly celebrates World Environment Day on the 5th of June every year to ensure the Environmental concern. Similarly, our institute organizes Swachh Bharat Abhiyan.

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

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code

A. All of the above

of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

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

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

Our Institute celebrates and organizes various programs for national and International commemorative day events and festivals.. Celebration of Independence Day, Republic Day, International Yoga Day, Innovation Day (Dr.A.P.J Abdul Kalam's birth anniversary), International Women's Day, and Engineers Day. Indian constitution day With great enthusiasm the national festivals, birth anniversaries, and memorials of great Indian personalities like Mahatma Gandhi, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri are celebrated every year.

Our Institute celebrates the birth anniversary of our Founder president Hon Dr. Panjabrao alias Bhausaheb Deshmukh from 25 Dec to 27 Dec 2021 by organizing various students as well as faculty activities during the event.

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

7.2 - Best Practices

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

1. Title of the Practice: "Institutional Initiatives relating to transformational change in rural development"

Objectives of the Practice: 1. Identifying the developmental challenges in rural areas/Villages. 2. Providing solutions for the eco-friendly development of villages and the creation of Health and basic amenities are based on local resources to prevent the increasing urbanization

The Context: To cope with the vision and foresight of Dr. Panjabrao alias Bhausaheb Deshmukh, the Best Practices identified for the upliftment of the downtrodden. We emphasize connecting our students, and faculties to relate with the local realities to improve their research work with more society and social relevance.

2 Title of the Practice: "Employability Skills Enhancement practices for students support and progression. " Objectives of the Practice The objective of this practice is to improve technical skills and personality development skills like communication skills, aptitude, and reasoning skills to make the students employable and improve their employability probability. In this practice, various types of training, modular training, and Skill & personality development training are provided to the students. 3. The Context: engineering professional needs to have a base of analytical reasoning and technology-based knowledge so that they can complete their job in a desirable aspect.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

The institution has actively engaged with the local community, recognizing the importance of fostering strong ties and addressing community needs. It has established collaborations with community organizations, to identify and respond to social challenges

effectively. Through various outreach programs, the institution has made significant contributions in areas such as education, healthcare, skill development, and environmental sustainability.

Education and Skill Development: The institution has placed a strong emphasis on education and skill development as key drivers of social progress. Our parent Society, Shri Shivaji Education Society Amravati provides a special scholarship of Rs. 25,000/- to 30,000/- per student per year to the economically weaker student (Who have not received any other form of scholarship) for four years i.e., till the completion of his course.

Health and Wellness: Our institute obtains a special medical facility for all the employees of the institute provided by Dr. Panjabrao Deshmukh Memorial Medical College, Amravati under which 50 % of concession on all the medical investigations.

Social Empowerment: An equal opportunities center (Saman Suvidha Kendra) is also available in our Institute. Our Institute donates a special fund for Matoshri Vimalabai Deshmukh Annapurna Yojna run by our sister concern Dr. Panjabrao Deshmukh Memorial Medical College, Amravati.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Plan of Action for Next Academic Year:

1. Encouraging the faculty members to register for Ph.D.Degree
2. Encouraging the faculty to publish Research Papers in UGC Care, Scopus listed journals. and also promoting to the publication of books.
3. Encouraging the Faculties to Submit the Research Proposals.
4. Encouraging the Faculties to apply for the Patent.
5. Organization of National Conference in the Institute.
6. Increasing the Number of Extension Activities, Environmental Promotional Activities.